ORDINARY MEETING

MIT COUNCIL

15 August 2019
MANUKAU INSTITUTE OF TECHNOLOGY ORDINARY MONTHLY MEETING OF COUNCIL
To be held in the Tanoa Room, NO101
1.00 pm Thursday, 15 August 2019

OPEN SESSION AGENDA

Karakia

1 Preliminaries
   Welcome
   C08/1 Apologies
   C08/2 Administration

2 Items for Discussion
   C08/3 Kōrero MIT Council with Rūnanga

   Move into Closed Session

CLOSED SESSION AGENDA

3 Preliminaries
   C08/4 Confirmation of Council Closed Session Minutes 27 June 2019
   C08/5 Confirmation of Audit and Compliance Minutes 21 March 2019
   C08/6 Matters Arising
   C08/7 Correspondence

4 Items for Decision
   C08/8 2020 Budget Assumptions
   C08/9 ANZ half year compliance certificate and financial statements
   C08/10 Revised International Request
   C08/11 Campus Masterplan Report

5 Regular Reports
   C08/12 RoVE Briefing (Verbal). Supporting documentation available in the appendices
   C08/13 Chief Executive Closed Session Report
   C08/14 Sales Funnel Data
   C08/15 Financial Report detailed commentary

6 Item for Information
   C08/16 Audit & Compliance Status of recommendations
   C08/17 Insurance Renewal Outcome for 2019/2020
   C08/18 Response to Low Student Success in Security Programme (Verbal update)
   C08/19 Subcontracting
7 Any Other Business

8 Move into Open Session and Confirm Resolutions from Closed Session

OPEN SESSION AGENDA

C08/20 Confirmation of Council Open Session Minutes 27 June 2019
C08/21 Confirmation of Runanga Minutes 4 July 2019
C08/22 Matters Arising
C08/23 Correspondence

9 Items for Decision

C08/24 Granting of Awards
C08/25 Academic Board

10 Regular Reports

C08/26 Chief Executive Open Session Report
C08/27 Health & Safety
C08/28 Financial Report
C08/29 Reporting on Maori Strategic Plan

11 Any Other Business

12 Karakia and Close Meeting
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### MEETING SCHEDULE FOR 2019

#### MEETINGS

<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>
</tr>
<tr>
<td>Council</td>
<td>March 28</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council</td>
<td>May 16</td>
<td>Manuhiri Room, NT Block</td>
<td>1pm – 5pm</td>
</tr>
<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>Tanoa Room, NO101</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Audit (Risk only)</td>
<td>September 19</td>
<td>NQ212</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council/PCAB</td>
<td>September 19</td>
<td>NQ212</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Audit</td>
<td>October 31</td>
<td>Tanoa Room, NO101</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council</td>
<td>October 31</td>
<td>Tanoa Room, NO101</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council</td>
<td>December 12</td>
<td>Tanoa Room, NO101</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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<tr>
<td>Leaders Function</td>
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</table>
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>Uluomatooutua 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 2020</td>
</tr>
<tr>
<td>Peter Parussini</td>
<td></td>
<td>1 May 2017</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>Kira Schaffler</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2020</td>
</tr>
<tr>
<td>Jill Tattersall</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2020</td>
</tr>
<tr>
<td>Rachael Tuwhangai</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2020</td>
</tr>
</tbody>
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3. STANDING COMMITTEES AND MEMBERSHIP

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair/Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee</td>
<td>P Winder (or nominee) - Chairman P Parussini T Stratton J Hannan K Schaffler</td>
</tr>
<tr>
<td>CE Review Committee</td>
<td>P Winder (or nominee) - Chairman T Stratton CE Nominee</td>
</tr>
<tr>
<td>Student Appeal Committee</td>
<td>J Hannan – Chairman K Schaffler J Tattersall R Tuwhangai</td>
</tr>
<tr>
<td>Audit &amp; Compliance Committee</td>
<td>T Stratton – Chair J Hannan U Aiono K Schaffler J Tattersall – permanent alternate</td>
</tr>
<tr>
<td>Council Membership Committee</td>
<td>P Winder – Chairman P Parussini T Stratton U Aiono R Tuwhangai</td>
</tr>
</tbody>
</table>
### 4. 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  
Member of Advisory Committee supporting the Unitec Commissioner | 23 January 2019 |
| T Stratton | Owner/operator of Waiau Consulting  
Treasurer of Refugees As Survivors New Zealand | 16 May 2019 |
| 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
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

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

21 February 2019
NOTE ☐ COMMENT ON ☐ AGREE ☐ APPROVE ☒

C08/10 CONFIRMATION OF COUNCIL OPEN SESSION MINUTES

Author          Michelle Hubble, Council Secretary
Endorser        Peter Winder, Chairman
Date            18 July 2019

Request to Council

Please approve the minutes of the open session of the ordinary meeting of the Council held on Thursday, 27 June 2019.

Your formal approval is required as set out in 18.3 of the Manukau Institute of Technology Council Standing Orders.
Present:
P Winder (Chairman)  J Tattersall
R Tuwhangai  T Stratton
U Aiono  K Schaffler

In Attendance:
G Gilmore  M Teirney
M Carroll  S Lotu-Iiga
R Sullivan  C Handscombe
S Middleton  A Bhimy

Preliminaries

R Sullivan opened the meeting with a karakia.

Welcome

P Winder welcomed everyone to the meeting.

C06/01 Apologies

It was resolved that the Council accept the apology from John Hannan and Peter Parussini

Proposed:  P Winder
Seconded:  K Schaffler
Carried

C06/02 Administration

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.
C06/03 – C06/17 Closed Session

It was resolved that the Council exclude the public from agenda items C06/03 – C06/17:
Reason: To enable the Council to carry out, without prejudice or disadvantage, commercial activities.

It was further resolved that members of the MIT Executive Team remain at the meeting and others (as required) because their knowledge of the issues involved may be helpful to the Council.

Proposed: P Winder
Seconded: U Aiono
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

C06/18 Confirmation of Council Open Session Minutes 16 May 2019

It was resolved that the Council confirm the minutes of the Open Session of the Ordinary Meeting of the Council held on Thursday 16 May 2019.

Proposed: P Winder
Seconded: T Stratton
Carried

C06/19 Matters Arising

The Council noted the matters arising.

Proposed: P Winder
Seconded: J Tattersall
Carried

C06/20 Correspondence

It was resolved that the Council receive the inwards correspondence and note the outwards correspondence.
Open Session Council Minutes – 27 June 2019

Items for Decision

**C06/21 Granting of Awards**

The normal academic robustness around the granting of these awards has been followed and the students have met the necessary requirements for the Granting of the 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 16 May 2019.

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

**C06/22 PCAB recommended nominations for appointment**

It was resolved that the Council appoint those nominated in the report to the MIT Pasifika Community Advisory Board effective 27 June 2019 to 27 June 2023.

**Proposed:** P Winder  
**Seconded:** U Aiono  
**Carried**

Regular Reports

**C06/23 CE Report**

The report updated Council on relevant issues and opportunities.

It was noted that there was a mistake in the Marae 20th Anniversary report pertaining to the attendance of Georgina Kupa at the Marae 20th anniversary event, which will be corrected.

It was resolved that the Council receive the Report.

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

**C06/24 Health and Safety**

The report was taken as read.
It was resolved that the Council receive the status report on Health and Safety at MIT for the months of April and May 2019.

Proposed: P Winder
Seconded: K Schaffler
Carried

C06/25 Academic Board Report

The report was taken as read.

The Executive General Manager Academic highlighted two call outs:
- In direct response to the need to ensure MIT are appropriately managing all sub-contracted delivery arrangements, sub-contracting has become a regular standing item on the academic board agenda
- Academic Board has just approved a new file storage protocols system to improve greater consistency and transparency of information and to assist with meeting our compliance obligations.

It was resolved that the Council receive note the minutes of the monthly Academic Board meeting held on Wednesday 12 June 2019.

Proposed: U Aiono
Seconded: P Winder
Carried

C06/26 Financial Report for the period 31 May 2019

The report was taken as read.

It was resolved that the Council receive the report for the period ended 31 May 2019.

Proposed: P Winder
Seconded: T Stratton
Carried

C06/27 Reporting against the Māori Strategic Plan

The report was taken as read. Printed copies of the Māori Strategic Report were tabled at the meeting. The DCE Māori provided a brief verbal summary calling out the highlights of the report.

The Chair expressed his thanks for bringing the strategic report in timely way and that it provided a very helpful snapshot.

It was resolved that the Council receive the report.
Proposed: P Winder
Seconded: U Aiono
Carried

10 Any Other Business

S Lotu-Iiga closed the meeting with a karakia.

P Winder declared the meeting closed at 4:32pm

Chairman: [Signature]

23-08-2019 1:08 PM

Date: 

__________________________
MIT Council Paper

C08/21  RUNANGA MINUTES

Author  Michelle Hubble, Council Secretary
Endorser  Rachael Tuwhangai, Chair
Date  2 August 2019

Request to Council

Please receive the minutes of the Runanga meeting held on Thursday, 4 July 2019.
KARAKIA
R. Sullivan

WELCOME/MIHI
Hui opened with a welcome from the Chair to Wyndi Tagi and Brendon Green

PRESENT
R. Tuwhangai; B. Green; R. Sullivan; W. Tagi; J. McLeod; P. Enari

IN ATTENDANCE
P. Abraham

R19/03/01 APOLOGIES
G. Gilmore; E. Morgan

ABSENT
T. Arthur

R19/03/02 ADMINISTRATION

a) Annual Work Plan
   For noting – Update

b) Membership
   For noting – membership list updated to include Wyndi Tagi Brendon Green as from 4 July 2019

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

R19/03/03 CONFIRMATION OF RŪNANGA MINUTES 2 MAY 2019

THE CHAIR MOVED TO CONFIRM THE MINUTES OF THE ORDINARY MEETING OF THE RŪNANGA HELD ON THURSDAY 2 MAY 2019 BE ACCEPTED AS A TRUE AND CORRECT RECORD.

SECONDED: R SULLIVAN
CARRIED BY ALL
## MATTERS ARISING

<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>R02/01</td>
<td>Rūnanga members to received vacancy notifications</td>
<td>R. Sullivan</td>
<td>Immediately</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Bhimy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R02/02</td>
<td>Update Māori student progression to employment/further education data table</td>
<td>P. Abraham</td>
<td>3 May</td>
<td>Completed</td>
</tr>
<tr>
<td>R02/03</td>
<td>Kainga Tikanga role to be added as an Agenda item</td>
<td>P. Abraham</td>
<td>13 June</td>
<td>General Business R19/03/07 – C</td>
</tr>
<tr>
<td>R02/04</td>
<td>Secretary to include Rūnanga on all calendar invites for important Māori hui/events; ongoing action for Secretary; item removed from action list</td>
<td>P. Abraham</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>R02/05</td>
<td>Induction of new Rūnanga Members Meet with S. Middleton to how and what to do with new members</td>
<td>R. Tuwhangai</td>
<td>Before 4 July meeting</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R. Sullivan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. Middleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R02/06</td>
<td>Meetings to be arranged for Chair and one other member with three new members: Pania Newton Wyndi Tagi Brendan Green</td>
<td>R. Tuwhangai</td>
<td>Before 4 July meeting</td>
<td>Completed</td>
</tr>
<tr>
<td>R02/07</td>
<td>Meeting space to be booked at Manukau Campus on confirmation of date and times.</td>
<td>P. Abraham</td>
<td>“</td>
<td>Completed</td>
</tr>
<tr>
<td>R02/08</td>
<td>Request from Marketing via CE’s office a job to digitise the Rūnanga Scholarship</td>
<td>P. Abraham</td>
<td>Before 4 July</td>
<td>Work in progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Gilmore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R02/09</td>
<td>Enquire into using Kia Mataara mobile phone app to promote Rūnanga scholarship and application form</td>
<td>R. Sullivan</td>
<td>Before 4 July</td>
<td>Update next meeting</td>
</tr>
</tbody>
</table>

The following was noted

**R02/01** Members to receive all vacancy notices sent to Deputy CE Māori.

**R02/02** Information updated, item closed

**R02/03** Refer General Business R19/03/07 c)

**R02/04** Rūnanga members to be included to all calendar invites for important Māori hui/events; ongoing action for Secretary; item removed from action list

**R02/05** Item closed

**R02/06** Meeting with Brendon Green and Wyndi Tagi held and completed – item closed

**R02/07** Item closed

**R02/08** Online application form almost complete – work in progress

**R02/09** Pending iTunes account set up for upgrade to app – work in progress
REGULAR REPORTS

R19/03/04  CHIEF EXECUTIVE REPORT

Written report for noting.

R. Sullivan spoke to the decline in international numbers resulting in reviewing bottom line, if nothing is done to rectify this approximate loss of about 50%. The Chair spoke to the impact of reduced international numbers and the result of the current review of the tertiary sector.

We are currently reviewing programme offerings e.g. Post Grad programmes to attract international interest as well as national – this will be a first for MIT.

It was raised with the members that Melbourne Business School/University are looking at working with Victoria University partnership, an opportunity possibly for MIT to look into.

How has this decline impacted on the business school? Concerning impact; however we are also experiencing a decline with domestic enrolments.

ACTION
Invite Head of Marketing to next Rūnanga meeting to share marketing plans to recruit more Māori.

THE CHAIR MOVED TO ACCEPT AND RECEIVE THE WRITTEN REPORT FROM THE CHIEF EXECUTIVE. CARRIED BY ALL

R19/03/05  DEPUTY CHIEF EXECUTIVE, MĀORI

Written report for noting.

• Focussed on foundation numbers with exception to Māori.
• Video shared with members - Rūnanga acknowledged the work put in to putting this together and support it be made public, it provides good knowledge with regard to the connection between mana whenua and MIT (e.g. use during induction, share with local kura, good knowledge, etc); no other institution has produced such. A first for MIT – well done!
• Outcome of Health Workforce NZ funding application pending; this funding will further support Māori and Pasifika nursing students during their study and progression in to the health sector.
• New Māori staff:
  Vanessa Wilcox – Business Development & Iwi Liaison Manager
  Nursing and Health – Mihaere Emery and Te Inuwai Elia
  Kaiārahi Ako (Academic Centre) – Dr. Ash Puriri.

DCE MĀORI MOVED TO ACCEPT THE WRITTEN REPORT AND VERBAL UPDATE SECONDED: P. ENARI CARRIED BY ALL
R19/03/06 RŪNANGA CHAIR REPORT

Written report for noting and the following points discussed.

a) R. Tuwhangai with J. McLeod and E. Morgan met with W. Tagi and B. Green.

CHAIR MOVED TO ACCEPT THE APPOINTMENT OF WYNDI TAGI AND TO CONFIRM THE APPOINTMENT OF BRENDON GREEN AS A COMMUNITY AND WHAKAKITENGA REPRESENTATIVES ON THE RŪNANGA FOR 12 MONTHS

SECONDED: R. SULLIVAN
CARRIED BY ALL

ACTION
R. Sullivan to meet with W. Tagi as Wyndi was unable to attend induction – date and time to be confirmed by P. Abraham.

b) R. Tuwhangai attended Te Komiti Tangata Whenua (TKTW) meeting held 26 June 2019. R. Sullivan invited to explain the purpose of this group for the new members. TKTW are a sub-committee to Academic Board providing guidance on programme development.

c) Māori and Pasifika Trades Training (MPTT)
R. Tuwhangai asked about Māori and Female Enrolments.

R. Sullivan responded MPTT is a good scheme however “fees free” has had a negative impact on enrolments. Expected EFTS are lower than expected. Construction mainstream down 1% but this has not affected the MPTT scheme. Matua Tuwhakairiora Williams is the current Mana Whakahaere. Scheme is not attracting interest with the other “free” offerings available.

Benefits of MPTT scheme:
- there is a learner support fund
- pathways into employment
- pastoral support.

Is it possible to make MPTT the default enrolment for Māori and Pasifika; students can “opt out” but only after discussion and consideration. When promoting the scheme, a suggestion to showcase females to help with promotion.

Revision of marketing campaign to help attract interest.

ACTION:
R. Sullivan to report back at next meeting on review of marketing campaign with regard to this scheme.

d) 20th Celebration
The Rūnanga extends congratulations to the team for the work put in to the planning and execution of the celebration.

e) Role of Kaumatua at MIT
The Rūnanga recommended the need for a Kaumatua role to be in place for MIT following a number of events to date. This role is different to the Kaitiaki Tikanga Role, and requires someone with more experience, and status in the iwi. Following the Marae celebrations there was evidence to suggest that there needs to be a designated Kaumatua present with a clear mandate to act as kaumatua, at high stake engagements and events. This could be a full or part time role. R. Sullivan responded that we do call on support from Martin Cooper and will be meeting with Ted Ngataki and Matua Jeff Tukua.
The Rūnanga queried whether kaumatua were remunerated for on-call support, to which the answer was no. R. Sullivan responded that a casual contract could be considered in the future.

e) Discretionary Fund
Members were asked for thoughts and ideas.

J. McLeod advised members of the following for consideration:
MIT are hosting 2019 Te Toi Tauira mo te Matariki annual conference for Māori staff and tauira from 3-5 October 2019; Māori Liaison Officers from a number of tertiary institutions came together 20 years ago. Other institutions are not in a position to provide financial support but will support in other ways e.g. transport for attendees, guest speakers, etc. 2019 is the 20th anniversary of this conference. Is it possible to help financially to support the kaupapa? Suggestion it is used toward a specific e.g. gifts for speakers/delegates.

**IT WAS MOVED THAT THE 2019 DISCRETIONARY FUND OF $5K BE USED TO SUPPORT TE TOI TAUIRA MO TE MATARIKI CONFERENCE HOSTED BY NGĀ KETE WĀNANGA MARAE. THE FUNDS ARE TO BE USED TO PURCHASE TAONGA FOR ATTENDEES.**

MOVED: J. McLEOD
SECONDED: R. TUWHANGAI
CARRIED BY ALL

**ACTION:**
The Chair requests a report be provided to Runanga on how funds were used.

f) Self Review
Date for Rūnanga to come together to be set.

g) Combined Council and Rūnanga Invitation
Rūnanga have been invited to join Council for lunch on Thursday the 15th of August at 12:30pm–1pm, followed by a 1 hour korero at the Formal Open Session of Council on Thursday 15 August 2019. This will be held in the Tanoa Room (NO101) MIT Pasifika Community Centre.

Printed invitation distributed at meeting and calendar invites sent to all Rūnanga members.

R.Tuwhangai encouraged members to consider what the Runanga would like to raise with Council.

Following some discussion the following points were suggested for korero with Council.

- Commitment to kaimahi maori wrap around support
- Pastoral support at foundation level
- Whanau ora for both students and in particular kaimahi and their retention

**ACTION:**
The Chair to circulate feedback received from E. Morgan to members for consideration in preparation for meeting.

**THE CHAIR MOVED TO ACCEPT THE WRITTEN REPORT**
SECONDED: P. ENARI
CARRIED BY ALL
R19/03/07 GENERAL BUSINESS
a) PRESENTATION

New members to Rūnanga, Wyndi Tagi and Brendon Green presentation.

Wyndi Tagi
- Director WE Accounting with husband and have expanded business base in Samoa (accounting and business advisory / outsourcing centre looking after NZ tax; plan to roll out to other accountants). Providing recruitment opportunities with a focus on growing small to medium Māori and Pasifika businesses.
- Internship relationship with AUT where students spend their time before moving on with company.

Questions raised:
What is being done in the small business space?
What is on offer for people in work with no formal qualification and/or class offerings i.e. time of day?

Brendon Green
Bachelor Chemical Engineering and Post Grad Dairy Science Technology qualifications from University of Canterbury.

Worked for NZ companies (NZ Dairy Board, Contact Energy, Mighty River); a vast knowledge and experience in management and development of these businesses

Worked 10 years in Mexico/US for General Electric.
Established Kaitiaki Advisory – working with industry, natural resources and Māori develop resource projects in NZ and is a current board membership with Watercare (3yrs).

Currently work on a Watercare capital project – reviewing procurement process. They have targeted targetted outcomes and will be looking to converting these outcomes into real outcomes working with Māori businesses.

Questions raised:
- How do you take young minds and connect them with bio side?
- What sectors is MIT providing for and how do the programmes being taught align; are our offering right and meeting sector demand?
- What are our Māori enrolments figures?

The summarised questions raised as follows, shared different insights and refreshing to hear
- Small business idea for M&PI, what are we doing in this space and what are we offering to adults in work who may want to study afterhours?
- What sectors are we providing qualifications for – what are these big sectors and how are our programmes mapping back on to those and what is our Māori uptake in those different sectors.
- Where we see gaps in sectors/fields, do we look at offering Rūnanga scholarship targetted to the sectors where there isn’t much interest.

One of the Runanga strategic priorities is Whaioranga, looking at internships/apprenticeships – MPTT programme provide something similar.

Could this forum provide an opportunity to recommend potential partners offering internships/apprenticeships? It was shared that AUT have a good programme.

The Chair thanked and acknowledged Wyndi and Brendon on their presentation and the contributions to this group.
b) Scholarships
It was reported that J. McLeod and E. Morgan have made recommendation on the recipients of the 2019 Rūnanga Scholarship.

Successful Recipients:
- Jessica Reihana (Bachelor of Nursing) $4,000
- Dean Clendon (Diploma in Business – Leadership) $4,000
- Nico Honetana (Bachelor of Applied Sport and Exercise Science) $4,000
- Natalie Moetu (Bachelor of Applied Social Work) $4,000
- Jamie Flavell (Bachelor of Applied Social Work) $4,000

THE CHAIR MOVED TO ACCEPT THE SUCCESSFUL 2019 RŪNANGA SCHOLARSHIP RECIPIENTS

SECONDED: J. McLEOD
CARRIED

The 2020 Online Runanga Scholarship application Form was shared. This is a work in progress and will be circulated for comment from members.

Landing page:

Application form:

c) KAITIAKI TIKANGA – CULTURAL ADVISOR ROLE

Refer to discussion on Kaumatua Role.
## CURRENT ACTION LIST AS AT 4 JULY 2019

<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>R03/04</td>
<td>Invite Head of Marketing to next Rūnanga meeting to share marketing plans to recruit more Māori</td>
<td>R. Sullivan</td>
<td>5 Sept</td>
<td></td>
</tr>
<tr>
<td>R03/06</td>
<td>R. Sullivan to meet with W. Tagi and B. Green and other key internal stakeholders – date and time to be confirmed by P. Abraham</td>
<td>P. Abraham</td>
<td>Before 5 Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R. Sullivan to report back on review of marketing campaign for Māori and Pasifika Trades Training scheme</td>
<td>R. Sullivan</td>
<td>Before 5 Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A report to Runanga on how sponsored discretionary funds were used (Te Toi Tauira mo te Matariki conference 3-5 Oct 2019)</td>
<td>R. Sullivan</td>
<td>7 Nov meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair to circulate feedback received from E. Morgan to members for consideration in preparation for combined meeting with Council on 15 August 2019</td>
<td>R. Tuwhangai</td>
<td>Before 19 Jul</td>
<td></td>
</tr>
<tr>
<td>R02/09</td>
<td>Enquire into using Kia Mataara mobile phone app to promote Rūnanga scholarship and application form</td>
<td>R. Sullivan</td>
<td>4 July 5 Sept</td>
<td>Work in progress Update next meeting</td>
</tr>
</tbody>
</table>
APPENDICES

a) 2019 Rūnanga Annual Work Plan
b) Membership
c) Rūnanga Strategic Priorities
d) MIT Māori Education Strategy Priorities (2016-2019)
e) MIT Māori Education Strategy Matrix Report
f) Rūnanga Engagement Framework

a) 2019 RŪNANGA ANNUAL WORK PLAN & MEETING DATES

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCH</td>
<td>25-30 March</td>
<td>Review Māori Enrolment, Achievement and Recruitment Data Rūnanga Scholarship applications close 11 February 2019</td>
</tr>
<tr>
<td></td>
<td>Thursday 28</td>
<td>MIT Graduation Celebrations and Main Graduation</td>
</tr>
<tr>
<td></td>
<td>Friday 29</td>
<td>Tuku Taonga (Ngā Kete Wānanga Marae)</td>
</tr>
<tr>
<td></td>
<td>Saturday 30</td>
<td>Street Procession around Manukau &amp; BBQ 7pm Pasifika Thanksgiving (Vodafone Events Centre)</td>
</tr>
<tr>
<td></td>
<td>Main Graduation (Vodafone Events Centre)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:30 Business &amp; Digital Technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:30 Engineering Trades</td>
<td>Nursing &amp; Health Studies</td>
</tr>
<tr>
<td></td>
<td>5:30 Consumer Services</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>MAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JULY</td>
<td>Thursday 4</td>
<td>Invite guest speaker(s) / Guest presentation(s)</td>
</tr>
<tr>
<td>AUGUST</td>
<td>Wednesday 14</td>
<td>Joint Council/Rūnanga meeting</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Thursday 5</td>
<td>Invite guest speaker(s) / Guest presentation(s)</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Wed-Fri 2-4</td>
<td>MIT Hosting Te Toi Tauira mo te Matariki Hui a Tau</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Thursday 7</td>
<td>Confirm membership for following year</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Thursday 5</td>
<td>Review Rūnanga Strategic Priorities Rūnanga Strategic Priorities Māori Education Strategy Priorities</td>
</tr>
<tr>
<td></td>
<td>Confirm</td>
<td>Strategic Priorities for New Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirm workplan for following year</td>
</tr>
</tbody>
</table>

2019 RŪNANGA MEETING DATES

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>DATE</th>
<th>VENUE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rūnanga</td>
<td>7/03/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>2/05/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>4/07/2019</td>
<td>NQ112, Lupe Room</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga/Council</td>
<td>14/08/2019</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>5/09/2019</td>
<td>NQ112, Lupe Room</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>7/11/2019</td>
<td>NQ112, Lupe Room</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga FINAL</td>
<td>5/12/2019</td>
<td>NQ112, Lupe Room</td>
<td>4:30-6:30pm</td>
</tr>
</tbody>
</table>
## RŪNANGA MEMBERSHIP

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Appointments</th>
<th>Term commenced</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachael Tuwhangai</td>
<td><strong>Chair</strong></td>
<td>Council</td>
<td>26 April 2012</td>
<td>April 2019</td>
</tr>
<tr>
<td>Gus Gilmore</td>
<td>Ex officio</td>
<td>Chief Executive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Sullivan</td>
<td>Ex officio</td>
<td>Deputy Chief Executive, Māori</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonaan McLeod</td>
<td>Member</td>
<td>Council</td>
<td>November 2017</td>
<td>November 2020</td>
</tr>
<tr>
<td>Tipi Arthur</td>
<td>Member</td>
<td>Otara Community</td>
<td>3 September 2015</td>
<td>September 2018</td>
</tr>
<tr>
<td>Parehuia Enari</td>
<td>Member</td>
<td>Local Secondary Schools/Wharekura</td>
<td>4 August 2016</td>
<td>August 2019</td>
</tr>
<tr>
<td>Eruera Morgan</td>
<td>Member</td>
<td>Manukau based Māori Organisation</td>
<td>6 March 2018</td>
<td>March 2020</td>
</tr>
<tr>
<td>Brendon Green</td>
<td>Member</td>
<td>Te Whakakitenga o Waikato representative</td>
<td>4 July 2019</td>
<td>4 July 2020</td>
</tr>
<tr>
<td>Wyndi Tagi</td>
<td>Member</td>
<td>Business Community</td>
<td>4 July 2019</td>
<td>4 July 2020</td>
</tr>
</tbody>
</table>

** Council appointed role
### RŪNANGA STRATEGIC PRIORITIES

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITY AREAS:</th>
<th>ANNUAL GOALS</th>
<th>ADVISORY ACTIONS</th>
</tr>
</thead>
</table>
| **Manaakitanga**         | To enhance the experience and satisfaction for Māori within MIT | Provide updates to the Rūnanga on:  
• ways in which Māori students are supported at MIT.  
• the Rūnanga Scholarship process  
• targeted Māori marketing, recruitment and retention strategies across all MIT programmes |
| Jonaan McLeod            |               |                 |
| **Māoritanga**           | To enhance institutional responsiveness to Māori | Provide updates to the Rūnanga on:  
• Marae based programmes and activity  
• Kaimahi Māori bi-annual publication.  
• Marae initiatives that support entrepreneurialism, business and educational success.  
• appropriate strategies for integrating Reo and Tikanga into all programmes.  
• the inclusion of the Tiriti o Waitangi in all key policy and programme documents  
• Implement an annual cycle of Tiriti o Waitangi review  
• a staff development Māori responsiveness programme |
| Dr Robert Sullivan       |               |                 |
| **Mātauranga**           | To improve academic success, employability and progression for Māori staff and students | Provide updates to the Rūnanga on:  
• the level of representation of Māori academic staff and students in diploma and degree level courses  
• student achievement, completion and employment data and make suggestions for areas of improvement  
• ways in which Māori staff are being recruited reflect the student demographic |
| Dr Robert Sullivan       |               |                 |
| **Whanaungatanga**       | To strengthen engagement with and between Māori across the institute and also with the community | Provide updates to the Rūnanga on:  
• the Kaimahi and Tauria Māori forums that promote success of Tauria.  
• Tauria Māori strategies that promote MIT.  
• Māori Graduation Celebration & Acknowledgement  
• Community stake holder hui |
| Tipi Arthur              |               |                 |
| **Whai Oranga**          | To increase Māori entrepreneurial income and opportunity | Provide updates to the Rūnanga on:  
• the commercialisation of activities what will support whānau, hapū & iwi development  
• Māori research activities throughout the institute  
• the potential of a summer cadetship programme with iwi organisations |
| Vacant                   |               |                 |

Extracted from the Māori Education Strategy Draft (2015)

<table>
<thead>
<tr>
<th>STRATEGIC FOCUS AREAS</th>
<th>STRATEGIC GOALS</th>
</tr>
</thead>
</table>
| **Māori Achievement Targets** | • increase the number of Māori attending MIT to 25% [*Current participation is 17%.*]  
• improve Māori achievement at all levels, so that it is equal to or ahead of institution performance [*Current levels are 82% (MIT), 75% (Māori)*]  
• improve upon Māori progression to employment or further education and training, so that it is equal to the institution performance [*Current performance is 80% (MIT), Māori unknown*] |
| **PEOPLE Staff** | • link the APR process to Māori success targets  
• increase the number of Māori academic staff  
• increase the number of Māori staff in leadership positions  
• implement a programme of professional development for both staff and students, inclusive of Te Ao Māori, Te Reo Māori, Te Tiriti o Waitangi, Ngā Kete Wānanga Marae  
• further develop a targeted Māori recruitment programme |
| **PEOPLE Students** | • link marae-based support services and activities with whanau rooms / spaces  
• work closely with the Student Support Services Group in delivering appropriate and targeted support to Māori students in each faculty;  
• develop an individual educational career plan process for Māori students  
• further develop a targeted Māori recruitment programme |
| **PLACE** | • re-brand Ngā Kete Wānanga Marae as a Centre of Māori Development  
• develop a suite of Te Ao Māori me Te Reo Māori credentialed programmes  
• initiate a programme of Marae based as well as institute wide, tailored Māori pastoral activity and support  
• connect the Centre of Māori Development with each remote MIT site  
• explore opportunities to link MIT Programmes with Māori aspirations and need |
| **COMMUNITY** | • establish and maintain a Māori Community Student Support Group;  
• develop, implement and support external marae based learning initiatives;  
• promote and support key Māori community events and activities;  
• actively engage with local body government organisations that support Māori development in relation to the tertiary sector;  
• engage with whānau, hapū and iwi to identify opportunities in alignment with their educational strategies;  
• establish forums that actively engage MIT and Māori communities and organisations;  
• develop and implement a quality data management system that provides data and information in regards to Māori engagement |

1 (Note: this project will see the establishment of Community Student Support Groups for Māori, Chinese, and Indian students in the first instance.)
### e) Māori Education Strategy Strategic Priorities Report (Matrix)

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) That by 2019, participation of Māori in MIT will be at least equal to the Māori demographic of the community.</td>
<td>Dec, 17: CE’s KPIs cascaded through the organization via the staff perform process. Dec, 17: Engage with Tangata Whenua marae. Dec, 17: Provide PD for kaimahi Māori through marae visits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONs</th>
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<tr>
<td>March, 18 Participated in the Vocational Education Forum to build collaboration.</td>
<td>Member of Comet</td>
<td>Member of Te Tira Manukura</td>
<td>Participation by Wahineata Smith in TWoA national reo research project</td>
</tr>
</tbody>
</table>

b) 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.

<table>
<thead>
<tr>
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<th>ACTIONs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dec, 17: Ensure a programme of te reo delivery begins in S1 2018</td>
<td>Dec, 17: Roll out cultural competency training for all staff</td>
<td>Dec, 17: Te Tiriti o Waitangi training is embedded in the onboarding for new staff</td>
<td>Dec, 17: Ensure programme developments include Māori industry advice and perspectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONs</th>
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<th>ACTIONs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dec, 17: Engage with Tangata Whenua marae.</td>
<td>Dec, 17: Engage with other tertiary providers to build research capacity, and share best practices</td>
<td>Dec, 17: Strengthen the kaimahi Māori network through regular marae sessions at Ngā Kete Wānanga Marae</td>
<td>Dec, 17: Ensure Māori organizations participate in MIT expos.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<td>Targets</td>
<td>Actions</td>
<td>Actions</td>
<td>Actions</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Manaakitanga  
*To enhance the experience and satisfaction for Māori within MIT* | March, 18  
L3 Pōkaitahi Reo collaboration with Te Whare Wānanga o Awanuiarangi. Likely delay to S2 after going through approval process.  
2 streams of the ACE funded te reo L2 course will begin on March 13 | March, 18  
First session is on 27th February.  
Three other sessions  
*• 28th - 29th May*  
*• 27th - 28th Aug*  
*• 26th – 27th Nov* | March, 18  
First session for ELT held on 18th Feb.  
It is in the onboarding programme for new staff | March, 18  
This is ongoing via Kaārahi Ako and Te Komiti Tangata Whenua |
| Māoritanga  
*To enhance institutional responsiveness to Māori* | Dec, 17:  
Review Māori intervention strategies by Faculty. 5 Faculty reports received. | Dec, 17:  
Marae team to engage more effectively with Student Support  
Dec, 17: Orientation pōwhiri to be managed by the marae team including one aimed for Māori tauira | Work as a cross-functional team with relevant programmes and service centres | Dec, 17:  
Progression to employment or further education has generated opportunities for income driven focused Māori initiatives both internally and externally. |
| Mātauranga  
*To improve academic success, employability and progression for Māori staff and students* | March, 18:  
Firstwhānauevening on Feb 28 was very successful with good engagement by families 60 whānau members, and 20 tamariki! Three more lined up during the year | March, 18:  
Joint project with Student Journey and Pasifika Development Office is improving our cross-functionality | March, 18:  
Data is available for 2017 which identifies a number of areas where more support will be put in for students including tuakana peer support.  
Māori partner roles will help to coordinate this increased effort | March, 18:  
Will learn more from similar progression to employment schemes, such as Hawkins Māori and Pasifika initiative.  
Will support MPTT whanaungatanga day in March.  
Careers and Employment Service participate in thewhānauevenings |
| Whanaungatanga  
*To strengthen engagement with and between Māori across the institute and also with the community* c) That by 2019, Māori success in MIT programmes at all levels is equal to or ahead of the institution performance. | March, 18:  
Joint project with Student Journey and Pasifika Development Office is improving our cross-functionality | March, 18:  
Data is available for 2017 which identifies a number of areas where more support will be put in for students including tuakana peer support.  
Māori partner roles will help to coordinate this increased effort | March, 18:  
This is ongoing via Kaārahi Ako and Te Komiti Tangata Whenua |
| Whai Oranga  
*Increase Māori entrepreneurial income* | March, 18:  
Firstwhānauevening on Feb 28 was very successful with good engagement by families 60 whānau members, and 20 tamariki! Three more lined up during the year | March, 18:  
Joint project with Student Journey and Pasifika Development Office is improving our cross-functionality | March, 18:  
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<tr>
<th>Targets</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manakitanga</strong> &lt;br&gt;To enhance the experience and satisfaction for Māori within MIT</td>
<td>Dec, 17: Improve data using Qlik Sense &lt;br&gt;March, 18: Will follow up with the data team re enhanced reporting templates</td>
</tr>
<tr>
<td><strong>Māoritanga</strong> &lt;br&gt;To enhance institutional responsiveness to Māori</td>
<td>Dec, 17: Increase engagement with employers and ITOs &lt;br&gt;March, 18: Will work with the CES, and also use networks such as MPTT</td>
</tr>
<tr>
<td><strong>Mātauranga</strong> &lt;br&gt;To improve academic success, employability and progression for Māori staff and students</td>
<td>Dec, 17: Improve relevance of programmes by creating a set of core soft-skill competencies reflected in the revised graduate Profile &lt;br&gt;March, 18: This has been completed. Will request updates from SAER Committee and when relevant TKTW</td>
</tr>
<tr>
<td><strong>Whanaungatanga</strong> &lt;br&gt;To strengthen engagement with and between Māori across the institute and also with the community</td>
<td>Dec, 17: Enhance the student experience through the external engagement strategy, coordinating with the Career and Employment Solutions Team, and the External Engagement Team. &lt;br&gt;March, 18: Ongoing</td>
</tr>
<tr>
<td><strong>Whai Oranga</strong> &lt;br&gt; Increase Māori entrepreneurial income</td>
<td>Dec, 17: Grow engagement with identified employers. &lt;br&gt;Dec, 17: Map current gaps in industry engagement and student preparation.</td>
</tr>
</tbody>
</table>

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

- Dec, 17: Academic Review is in progress
- March, 18: Regular meeting with EGM People and Culture to progress the strategy, with DCE Pasifika

**e)** That by 2017, a Māori staff recruitment, retention and progression plan has been developed and is being implemented across MIT.

- Dec, 17: Strengthened cultural competency for staff
- March, 18: Programme has begun

**f)** By 2016 an action plan will be in place to enhance internal MIT and external community engagement in support of

- Dec, 17: Review iwi engagement: Ngāpuhi
- March, 18: Formal hui to be scheduled. Multiple hui with kaimahi Māori re Kukupa’s tangihanga, and whānau evening, Tuku Taonga. Bonds much stronger
- March, 18: Work with iwi to create internship and employment opportunities for students
<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
</tr>
</thead>
</table>
| Manaakitanga  
To enhance the experience and satisfaction for Māori within MIT | | | | | |
| Māoritanga  
To enhance institutional responsiveness to Māori | | | | | |
| Mātauranga  
To improve academic success, employability and progression for Māori staff and students | | | | | |
| Whanaungatanga  
To strengthen engagement with and between Māori across the institute and also with the community | | | | | |
| Whai Oranga  
Increase Māori entrepreneurial income | | | | | |
| Māori educational outcomes. | March, 18: Following up with Maxine Graham | March, 18: Martin Cooper to assist with programme of marae visits | March, 18: Met with Kawena Jones re logistics opportunities. | Will follow up with Ngāi Tahu and Ngāpuhi | |
### RŪNANGA ENGAGEMENT FRAME WORK

<table>
<thead>
<tr>
<th>Rūnanga Role</th>
<th>Key question</th>
<th>Vehicle/Mechanism</th>
<th>Lead</th>
<th>Actions</th>
<th>Review</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement</td>
<td>What is MIT doing to bring forth the diverse voices of Māori?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Te Tiriti o Waitangi</td>
<td>What is MIT doing to uphold and actively protect and promote Te Tiriti o Waitangi as included in MIT’s responsibilities and obligations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>What is MIT doing to reflect the strategic priorities of the Māori Education Strategy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rūnanga Relative to other MIT Entities</td>
<td>In what way does the MIT Rūnanga have meaningful engagement with the MIT Council for governance matters?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rūnanga Relative to other MIT Entities</td>
<td>What is MIT doing to protect tikanga and what is sacred to Māori?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**C08/22 MATTERS ARISING – OPEN SESSION**

**Author**
Michelle Hubble, Council Secretary

**Date**
11 July 2019

**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>27/06/19</td>
<td>C06/23</td>
<td>EER: Provide further information on the EER visit and Council’s engagement with it</td>
<td>M Carroll</td>
<td>April 2020</td>
<td>Refer CE update</td>
</tr>
</tbody>
</table>
Request to Council

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

INWARDS

11.07.2019  From Hon. Chris Hipkins re MIT Council Constitution
15.07.2019  From Royal Commission of Inquiry request for information
19.07.2019  From Te Papa re status of the proposal to establish Te Papa ki Manukau on Hayman Park
31.07.2019  Stakeholder letter from Immigration NZ
12.08.2019  From Hon. Chris Hipkins re RoVE

OUTWARDS

05.08.2019  To Royal Commission of Inquiry responding to request for information
C08/24 Granting of Awards

Author: Michelle Hubble, Council Secretary
Endorser: Gus Gilmore, Academic Board Chair
Date: 2 August 2019

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 27 June 2019 and revoke two qualifications that were conferred in error.

Summary

Two awards were conferred in error in the March 2019 graduation ceremonies.

Due to incorrect information provided to Programme Committee in Tech Park a student who should have been awarded the New Zealand Diploma in Engineering was instead awarded a Bachelor of Engineering degree.

Similarly, due to incorrect information provided to Programme Committee in Manukau Campus a student who should have been awarded a Graduate Diploma in Applied Management was also awarded a Graduate Diploma in Sales and Marketing.

The full details of the awards to be revoked is available in the Appendices.

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:

- 2019 Degrees and Level 7s
- 2019 Certificates and Diplomas

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

In accordance with the provisions of section 5.1 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:

2019 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>2019/1101</td>
<td>Graduate Diploma in Supply Chain and Shipping Management</td>
<td>1</td>
</tr>
<tr>
<td>2019/1106 - 2019/1116</td>
<td>Graduate Diploma in Supply Chain and Shipping Management</td>
<td>11</td>
</tr>
</tbody>
</table>

2019 Certificates and Diplomas

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Award Description</th>
<th>No. of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/1102 - 2019/1105</td>
<td>Certificate in Applied Sport and Recreation</td>
<td>4</td>
</tr>
</tbody>
</table>

Signed: ____________________________ Date: 2.8.19

Gerard Gilmore
Chief Executive

Attachment:

Appendix 1 - Names of Graduands and their relevant awards

---

1 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.

2 Authority to "Grant Sealed Awards of the Institute" is delegated to the Chief Executive (Council Register of Permanent Delegations and Authorisations - CE/AC4)
Request to Council

1. Please note the minutes of the monthly Academic Board meeting held on Wednesday, 24 July 2019.

2. Please note that the 2019 review of the MIT Student Regulations has commenced and the Council is invited to submit feedback for amendments.

3. Please approve:
   - Amendments to the definition of “e-Meeting” outlined in section 8 of Statute One:
     The Council Membership, Meetings, Fees and Committees Statute and section 8 of Statute Three: The Academic Statute to read:
     “e-Meeting” is a meeting conducted using electronic means (audio, audio and visual, or electronic communication). E-Meetings are to be conducted synchronously in a way that allows all members to simultaneously communicate.”
   - the attached e-Meeting Protocols and revoke the existing E-Meeting Protocols – transition provision.

Your formal approval is required because MIT Statutes are set and amended by the Council in accordance with section 194 of the Education Act 1989 and e-Meeting Protocols are set and approved by the Council in accordance with clause 7.6 of Statute One: The Council Membership, Meetings, Fees and Committees Statute

Summary

Section 178 of the Education Act 1989 was amended in 2018 to clarify that:
“(4A) Meetings [of the Council] may be held by means of audio, audio and visual, or electronic communication if—
   a. each member who wishes to participate in the meeting has access to the technology needed to participate in the meeting; and
   b. a quorum of members can simultaneously communicate with each other throughout the meeting.”

As a result, all meetings of the MIT Council and committees including the Academic Board, Academic Board Sub-Committees and Programme Committees) must be conducted synchronously (in a way that allows all members to simultaneously communicate).
Asynchronous e-meetings (conducted via email or other non-simultaneous means) are not permitted.

MIT Statute One: The Council Membership, Meetings, Fees and Committees Statute, Statute Three: The Academic Statute, and the MIT E-Meeting Protocols - transition provisions all currently provide for asynchronous e-meetings to take place. This is not consistent with the requirements of the Act.

In order to address this issue, the Council is asked to approve the proposed amendment set out above to the definition of an e-Meeting, and the attached draft e-Meeting Protocols.
Request to Council

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

Information to note

2019 Course Completion Results

The semester 1 course completion results for 2019 overall are 2.7% higher than for 2018 results. The improved results cover a broad set of priority groups and practice areas with results improving for 11 of the 15 practice areas. Results have also improved for priority groups; Maori 2.4%, Pasifika 5.6% and Under 25 by 1.6%. The year end course success rate for MIT was 80% and semester 1 results indicate that 2019 year end results will exceed these.

Comparison of 2018 Semester 1 to 2019 Semester 1 Course Completion Success Rates

(Includes 14,506 entered results and excludes 2238 results not yet available)
EER Update

- All ITP’s and ITO’s have been removed from the EER schedule pending NZQA’s response to the RoVE announcement
- We are shifting the internal EER panel visit from October 2019 to April 2020 to take advantage of the additional time to prepare more thoroughly.

Ministerial Confirmation re Manukau Institute of Technology Constitution

- Confirmation was received from the Hon. Minister Hipkins Office on 11 July 2019 (note inwards correspondence). The Constitution comes into force on 24 October 2019 and increases the size of the council to ten members
- Within six months (ie, before 24 April 2020), Council must appoint at least one permanent member of the general and teaching staff to represent them, and one member will be an enrolled student who has been elected by the student body to represent them
- Staff and student elections will be held in accordance with the Education Act 1989 and Council Statute 5 (attached)
- For the purposes of each election, the Council shall determine the closing date for nominations and the election; and appoint a Returning Officer.

Impact of RoVE announcement as it pertains to ITP Councils

- Existing ITP councils will be disestablished on 1 April 2020. Some existing ITP council members will be appointed to a subsidiary board to ensure consistency during the change process
- The subsidiary boards will be smaller than the ITP’s existing council, and around half of each board’s members will be regional representatives. Membership will be confirmed by the council of the Institute once it’s appointed
- We are seeking clarification on whether staff and student representation will make up the smaller subsidiary board membership.

MIT nominated for Westpac Business Awards:

- We have been nominated in two categories of the Westpac Business Awards for South and East Auckland: Employer of Choice and Customer Service. This means MIT is also automatically up for the People’s Choice Award
- These awards are recognition of the hard work everyone does and what we do for the community. One of the people who nominated us was a past student who wanted to recognize the support and passion of lecturers and staff here. These are the stories we need to tell. We should be proud
- The South and East awards will be held on Monday 19 August at Villa Maria, Māngere.

MIT IELTS Centre:

- MIT’s IELTS Centre has made history by becoming the first British Council-affiliated centre in Australasia to launch computer delivered testing
- Planning for rolling out computer delivered IELTS (CDI) began in January after a visit by Richard Halstead from the council’s head office in London. CDI gives us the flexibility to schedule tests to meet customer demand, and gives the customers their results within 7 days, as opposed to 13 days for the paper-based tests
- Currently, this form of testing is only available in Ōtara in a space on North campus formerly occupied by Employment Pathways tutors.
MIT Golden Jubilee update
In July 2020 MIT will have been delivering quality vocational education and training to the communities of the south. MIT is planning to celebrate this Golden Jubilee year by badging it MIT Golden Jubilee 2020. Special events will be staged with a particular focus of engaging with MIT Alumni, Communities and Industry. The Graduations in the first week of April will have additional features related to the Golden Jubilee that involve Alumni, Graduate Families (where 2 or more family members have passed through MIT) followed throughout the period April to July by events within the Schools, and Campuses. This period of more intensive activity will conclude on 22 July 2020 when MIT will celebrate its 50th year with (what else?), a birthday party. This date was the actual official opening of MIT. The emphasis will be on high levels of participation of the staff, students, Alumni and the Council which will receive regular updates on this special event as it develops.

P-TECH Memorandum Signed
Manukau Institute of Technology has signed an agreement with two secondary schools (Manurewa High School and Aorere College), and two industry partners (IBM and The Warehouse Group) to develop a P-TECH Secondary School modelled on the same principles pioneered by the MIT Tertiary High School. The P-TECH School, common in the US and growing in Australia, enables students to begin their tertiary and professional lives more quickly than the school-to-work pathway. Students who complete the P-TECH programme will have the opportunity to learn both the school curriculum and match with the knowledge and skills they need to continue their studies or enter employment in the Digital Technology industry.

School and Community Engagement
Term 2 provides a peak time to engage with the Year 12 & 13 secondary school students and this has been by way of 33 School Expos and Engagements, 11 Community Events and Presentations and MIT on campus activities and projects. Our team also attended 8 Career expos, promoting the MIT pathway. We hosted the Regional Culinary and Hospitality Schools Competition which provided some great exposure for MIT. We are also delivering term 3 Campus Days in the schools of Maritime, Engineering, Nursing, Early Childhood, and Digital Technology while also promoting Year 11 programmes at each MIT campus throughout August.
C08/27

Health and Safety June 2019

Author: Kirsten Sargent, Executive General Manager, People and Culture
Endorser: Gus Gilmore, Chief Executive
Date: August 2019 Council Meeting

Request to Council

Please note the information below, which is supplied as a status report on Health and Safety at MIT for the month of June 2019.

June Information to note

Incidents

<table>
<thead>
<tr>
<th></th>
<th>June 19</th>
<th>June 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

No significant events occurred during June.

Notification of significant injury on 31 July

The stats within this report are for June reported information. However a significant incident occurred on 31 July, which warrants council notification outside of reporting dates. The incident will be formally reported in the next council report.

A Floristry student sustained a leg fracture after stepping and falling into a pond on a visit to MIT Horticulture School. She was transported to Middlemore hospital by ambulance and underwent surgery (1 August). She remains in hospital as at 2 August.

Early Investigation revealed that:

- The Floristry Lecturer had conducted the safety briefing before arriving at the School and again once adjacent to the pond area to point out the hazard (pond was covered in foliage).
- The student had limited understanding of the English language and most likely did not understand instructions.

Immediate Actions:

- Safety of student has been checked and she is being supported by Student Support and her lecturer.
- The pond has been coned and taped off to prevent access
- Consideration is being given as to how MIT best manage students with limited English.

MIT are required to report this incident to Worksafe and have done so. We are awaiting their response.
ACC Claims

Progress against Health and Safety Strategy

<table>
<thead>
<tr>
<th>Key Result Areas</th>
<th>Status</th>
<th>Commentary</th>
</tr>
</thead>
</table>
| 1. MIT’s Health and Safety strategy is clearly communicated to and understood by staff and students | ✔️ | • Safety and Wellbeing team have updated staff and student inductions to reflect the safety and wellbeing component of the new strategy.  
• The updated Health and Safety Policy is now available to all staff on MITnet.
| 2. MIT out-performs comparable industry benchmarks | ✔️ | • ACC claim costs continue to stay relatively low compared to previous years YTD. |
| 3. Develop a reporting culture | ✔️ | • 4 near misses reported in June 2019 vs 3 in June 2018.  
• 16 near misses have been reported YTD in 2019 vs 29 YTD in 2018.
| 4. Students graduating from MIT consistently demonstrate Health and Safety skills and knowledge | ✔️ | • Student health, safety and wellbeing pages have been published on Canvas (our student learning system.) Student Journey will communicate the publication of this resource to students via their electronic media channels. Orientation material will be updated to refer to the information in Canvas.
| 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. This continues to be in place  
• People leaders are being invited to attend a health and safety refresher.  
• The safety and wellbeing team will be auditing H&S committees in July to check for their compliance with H&S system requirements.
| 6. MIT’s high-risk areas are identified and effectively controlled | ✔️ | • Staff flu vaccinations have been completed. 108 staff had vaccinations.  
• 2019 hazard register reviews are ongoing.  
• The Safety and Wellbeing team are now certified to deliver Mental Health First Aid training sessions. These will be offered to staff in July and August.
| 7. MIT has resources in place and enables staff participation to deliver a safe and healthy workplace | ✔️ | • 100% of rep roles filled (53/53) 93% of H&S representatives are trained (49/53). One rep has resigned. Two new reps have been appointed. They will attend training in July.
| 8. MIT achieves external benchmark standards for practice in Health and Safety | ✔️ | • Annual AS/NZS4801:2001 surveillance audit took place 12-16 November 2018. There were no major non-conformances identified by the auditor.  
• The Safety and Wellbeing team will conduct 4801 compliance audits in June and July and the team are supporting all areas to ensure they are prepared.

Psychosocial risks

The following psychosocial events were reported during the period 1 April to 30 June 2019. The previous quarter is included as a benchmark.

<table>
<thead>
<tr>
<th>Reported Mental Health Issues</th>
<th>Reported Stress Cases (Work Related)</th>
<th>Reported Stress Cases (Work and Personal)</th>
<th>Reported Harassment Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-Mar</td>
<td>Apr-June</td>
<td>Jan-Mar</td>
<td>Apr-June</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

Two are self – reported work related stress cases. The other is subject to a health and safety investigation and is suspected to be work related. All parties are being supported and offered EAP.

Injury Trends analysis
Staff and student incident numbers shown in the graph below cover the full year for 2017 and 2018. The numbers for 2019 show injuries from 1 Jan - 30 June.

Top 3 injuries reported by year and cause (staff and students)

For 2017/2018 - top 4 injuries were cuts, sprains/strains, abrasions and burns. For 2019 (YTD) the top 3 injuries were abrasions, cuts and pain & discomfort.

Near miss reports

Types of near misses

For 2017/2018/2019 - Vast majority relate to facility management problems, for example 4 false panic alarm activations in the student village, unattended cooking in the student village, broken tables/chairs and trip hazards.

Investigation into the number of false panic alarm activations has been undertaken and revealed the cause of the activations is due to alarms being located close to the student’s bed heads resulting in them being accidently activated. Mitigation of these incidents could be achieved by the relocation of the alarms.
### Security Report

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Event Type</th>
<th>June 19</th>
<th>June 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burglary and Attempts</td>
<td>MV theft, Attempt</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Theft ex. MV, Attempt</td>
<td>Vandalism, Graffiti</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Attempt</td>
<td>Theft (inc all Attempts)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>People (ie Assaults, Robbery)</td>
<td>Threatening Behaviour/ Trespass</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Significant Events</td>
<td>Apprehensions</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Critical Risk Audit Schedule 2019

<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 2019</td>
<td>The September audit will check for implementation of the Asbestos Management Plan.</td>
</tr>
<tr>
<td>Hazardous substances (including gases)</td>
<td>2018 – HazTech, Registered Test certifier</td>
<td>February 2019</td>
<td>Test Location Certificates were re-issued by the Registered Certifier in February for the Garden and Parks bunker and Automotive/General Engineering areas. The Plumbing School recertification inspection was carried out on 18 March. There were no corrective actions identified during the inspection. The certifier advised that no certification is required for this area as it does not meet the threshold for certification. MIT will continue independent certifier inspections of this area on an annual basis to ensure safety standards are maintained.</td>
</tr>
<tr>
<td>Moving parts and equipment</td>
<td>360 Safety Solutions Limited</td>
<td>May 2019 Rescheduled to August 2019</td>
<td>The 2019 audit will check all Technology Park plant and equipment scheduled for relocation to the new site. Plant and equipment in Tech Park and Property and Campus Services was audited in 2017 &amp; 2018.</td>
</tr>
<tr>
<td>Lifeboat training</td>
<td>Safety and Wellbeing Manager</td>
<td>March 2019</td>
<td>Lifeboat training is not currently taking place. Safety and Wellness team are awaiting feedback from Maritime on proposed dates.</td>
</tr>
<tr>
<td>Working from height/ scaffolding</td>
<td>Scaffolding Consultants Limited</td>
<td>July 2019</td>
<td>The scaffolding audit was conducted on 2 July. All three houses under construction were audited. Some minor corrective actions were identified. A plan is in place to remedy these. Further scaffolding training for staff involved with scaffolding is being considered.</td>
</tr>
<tr>
<td>Arborist Activity</td>
<td>MIT Safety and Wellbeing Manager</td>
<td>March 2019</td>
<td>The Arborist audit was carried out in May. Corrective actions identified include a requirement to improve health and safety documentation and the safe operating procedures in relation to use of chippers. A corrective action plan has been implemented.</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>MIT Safety and Wellbeing Manager</td>
<td>July 2019</td>
<td>2018 corrective actions have been completed.</td>
</tr>
</tbody>
</table>
| Electrical                          | Internal audit of electrical safety procedures | March 2019 | The audit took place in April/May | An internal audit of electrical safety was carried out in April/May 2019. Improvements that have been implemented as a result of the audit include five-yearly testing of all MIT building electrical earthing systems, six monthly testing of all RCD’s in
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Company/Team</th>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire training (Maritime)</td>
<td>360 Safety Limited</td>
<td>October 2019</td>
<td>Scheduled for 30 October 2019.</td>
</tr>
<tr>
<td>Manukau Campus Laboratory</td>
<td>HazTech</td>
<td>October 2019</td>
<td>Not yet scheduled.</td>
</tr>
<tr>
<td>Manukau Open balconies</td>
<td>MIT Legal team</td>
<td>March 2019</td>
<td>Review found low risk but identified some opportunities to consider for further risk reduction. Awaiting costing options for possible options.</td>
</tr>
<tr>
<td>Psychosocial risks</td>
<td>Cases to be monitored by the Safety and Wellbeing team</td>
<td>March, June, September, &amp; December reporting</td>
<td>Council reports will include updates on the number of stress, harassment, and bullying cases and associated lost time.</td>
</tr>
</tbody>
</table>

electrical systems, extension of the MIT Permit to work system to cover most work, and a SOP has been developed for working in ceiling spaces to manage potential electrical and other hazards.
C08/28 Financial Report for the period ended 30 June 2019

Author Michelle Teirney, Executive General Manager, Strategy and Support Services
Contributor Stephen Drumm, Finance Manager and Simone Fernandes, Head of Finance and Business Services
Endorser Gus Gilmore, Chief Executive
Date 23 July 2019

Request to Council

# MANUKAU INSTITUTE OF TECHNOLOGY

## Monthly Report

### JUNE 2019

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<table>
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<tr>
<th>Statement of Financial Performance</th>
<th>2</th>
</tr>
</thead>
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<td>Equivalent Full-time Students (EFTS) Summary</td>
<td>3</td>
</tr>
<tr>
<td>Equivalent Full-time Students (EFTS) by School</td>
<td>4</td>
</tr>
<tr>
<td>Financial Performance by Campus</td>
<td>5-8</td>
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<td>Financial Performance by Service Directorates</td>
<td>9-11</td>
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<td>Statement of Financial Position</td>
<td>12</td>
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<td>Statement of Cash Flows &amp; Covenants</td>
<td>13</td>
</tr>
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<td>Capital Program &amp; Investment Fund</td>
<td>14</td>
</tr>
<tr>
<td>Debtors Analysis</td>
<td>15</td>
</tr>
</tbody>
</table>
## STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDING 30 JUNE 2019

<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>Government funding</td>
<td>23,033</td>
<td>23,308</td>
<td>(275)</td>
<td>48,658</td>
<td>47,662</td>
<td>47,662</td>
<td>996</td>
<td>49,317</td>
</tr>
<tr>
<td>Domestic student receipts</td>
<td>8,135</td>
<td>7,608</td>
<td>(527)</td>
<td>18,362</td>
<td>15,564</td>
<td>15,564</td>
<td>2,798</td>
<td>17,795</td>
</tr>
<tr>
<td>International student receipts</td>
<td>7,344</td>
<td>8,242</td>
<td>(898)</td>
<td>12,860</td>
<td>16,728</td>
<td>16,728</td>
<td>(3,868)</td>
<td>17,617</td>
</tr>
<tr>
<td>Other base income</td>
<td>3,444</td>
<td>3,440</td>
<td>4</td>
<td>6,738</td>
<td>7,174</td>
<td>7,174</td>
<td>(436)</td>
<td>7,645</td>
</tr>
<tr>
<td>Non base income</td>
<td>3,246</td>
<td>4,605</td>
<td>(1,359)</td>
<td>8,770</td>
<td>9,688</td>
<td>9,688</td>
<td>(918)</td>
<td>9,356</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>45,202</td>
<td>47,203</td>
<td>(2,001)</td>
<td>95,388</td>
<td>96,816</td>
<td>96,816</td>
<td>(1,428)</td>
<td>101,730</td>
</tr>
<tr>
<td>Academic Operations base staff costs</td>
<td>14,692</td>
<td>13,524</td>
<td>(1,168)</td>
<td>29,007</td>
<td>28,326</td>
<td>27,230</td>
<td>(1,777)</td>
<td>31,958</td>
</tr>
<tr>
<td>Academic Operations base other expenditure</td>
<td>3,252</td>
<td>3,473</td>
<td>221</td>
<td>6,891</td>
<td>7,481</td>
<td>7,187</td>
<td>296</td>
<td>8,242</td>
</tr>
<tr>
<td>Service Directorates base staff costs</td>
<td>13,077</td>
<td>13,931</td>
<td>854</td>
<td>28,027</td>
<td>26,949</td>
<td>28,644</td>
<td>617</td>
<td>28,035</td>
</tr>
<tr>
<td>Service Directorates base other expenditure</td>
<td>7,703</td>
<td>8,624</td>
<td>921</td>
<td>16,911</td>
<td>17,385</td>
<td>17,299</td>
<td>388</td>
<td>16,430</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>1,813</td>
<td>1,972</td>
<td>159</td>
<td>3,753</td>
<td>3,992</td>
<td>3,972</td>
<td>219</td>
<td>4,405</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>235</td>
<td>362</td>
<td>127</td>
<td>628</td>
<td>926</td>
<td>926</td>
<td>298</td>
<td>442</td>
</tr>
<tr>
<td>Overhead</td>
<td>0</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 Expenditure</td>
<td>40,772</td>
<td>41,886</td>
<td>1,114</td>
<td>85,217</td>
<td>85,059</td>
<td>85,258</td>
<td>41</td>
<td>89,512</td>
</tr>
<tr>
<td>Net Operating Surplus / (Deficit) (EBITDA)</td>
<td>4,430</td>
<td>5,317</td>
<td>(887)</td>
<td>10,171</td>
<td>11,757</td>
<td>11,558</td>
<td>(1,387)</td>
<td>12,217</td>
</tr>
<tr>
<td>Contribution Margin %</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>12.1%</td>
<td>11.9%</td>
<td>11.9%</td>
<td>(11%)</td>
<td>12.0%</td>
</tr>
<tr>
<td>Depreciation expense</td>
<td>5,706</td>
<td>5,755</td>
<td>49</td>
<td>11,341</td>
<td>11,405</td>
<td>11,405</td>
<td>64</td>
<td>12,028</td>
</tr>
<tr>
<td>EBIT</td>
<td>(1,276)</td>
<td>(438)</td>
<td>(638)</td>
<td>(1,170)</td>
<td>352</td>
<td>153</td>
<td>(1,323)</td>
<td>189</td>
</tr>
<tr>
<td>Interest expense</td>
<td>687</td>
<td>763</td>
<td>96</td>
<td>1,435</td>
<td>1,526</td>
<td>1,526</td>
<td>91</td>
<td>1,449</td>
</tr>
<tr>
<td>Net Surplus / (Deficit) (excl One Off Items)</td>
<td>(1,943)</td>
<td>(1,201)</td>
<td>(742)</td>
<td>(2,605)</td>
<td>(1,174)</td>
<td>(1,373)</td>
<td>(1,232)</td>
<td>(1,260)</td>
</tr>
<tr>
<td>One off expenditure</td>
<td>0</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>One off revenue</td>
<td>0</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>Unrealised losses</td>
<td>(88)</td>
<td>0</td>
<td>88</td>
<td>(88)</td>
<td>0</td>
<td>0</td>
<td>88</td>
<td>(461)</td>
</tr>
<tr>
<td>Net Surplus / (Deficit)</td>
<td>(1,855)</td>
<td>(1,201)</td>
<td>(654)</td>
<td>(2,517)</td>
<td>(1,174)</td>
<td>(1,373)</td>
<td>(1,144)</td>
<td>(2,516)</td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>623</td>
<td>623</td>
<td>0</td>
<td>619</td>
<td>610</td>
<td>610</td>
<td>(8)</td>
<td>608</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>70</td>
<td>72</td>
<td>72</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>Casual Headcount</td>
<td>43</td>
<td>43</td>
<td>0</td>
<td>36</td>
<td>43</td>
<td>43</td>
<td>8</td>
<td>54</td>
</tr>
<tr>
<td>Total FTE/Headcount</td>
<td>732</td>
<td>732</td>
<td>0</td>
<td>725</td>
<td>726</td>
<td>726</td>
<td>1</td>
<td>720</td>
</tr>
</tbody>
</table>

* YTD FTE represents current Payroll FTE & Forecast FTE is the projection for Dec 2019
### EQUIVALENT FULL-TIME STUDENTS (EFTS) SUMMARY
FOR THE PERIOD ENDING 30 JUNE 2019

<table>
<thead>
<tr>
<th>OTARA &amp; CITY</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>SAC L1-2</td>
<td>163</td>
<td>143</td>
<td>14%</td>
<td>227</td>
<td>218</td>
<td>218</td>
<td>4%</td>
<td>212</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>1,200</td>
<td>1,270</td>
<td>(6%)</td>
<td>1,376</td>
<td>1,399</td>
<td>1,399</td>
<td>(2%)</td>
<td>1,406</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>19</td>
<td>31</td>
<td>(37%)</td>
<td>26</td>
<td>36</td>
<td>36</td>
<td>(27%)</td>
<td>49</td>
</tr>
<tr>
<td>International</td>
<td>133</td>
<td>122</td>
<td>9%</td>
<td>157</td>
<td>148</td>
<td>148</td>
<td>6%</td>
<td>216</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>1,516</td>
<td>1,566</td>
<td>(3%)</td>
<td>1,786</td>
<td>1,801</td>
<td>1,801</td>
<td>(1%)</td>
<td>1,883</td>
</tr>
</tbody>
</table>

| TECHNOLOGY PARK                                   |            |            |              |                    |                  |                  |                                 |                           |
| SAC L1-2                                          | 4          | 29         | (85%)        | 4                  | 34               | 34               | (89%)                            | 70                        |
| SAC L3+                                           | 758        | 629        | 20%          | 829                | 718              | 717              | 16%                              | 743                       |
| Youth guarantee                                   | 126        | 138        | (7%)         | 137                | 142              | 142              | (3%)                             | 177                       |
| International                                     | 220        | 204        | 8%           | 256                | 316              | 316              | (19%)                            | 349                       |
| Total EFTS                                        | 1,109      | 999        | 11%          | 1,226              | 1,211            | 1,210            | 1%                               | 1,341                     |

| MANUKAU                                           |            |            |              |                    |                  |                  |                                 |                           |
| SAC L1-2                                          | 20         | 39         | (50%)        | 25                 | 39               | 39               | (36%)                            | 20                        |
| SAC L3+                                           | 1,595      | 1,452      | 10%          | 1,754              | 1,572            | 1,572            | 12%                              | 1,568                     |
| Youth guarantee                                   | 11         | 41         | (74%)        | 14                 | 44               | 44               | (67%)                            | 49                        |
| International                                     | 257        | 380        | (32%)        | 298                | 452              | 452              | (34%)                            | 461                       |
| Total EFTS                                        | 1,682      | 1,912      | (2%)         | 2,091              | 2,106            | 2,106            | (1%)                             | 2,097                     |

| GRAND TOTAL                                       |            |            |              |                    |                  |                  |                                 |                           |
| SAC L1-2                                          | 187        | 210        | (11%)        | 255                | 291              | 291              | (12%)                            | 302                       |
| SAC L3+                                           | 3,553      | 3,352      | 6%           | 3,959              | 3,689            | 3,688            | 7%                               | 3,717                     |
| Youth guarantee                                   | 157        | 208        | (25%)        | 178                | 222              | 222              | (20%)                            | 275                       |
| International                                     | 611        | 706        | (13%)        | 711                | 916              | 916              | (22%)                            | 1,026                     |
| Total EFTS                                        | 4,508      | 4,476      | 1%           | 5,103              | 5,118            | 5,117            | (0%)                             | 5,320                     |

*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 30 JUNE 2019

<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>Arts &amp; Education</td>
<td>277</td>
<td>285</td>
<td>(3%)</td>
<td>300</td>
<td>315</td>
<td>315</td>
<td>(5%)</td>
<td>317</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>181</td>
<td>238</td>
<td>(24%)</td>
<td>216</td>
<td>272</td>
<td>272</td>
<td>(21%)</td>
<td>270</td>
</tr>
<tr>
<td>NZ Maritime School</td>
<td>264</td>
<td>296</td>
<td>(11%)</td>
<td>289</td>
<td>328</td>
<td>328</td>
<td>(12%)</td>
<td>351</td>
</tr>
<tr>
<td>Languages and Community Education</td>
<td>191</td>
<td>144</td>
<td>(32%)</td>
<td>268</td>
<td>258</td>
<td>258</td>
<td>4%</td>
<td>259</td>
</tr>
<tr>
<td>Services Industries</td>
<td>259</td>
<td>235</td>
<td>(10%)</td>
<td>308</td>
<td>284</td>
<td>284</td>
<td>8%</td>
<td>319</td>
</tr>
<tr>
<td>Social Work and Sport</td>
<td>345</td>
<td>368</td>
<td>(6%)</td>
<td>405</td>
<td>344</td>
<td>344</td>
<td>18%</td>
<td>367</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,516</td>
<td>1,566</td>
<td>(3%)</td>
<td>1,786</td>
<td>1,801</td>
<td>1,801</td>
<td>(1%)</td>
<td>1,883</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>Automotive</td>
<td>161</td>
<td>159</td>
<td>1%</td>
<td>165</td>
<td>176</td>
<td>176</td>
<td>(7%)</td>
<td>202</td>
</tr>
<tr>
<td>Construction and Horticulture</td>
<td>401</td>
<td>345</td>
<td>16%</td>
<td>438</td>
<td>446</td>
<td>446</td>
<td>(2%)</td>
<td>505</td>
</tr>
<tr>
<td>Professional Engineering</td>
<td>289</td>
<td>219</td>
<td>32%</td>
<td>340</td>
<td>374</td>
<td>374</td>
<td>(100%)</td>
<td>402</td>
</tr>
<tr>
<td>Specialist Trades</td>
<td>258</td>
<td>136</td>
<td>92%</td>
<td>340</td>
<td>214</td>
<td>214</td>
<td>59%</td>
<td>231</td>
</tr>
<tr>
<td>Campus GM</td>
<td>0</td>
<td>11</td>
<td>(100%)</td>
<td>282</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,109</td>
<td>869</td>
<td>28%</td>
<td>1,226</td>
<td>1,211</td>
<td>1,210</td>
<td>1%</td>
<td>1,341</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>Business</td>
<td>591</td>
<td>702</td>
<td>(16%)</td>
<td>667</td>
<td>806</td>
<td>806</td>
<td>(17%)</td>
<td>768</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>295</td>
<td>325</td>
<td>(9%)</td>
<td>316</td>
<td>346</td>
<td>346</td>
<td>(9%)</td>
<td>370</td>
</tr>
<tr>
<td>Health and Counselling</td>
<td>369</td>
<td>277</td>
<td>34%</td>
<td>441</td>
<td>322</td>
<td>322</td>
<td>37%</td>
<td>317</td>
</tr>
<tr>
<td>Nursing</td>
<td>626</td>
<td>609</td>
<td>3%</td>
<td>667</td>
<td>633</td>
<td>633</td>
<td>5%</td>
<td>642</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,881</td>
<td>1,913</td>
<td>(2%)</td>
<td>2,091</td>
<td>2,106</td>
<td>2,106</td>
<td>(1%)</td>
<td>2,097</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>Otara &amp; City</td>
<td>1,516</td>
<td>1,566</td>
<td>(3%)</td>
<td>1,786</td>
<td>1,801</td>
<td>1,801</td>
<td>(1%)</td>
<td>1,882</td>
</tr>
<tr>
<td>Technology Park</td>
<td>1,109</td>
<td>869</td>
<td>28%</td>
<td>1,226</td>
<td>1,211</td>
<td>1,210</td>
<td>1%</td>
<td>1,341</td>
</tr>
<tr>
<td>Manukau</td>
<td>1,881</td>
<td>1,913</td>
<td>(2%)</td>
<td>2,091</td>
<td>2,106</td>
<td>2,106</td>
<td>(1%)</td>
<td>2,097</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>4,506</td>
<td>4,348</td>
<td>4%</td>
<td>5,103</td>
<td>5,118</td>
<td>5,117</td>
<td>(0%)</td>
<td>5,320</td>
</tr>
</tbody>
</table>

*Actual EFTS may be larger than forecast EFTS due to estimated student withdrawals based on historical precedence.
## MIT Council Agenda Papers - 15 August 2019 - OPEN SESSION

### FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 30 JUNE 2019

<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>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>12,306</td>
<td>12,041</td>
<td>265</td>
<td>25,290</td>
<td>25,332</td>
<td>25,592</td>
<td>(302)</td>
<td>26,931</td>
</tr>
<tr>
<td>Base staff costs</td>
<td>5,840</td>
<td>5,108</td>
<td>(732)</td>
<td>11,365</td>
<td>10,945</td>
<td>10,436</td>
<td>(929)</td>
<td>13,101</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>1,283</td>
<td>979</td>
<td>(304)</td>
<td>2,533</td>
<td>2,314</td>
<td>2,321</td>
<td>(212)</td>
<td>2,622</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>5,183</td>
<td>5,954</td>
<td>(771)</td>
<td>11,392</td>
<td>12,073</td>
<td>12,835</td>
<td>(1,443)</td>
<td>11,208</td>
</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>42%</td>
<td>49%</td>
<td>45%</td>
<td>48%</td>
<td>50%</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>2,086</td>
<td>1,958</td>
<td>128</td>
<td>3,894</td>
<td>4,124</td>
<td>4,124</td>
<td>(230)</td>
<td>4,069</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>680</td>
<td>834</td>
<td>154</td>
<td>1,516</td>
<td>1,653</td>
<td>1,653</td>
<td>137</td>
<td>1,348</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>120</td>
<td>75</td>
<td>(45)</td>
<td>194</td>
<td>302</td>
<td>302</td>
<td>108</td>
<td>123</td>
</tr>
<tr>
<td>Overhead</td>
<td>438</td>
<td>469</td>
<td>31</td>
<td>912</td>
<td>939</td>
<td>939</td>
<td>27</td>
<td>1,186</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>848</td>
<td>580</td>
<td>268</td>
<td>1,272</td>
<td>1,230</td>
<td>1,230</td>
<td>42</td>
<td>1,412</td>
</tr>
<tr>
<td>Total revenue</td>
<td>14,392</td>
<td>13,999</td>
<td>393</td>
<td>29,184</td>
<td>29,456</td>
<td>29,716</td>
<td>(532)</td>
<td>31,000</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>6,520</td>
<td>5,942</td>
<td>(578)</td>
<td>12,881</td>
<td>12,598</td>
<td>12,089</td>
<td>(792)</td>
<td>14,449</td>
</tr>
<tr>
<td>Total other expenditure</td>
<td>1,403</td>
<td>1,054</td>
<td>(349)</td>
<td>2,727</td>
<td>2,616</td>
<td>2,623</td>
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<td>912</td>
<td>939</td>
<td>939</td>
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<tr>
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<td>6,031</td>
<td>6,534</td>
<td>(503)</td>
<td>12,664</td>
<td>13,303</td>
<td>14,065</td>
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<tr>
<td>Total Contribution Margin %</td>
<td>42%</td>
<td>47%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
<td>41%</td>
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<tr>
<td>Permanent FTE</td>
<td>130</td>
<td>130</td>
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<td>119</td>
<td>129</td>
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<td>Fixed Term FTE</td>
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<td>19</td>
<td>19</td>
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<td>9</td>
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<td>Casual FTE</td>
<td>19</td>
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<td>0</td>
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<td>9</td>
<td>9</td>
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<tr>
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<td>165</td>
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<td>156</td>
<td>156</td>
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## FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 30 JUNE 2019

<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>
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<tr>
<td><strong>TECHNOLOGY PARK</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>10,335</td>
<td>9,700</td>
<td>635</td>
<td>20,555</td>
<td>20,288</td>
<td>20,028</td>
<td>527</td>
<td>22,215</td>
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<td>Base staff costs</td>
<td>4,149</td>
<td>3,717</td>
<td>(432)</td>
<td>2,468</td>
<td>2,490</td>
<td>2,472</td>
<td>4</td>
<td>3,149</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>1,410</td>
<td>1,297</td>
<td>(113)</td>
<td>2,666</td>
<td>2,693</td>
<td>2,671</td>
<td>2</td>
<td>3,069</td>
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<tr>
<td>Base Surplus/(Deficit)</td>
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<td>4,686</td>
<td>90</td>
<td>10,112</td>
<td>9,909</td>
<td>9,992</td>
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<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>47%</td>
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<tr>
<td>Non base revenue</td>
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<td>2,013</td>
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<td>745</td>
<td>414</td>
<td>1,350</td>
<td>1,549</td>
<td>1,549</td>
<td>199</td>
<td>1,431</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>(354)</td>
<td>(776)</td>
<td>(119)</td>
<td>895</td>
<td>895</td>
<td>895</td>
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<td></td>
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<tr>
<td>Total revenue</td>
<td>11,459</td>
<td>12,184</td>
<td>(725)</td>
<td>25,060</td>
<td>25,453</td>
<td>25,193</td>
<td>(133)</td>
<td>27,170</td>
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<td>Total staff costs</td>
<td>5,188</td>
<td>4,754</td>
<td>(434)</td>
<td>9,988</td>
<td>9,999</td>
<td>9,674</td>
<td>(314)</td>
<td>11,470</td>
</tr>
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<td>Total other expenditure</td>
<td>1,516</td>
<td>1,577</td>
<td>59</td>
<td>2,834</td>
<td>3,101</td>
<td>3,063</td>
<td>249</td>
<td>3,422</td>
</tr>
<tr>
<td>Total overhead</td>
<td>331</td>
<td>745</td>
<td>414</td>
<td>1,350</td>
<td>1,549</td>
<td>1,549</td>
<td>199</td>
<td>1,431</td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td>4,422</td>
<td>5,108</td>
<td>(686)</td>
<td>10,888</td>
<td>10,804</td>
<td>10,887</td>
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<td>10,847</td>
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<td>Total Contribution Margin %</td>
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<td>42%</td>
<td>43%</td>
<td>42%</td>
<td>43%</td>
<td>40%</td>
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<td></td>
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<tr>
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<td>93</td>
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<td>88</td>
<td>82</td>
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</tr>
<tr>
<td>Fixed Term FTE</td>
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<td>18</td>
<td>0</td>
<td>25</td>
<td>28</td>
<td>28</td>
<td>4</td>
<td>22</td>
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<td>Casual FTE</td>
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<td>12</td>
<td>12</td>
<td>7</td>
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<tr>
<td>Total FTE</td>
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<td>123</td>
<td>123</td>
<td>5</td>
<td>126</td>
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## Financial Performance by Campus
### For the Period Ending 30 June 2019

<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>Base Revenue</strong></td>
<td>14,259</td>
<td>15,603</td>
<td>(1,344)</td>
<td>30,588</td>
<td>30,826</td>
<td>30,826</td>
<td>(238)</td>
<td>31,044</td>
</tr>
<tr>
<td><strong>Base Staff Costs</strong></td>
<td>4,704</td>
<td>4,700</td>
<td>(4)</td>
<td>9,667</td>
<td>9,492</td>
<td>9,229</td>
<td>(438)</td>
<td>10,161</td>
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<tr>
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<td>1,198</td>
<td>638</td>
<td>1,890</td>
<td>2,677</td>
<td>2,395</td>
<td>505</td>
<td>2,471</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>8,995</td>
<td>9,705</td>
<td>(710)</td>
<td>19,031</td>
<td>18,657</td>
<td>19,202</td>
<td>(171)</td>
<td>18,412</td>
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<tr>
<td><strong>Base Contribution Margin %</strong></td>
<td>63%</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
<td>62%</td>
<td>59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non Base Revenue</strong></td>
<td>10</td>
<td>164</td>
<td>(154)</td>
<td>371</td>
<td>399</td>
<td>399</td>
<td>(28)</td>
<td>317</td>
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<td>54</td>
<td>180</td>
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<td>209</td>
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<td>104</td>
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<td><strong>Non Base Other Expenditure</strong></td>
<td>9</td>
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<td>(2)</td>
<td>70</td>
<td>13</td>
<td>13</td>
<td>(57)</td>
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<tr>
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<td>4</td>
<td>35</td>
<td>31</td>
<td>91</td>
<td>82</td>
<td>82</td>
<td>(9)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Non Base Surplus/(Deficit)</strong></td>
<td>(50)</td>
<td>21</td>
<td>(71)</td>
<td>30</td>
<td>75</td>
<td>95</td>
<td>(65)</td>
<td>137</td>
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<td><strong>Total Revenue</strong></td>
<td>14,269</td>
<td>15,767</td>
<td>(1,498)</td>
<td>30,959</td>
<td>31,225</td>
<td>31,225</td>
<td>(266)</td>
<td>31,361</td>
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<td><strong>Total Staff Costs</strong></td>
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<td>4,801</td>
<td>50</td>
<td>9,847</td>
<td>9,721</td>
<td>9,438</td>
<td>(409)</td>
<td>10,265</td>
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<td><strong>Total Other Expenditure</strong></td>
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<td>1,205</td>
<td>636</td>
<td>1,960</td>
<td>2,690</td>
<td>2,408</td>
<td>448</td>
<td>2,515</td>
</tr>
<tr>
<td><strong>Total Overhead</strong></td>
<td>4</td>
<td>35</td>
<td>31</td>
<td>91</td>
<td>82</td>
<td>82</td>
<td>(9)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Campus Surplus/(Deficit)</strong></td>
<td>8,945</td>
<td>9,726</td>
<td>(781)</td>
<td>19,061</td>
<td>18,732</td>
<td>19,297</td>
<td>(236)</td>
<td>18,549</td>
</tr>
<tr>
<td><strong>Total Contribution Margin %</strong></td>
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<td>62%</td>
<td>62%</td>
<td>60%</td>
<td>62%</td>
<td>59%</td>
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</tbody>
</table>

<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>Permanent FTE</strong></td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>98</td>
<td>103</td>
<td>103</td>
<td>5</td>
<td>104</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Casual FTE</strong></td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>116</td>
<td>116</td>
<td>0</td>
<td>107</td>
<td>117</td>
<td>117</td>
<td>10</td>
<td>120</td>
</tr>
</tbody>
</table>
### FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 30 JUNE 2019

<table>
<thead>
<tr>
<th>CAMPUS TOTAL</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>Base revenue</td>
<td>36,900</td>
<td>37,344</td>
<td>(444)</td>
<td>76,433</td>
<td>76,446</td>
<td>(13)</td>
<td>80,190</td>
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<tr>
<td>Base staff costs</td>
<td>14,693</td>
<td>13,525</td>
<td>(1,168)</td>
<td>29,007</td>
<td>28,326</td>
<td>76,446</td>
<td>27,229</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>3,253</td>
<td>3,474</td>
<td>221</td>
<td>6,891</td>
<td>7,481</td>
<td>7,188</td>
<td>297</td>
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<tr>
<td>Base Surplus/(Deficit)</td>
<td>18,954</td>
<td>20,345</td>
<td>(1,391)</td>
<td>40,535</td>
<td>40,639</td>
<td>42,029</td>
<td>(1,494)</td>
</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>51%</td>
<td>54%</td>
<td>53.0%</td>
<td>53.2%</td>
<td>55.0%</td>
<td>49.9%</td>
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<tr>
<td>Non base revenue</td>
<td>3,220</td>
<td>4,606</td>
<td>(1,386)</td>
<td>8,770</td>
<td>9,688</td>
<td>9,688</td>
<td>(918)</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>1,766</td>
<td>1,972</td>
<td>206</td>
<td>3,709</td>
<td>3,992</td>
<td>3,972</td>
<td>263</td>
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<tr>
<td>Non base other expenditure</td>
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<td>362</td>
<td>125</td>
<td>630</td>
<td>926</td>
<td>926</td>
<td>296</td>
</tr>
<tr>
<td>Overhead</td>
<td>773</td>
<td>1,249</td>
<td>476</td>
<td>2,353</td>
<td>2,570</td>
<td>2,570</td>
<td>217</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>444</td>
<td>1,023</td>
<td>(579)</td>
<td>2,078</td>
<td>2,200</td>
<td>2,220</td>
<td>(142)</td>
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<tr>
<td>Total revenue</td>
<td>40,120</td>
<td>41,950</td>
<td>(1,830)</td>
<td>85,203</td>
<td>86,134</td>
<td>86,134</td>
<td>(931)</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>16,459</td>
<td>15,497</td>
<td>(962)</td>
<td>32,716</td>
<td>32,318</td>
<td>31,201</td>
<td>(1,515)</td>
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<tr>
<td>Total other expenditure</td>
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<td>3,836</td>
<td>346</td>
<td>7,521</td>
<td>8,407</td>
<td>8,114</td>
<td>593</td>
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<tr>
<td>Total overhead</td>
<td>773</td>
<td>1,249</td>
<td>476</td>
<td>2,353</td>
<td>2,570</td>
<td>2,570</td>
<td>217</td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td>19,398</td>
<td>21,368</td>
<td>(1,970)</td>
<td>42,613</td>
<td>42,839</td>
<td>42,429</td>
<td>(1,636)</td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>48%</td>
<td>51%</td>
<td>50%</td>
<td>49.7%</td>
<td>51.4%</td>
<td>46.9%</td>
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</tr>
</tbody>
</table>

Permanent FTE | Fixed Term FTE | Casual FTE | Total FTE
---|---|---|---
323 | 323 | 0 | 305 | 314 | 314 | 9 | 343
47 | 47 | 0 | 47 | 51 | 51 | 4 | 39
30 | 30 | 0 | 25 | 31 | 31 | 6 | 38
400 | 400 | 0 | 377 | 396 | 396 | 20 | 421

Page 8
## FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
FOR THE PERIOD ENDING 30 JUNE 2019

### 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>$'000s</td>
<td>$'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td><strong>Base revenue</strong></td>
<td>1,581</td>
<td>1,454</td>
<td>127</td>
<td>3,073</td>
<td>2,907</td>
<td>2,907</td>
<td>166</td>
<td>2,871</td>
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<td><strong>Base staff costs</strong></td>
<td>3,110</td>
<td>3,230</td>
<td>120</td>
<td>6,511</td>
<td>4,628</td>
<td>6,581</td>
<td>70</td>
<td>4,703</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>166</td>
<td>426</td>
<td>260</td>
<td>965</td>
<td>782</td>
<td>849</td>
<td>(116)</td>
<td>620</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>(1,695)</td>
<td>(2,202)</td>
<td>507</td>
<td>(4,403)</td>
<td>(2,503)</td>
<td>(4,523)</td>
<td>120</td>
<td>(2,452)</td>
</tr>
<tr>
<td><strong>Non base revenue</strong></td>
<td>0</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><strong>Non base staff costs</strong></td>
<td>48</td>
<td>0</td>
<td>(48)</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>(44)</td>
<td>177</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>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>0</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><strong>Non base Surplus/(Deficit)</strong></td>
<td>(48)</td>
<td>0</td>
<td>(48)</td>
<td>(44)</td>
<td>0</td>
<td>0</td>
<td>(44)</td>
<td>(177)</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>1,581</td>
<td>1,454</td>
<td>127</td>
<td>3,073</td>
<td>2,907</td>
<td>2,907</td>
<td>166</td>
<td>2,871</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>3,158</td>
<td>3,230</td>
<td>72</td>
<td>6,555</td>
<td>4,628</td>
<td>6,581</td>
<td>26</td>
<td>4,880</td>
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<td><strong>Total other expenditure</strong></td>
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<td>426</td>
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<td>965</td>
<td>782</td>
<td>849</td>
<td>(116)</td>
<td>620</td>
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<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(1,743)</td>
<td>(2,202)</td>
<td>459</td>
<td>(4,447)</td>
<td>(2,503)</td>
<td>(4,523)</td>
<td>76</td>
<td>(2,629)</td>
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<td><strong>Total Contribution Margin %</strong></td>
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<td>-151%</td>
<td>-145%</td>
<td>-86%</td>
<td>-156%</td>
<td>(92%)</td>
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<tr>
<td><strong>Permanent FTE</strong></td>
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<td>83</td>
<td>0</td>
<td>85</td>
<td>47</td>
<td>47</td>
<td>38</td>
<td>47</td>
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<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Casual FTE</strong></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Total FTE</strong></td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>96</td>
<td>55</td>
<td>55</td>
<td>41</td>
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### 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>
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</thead>
<tbody>
<tr>
<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>
<td>MIT $'000s</td>
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<tr>
<td><strong>Base revenue</strong></td>
<td>3,479</td>
<td>3,800</td>
<td>(321)</td>
<td>7,112</td>
<td>7,775</td>
<td>7,775</td>
<td>(663)</td>
<td>9,313</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>9,967</td>
<td>10,701</td>
<td>734</td>
<td>21,516</td>
<td>22,321</td>
<td>22,063</td>
<td>547</td>
<td>23,332</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>7,537</td>
<td>8,199</td>
<td>662</td>
<td>15,946</td>
<td>16,603</td>
<td>16,450</td>
<td>504</td>
<td>15,810</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>(774)</td>
<td>(1,248)</td>
<td>(474)</td>
<td>(2,353)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(218)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>(13,251)</td>
<td>(13,852)</td>
<td>601</td>
<td>(27,977)</td>
<td>(28,579)</td>
<td>(28,167)</td>
<td>170</td>
<td>(27,181)</td>
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<tr>
<td><strong>Non base revenue</strong></td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Non base staff costs</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>(2)</td>
<td>0</td>
<td>2</td>
<td>(2)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Non base Surplus/(Deficit)</strong></td>
<td>27</td>
<td>0</td>
<td>27</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>3,504</td>
<td>3,800</td>
<td>(296)</td>
<td>7,112</td>
<td>7,775</td>
<td>7,775</td>
<td>(663)</td>
<td>9,328</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>9,967</td>
<td>10,701</td>
<td>734</td>
<td>21,516</td>
<td>22,321</td>
<td>22,063</td>
<td>547</td>
<td>23,334</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>7,535</td>
<td>8,199</td>
<td>664</td>
<td>15,944</td>
<td>16,603</td>
<td>16,450</td>
<td>506</td>
<td>15,812</td>
</tr>
<tr>
<td><strong>Total overhead</strong></td>
<td>(774)</td>
<td>(1,248)</td>
<td>(474)</td>
<td>(2,353)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(218)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(13,224)</td>
<td>(13,852)</td>
<td>628</td>
<td>(27,995)</td>
<td>(28,579)</td>
<td>(28,167)</td>
<td>172</td>
<td>(27,170)</td>
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<tr>
<td><strong>Permanent FTE</strong></td>
<td>217</td>
<td>217</td>
<td>0</td>
<td>229</td>
<td>249</td>
<td>249</td>
<td>(21)</td>
<td>218</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>1</td>
<td>17</td>
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<tr>
<td><strong>Casual Headcount</strong></td>
<td>13</td>
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<td>0</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>(3)</td>
<td>15</td>
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<tr>
<td><strong>Total FTE/Headcount</strong></td>
<td>244</td>
<td>244</td>
<td>0</td>
<td>252</td>
<td>274</td>
<td>274</td>
<td>(22)</td>
<td>250</td>
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<td>MIT Council Agenda Papers - 15 August 2019 - OPEN SESSION</td>
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<td></td>
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<td>----------------------------------------------------------</td>
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</table>

## FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
FOR THE PERIOD ENDING 30 JUNE 2019

<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>MIT % / $'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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</table>

### GRAND TOTAL

<table>
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<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>Base revenue</td>
<td>41,960</td>
<td>42,598</td>
<td>(638)</td>
<td>86,618</td>
<td>87,128</td>
<td>87,128</td>
<td>(510)</td>
<td>92,374</td>
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<tr>
<td>Base staff costs</td>
<td>27,770</td>
<td>27,456</td>
<td>(314)</td>
<td>57,034</td>
<td>55,275</td>
<td>55,873</td>
<td>(1,161)</td>
<td>59,993</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>10,956</td>
<td>12,099</td>
<td>1,143</td>
<td>23,802</td>
<td>24,866</td>
<td>24,467</td>
<td>685</td>
<td>24,672</td>
</tr>
<tr>
<td>Overhead</td>
<td>(774)</td>
<td>(1,248)</td>
<td>(474)</td>
<td>(2,353)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(218)</td>
<td>(2,649)</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>4,008</td>
<td>4,291</td>
<td>(283)</td>
<td>8,135</td>
<td>9,557</td>
<td>9,339</td>
<td>(1,204)</td>
<td>10,358</td>
</tr>
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<td>Base Contribution Margin %</td>
<td>10%</td>
<td>10%</td>
<td>9.4%</td>
<td>11.0%</td>
<td>10.7%</td>
<td>11.2%</td>
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<td></td>
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<tr>
<td>Non base revenue</td>
<td>3,245</td>
<td>4,606</td>
<td>(1,361)</td>
<td>8,770</td>
<td>9,688</td>
<td>9,688</td>
<td>(918)</td>
<td>9,356</td>
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<td>Non base staff costs</td>
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<td>1,972</td>
<td>158</td>
<td>3,753</td>
<td>3,992</td>
<td>3,972</td>
<td>219</td>
<td>4,405</td>
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<tr>
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<td>362</td>
<td>127</td>
<td>628</td>
<td>926</td>
<td>926</td>
<td>298</td>
<td>442</td>
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<tr>
<td>Overhead</td>
<td>773</td>
<td>1,249</td>
<td>476</td>
<td>2,353</td>
<td>2,570</td>
<td>2,570</td>
<td>217</td>
<td>2,649</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>423</td>
<td>1,023</td>
<td>(600)</td>
<td>2,036</td>
<td>2,200</td>
<td>2,220</td>
<td>(184)</td>
<td>1,860</td>
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<tr>
<td>Total revenue</td>
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<td>47,204</td>
<td>(1,999)</td>
<td>95,388</td>
<td>96,816</td>
<td>96,816</td>
<td>(1,428)</td>
<td>101,730</td>
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<td>Total staff costs</td>
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<td>29,428</td>
<td>(156)</td>
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<td>59,267</td>
<td>59,845</td>
<td>(942)</td>
<td>64,398</td>
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<td>Total other expenditure</td>
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<td>1,270</td>
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<td>25,792</td>
<td>25,413</td>
<td>983</td>
<td>25,114</td>
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<td>0</td>
<td>(1)</td>
<td>(1)</td>
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<td>Total Surplus/(Deficit)</td>
<td>4,431</td>
<td>5,314</td>
<td>(883)</td>
<td>10,171</td>
<td>11,757</td>
<td>11,560</td>
<td>(1,389)</td>
<td>12,218</td>
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<tr>
<td>Total Contribution Margin %</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>12.1%</td>
<td>11.9%</td>
<td>12.0%</td>
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<td></td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>623</td>
<td>623</td>
<td>0</td>
<td>619</td>
<td>610</td>
<td>610</td>
<td>8</td>
<td>608</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
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<td>65</td>
<td>0</td>
<td>70</td>
<td>72</td>
<td>72</td>
<td>(2)</td>
<td>58</td>
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<tr>
<td>Casual Headcount</td>
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<td>36</td>
<td>43</td>
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<td>54</td>
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<tr>
<td>Total FTE/Headcount</td>
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<td>725</td>
<td>726</td>
<td>726</td>
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<td>720</td>
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116
## STATEMENT OF FINANCIAL POSITION
FOR THE PERIOD ENDING 30 JUNE 2019

<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>
<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>
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<td><strong>ASSETS</strong></td>
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</tr>
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<td><strong>Current Assets</strong></td>
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<tr>
<td>Cash and Cash Equivalents</td>
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<td>1,195</td>
<td>2,189</td>
<td>2,189</td>
<td>(995)</td>
<td>1,304</td>
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<td>Student Fees, prepayments and Other Receivables</td>
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<td>3,659</td>
<td>3,714</td>
<td>3,714</td>
<td>(55)</td>
<td>5,664</td>
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<td>809</td>
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<td>Assets Held for Sale</td>
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<td>42,989</td>
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<td>52,813</td>
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<td>6,665</td>
<td>49,655</td>
<td>(876)</td>
<td>50,766</td>
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<tr>
<td><strong>Non Current Assets</strong></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>229,346</td>
<td>238,177</td>
<td>279,699</td>
<td>236,709</td>
<td>1,467</td>
<td>235,657</td>
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<td>Intangible Assets - Computer Software</td>
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<td>3,862</td>
<td>1,291</td>
<td>4,685</td>
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<td><strong>Total Non Current Assets</strong></td>
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<tr>
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<td>290,226</td>
<td>1,883</td>
<td>291,108</td>
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<tr>
<td><strong>Current Liabilities</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Other Payables</td>
<td>(9,525)</td>
<td>(12,207)</td>
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<td>(11,152)</td>
<td>(1,055)</td>
<td>(9,719)</td>
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<td>Employee Benefit Liabilities</td>
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<td>(3,837)</td>
<td>(3,837)</td>
<td>(98)</td>
<td>(4,587)</td>
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<td>(9,495)</td>
<td>1,455</td>
<td>(10,325)</td>
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<td>(642)</td>
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<td>(633)</td>
<td>(9)</td>
<td>(612)</td>
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<tr>
<td>Other Current Liabilities</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>(0)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>(50,936)</td>
<td>(54,636)</td>
<td>(25,116)</td>
<td>(55,174)</td>
<td>537</td>
<td>(51,030)</td>
</tr>
<tr>
<td><strong>Non Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Benefit Liabilities</td>
<td>(427)</td>
<td>(427)</td>
<td>(179)</td>
<td>(179)</td>
<td>(248)</td>
<td>(427)</td>
</tr>
<tr>
<td>Long-term Debt</td>
<td>0</td>
<td>0</td>
<td>(30,058)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Derivative Financial Instruments</td>
<td>(1,013)</td>
<td>(1,013)</td>
<td>(1,234)</td>
<td>(1,234)</td>
<td>221</td>
<td>(1,101)</td>
</tr>
<tr>
<td><strong>Total Non Current Liabilities</strong></td>
<td>(1,439)</td>
<td>(1,440)</td>
<td>(31,470)</td>
<td>(31,470)</td>
<td>(28)</td>
<td>(1,528)</td>
</tr>
<tr>
<td><strong>Total LIABILITIES</strong></td>
<td>(52,375)</td>
<td>(56,076)</td>
<td>(56,586)</td>
<td>(56,586)</td>
<td>510</td>
<td>(52,558)</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Capital</td>
<td>1,877</td>
<td>(5,857)</td>
<td>(18,451)</td>
<td>(5,519)</td>
<td>(338)</td>
<td>(264)</td>
</tr>
<tr>
<td>Net Non Current Assets</td>
<td>233,060</td>
<td>241,890</td>
<td>252,091</td>
<td>239,159</td>
<td>2,731</td>
<td>238,814</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>234,937</td>
<td>236,034</td>
<td>233,640</td>
<td>233,640</td>
<td>2,393</td>
<td>238,550</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Equity</td>
<td>73,933</td>
<td>75,285</td>
<td>73,182</td>
<td>73,182</td>
<td>2,103</td>
<td>77,801</td>
</tr>
<tr>
<td>Crown Asset Reserve</td>
<td>29,957</td>
<td>29,957</td>
<td>29,957</td>
<td>29,957</td>
<td>0</td>
<td>29,957</td>
</tr>
<tr>
<td>Revaluation Reserves</td>
<td>131,043</td>
<td>130,792</td>
<td>130,502</td>
<td>130,502</td>
<td>900</td>
<td>130,792</td>
</tr>
<tr>
<td><strong>Total EQUITY</strong></td>
<td>234,933</td>
<td>236,034</td>
<td>233,640</td>
<td>233,640</td>
<td>2,393</td>
<td>238,550</td>
</tr>
</tbody>
</table>
### CASHFLOW POSITION
**FOR THE PERIOD ENDING 30 JUNE 2019**

<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>Net cash inflows/outflow from operations</td>
<td>8,740</td>
<td>10,194</td>
<td>9,628</td>
<td>4,031</td>
</tr>
<tr>
<td>Net investment cashflows</td>
<td>(1,819)</td>
<td>(14,329)</td>
<td>(11,900)</td>
<td>(3,588)</td>
</tr>
<tr>
<td>Cashflow before borrowings</td>
<td>6,921</td>
<td>(4,135)</td>
<td>(2,272)</td>
<td>434</td>
</tr>
<tr>
<td>Increase/(decrease) in gross debt</td>
<td>(3,000)</td>
<td>4,026</td>
<td>3,401</td>
<td>1,213</td>
</tr>
<tr>
<td>Movement in cash and cash equivalents</td>
<td>3,921</td>
<td>(108)</td>
<td>1,129</td>
<td>(780)</td>
</tr>
<tr>
<td>(Net debt) / Cash on hand</td>
<td>(17,812)</td>
<td>(28,618)</td>
<td>(27,869)</td>
<td>(24,483)</td>
</tr>
</tbody>
</table>

### COVENANTS
**FOR THE PERIOD ENDING 30 JUNE 2019**

<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><strong>TEC Covenants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Aggregate Borrowing ($'000s)</td>
<td>17,812</td>
<td>55,000</td>
<td>37,188</td>
<td>28,618</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26,382</td>
<td>27,869</td>
<td>27,131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26,382</td>
<td>27,869</td>
<td>27,131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26,382</td>
<td>27,869</td>
<td>27,131</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
</tr>
<tr>
<td><strong>Further Reporting triggers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Hedging target at Year End (Fixed Min. %)</td>
<td>106.7%</td>
<td>50.0%</td>
<td>56.7%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Interest Hedging target at Year End (Fixed Max. %)</td>
<td>106.7%</td>
<td>100.0%</td>
<td>-6.7%</td>
<td>66.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100.0%</td>
<td>33.6%</td>
<td>68.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>ANZ bank term covenants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Debt / Debt plus equity</td>
<td>8.2%</td>
<td>25.0%</td>
<td>16.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>EBITDA to interest costs ratio</td>
<td>6.8</td>
<td>2.0</td>
<td>4.8</td>
<td>7.1</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>5.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MIT net debt position is $17.8 million, below the debt position at year end December 2018 by $6.67 million. We are forecasting to be within ANZ convenant requirements. MIT’s interest hedging at year end will be $28.6 million, therefore ratio is 66.4% which is within parameters.
## CAPITAL PROGRAMME

**FOR THE PERIOD ENDING 30 JUNE 2019**

<table>
<thead>
<tr>
<th>MAJOR INVESTMENT PROJECTS</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>Otara Upgrade (ND)</td>
<td>120</td>
<td>368</td>
<td>248</td>
<td>2,634</td>
<td>2,000</td>
<td>2,634</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quad Upgrade Phase 3</td>
<td>15</td>
<td>243</td>
<td>228</td>
<td>1,320</td>
<td>0</td>
<td>1,320</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technology Park Fit out</td>
<td>15</td>
<td>552</td>
<td>537</td>
<td>1,000</td>
<td>3,000</td>
<td>3,000</td>
<td>(2,000)</td>
<td>0</td>
</tr>
<tr>
<td>NA, NP, NB Upgrade &amp; Contingency</td>
<td>55</td>
<td>0</td>
<td>(55)</td>
<td>1,053</td>
<td>0</td>
<td>1,053</td>
<td>0</td>
<td>3,617</td>
</tr>
<tr>
<td>Other major projects (Wayfinding)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>81</td>
<td>0</td>
<td>81</td>
<td>3,617</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>205</strong></td>
<td><strong>1,163</strong></td>
<td><strong>958</strong></td>
<td><strong>6,088</strong></td>
<td><strong>5,000</strong></td>
<td><strong>8,088</strong></td>
<td><strong>(2,000)</strong></td>
<td><strong>7,235</strong></td>
</tr>
</tbody>
</table>

### ANNUAL ALLOCATIONS

<table>
<thead>
<tr>
<th>Property &amp; Campus Services Annual Replacement</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>Alumni 2019</td>
<td>13</td>
<td>65</td>
<td>52</td>
<td>130</td>
<td>0</td>
<td>130</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hokule'a 2019</td>
<td>77</td>
<td>70</td>
<td>(7)</td>
<td>140</td>
<td>0</td>
<td>140</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Nursing Maori</td>
<td>18</td>
<td>48</td>
<td>30</td>
<td>97</td>
<td>0</td>
<td>97</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enterprise Service Management (ESM)</td>
<td>0</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>HRIS System Implementation</td>
<td>584</td>
<td>0</td>
<td>(584)</td>
<td>764</td>
<td>0</td>
<td>764</td>
<td>0</td>
<td>1,006</td>
</tr>
<tr>
<td>Fleximode</td>
<td>211</td>
<td>0</td>
<td>(211)</td>
<td>349</td>
<td>0</td>
<td>349</td>
<td>0</td>
<td>219</td>
</tr>
<tr>
<td>Contestable Capital Projects</td>
<td>0</td>
<td>276</td>
<td>276</td>
<td>1,500</td>
<td>0</td>
<td>1,500</td>
<td>0</td>
<td>234</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,459</strong></td>
<td><strong>3,058</strong></td>
<td><strong>1,598</strong></td>
<td><strong>5,766</strong></td>
<td><strong>6,900</strong></td>
<td><strong>5,766</strong></td>
<td><strong>(2,000)</strong></td>
<td><strong>5,755</strong></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><strong>1,665</strong></td>
<td><strong>4,221</strong></td>
<td><strong>2,556</strong></td>
<td><strong>11,854</strong></td>
<td><strong>11,900</strong></td>
<td><strong>13,854</strong></td>
<td><strong>(2,000)</strong></td>
<td><strong>12,990</strong></td>
</tr>
</tbody>
</table>

## INVESTMENT FUND - OPEX PROJECTS

**FOR THE PERIOD ENDING 30 JUNE 2019**

<table>
<thead>
<tr>
<th>Alumni 2019</th>
<th>Hokule'a 2019</th>
<th>Bachelor of Nursing Maori</th>
<th>Enterprise Service Management (ESM)</th>
<th>HRIS System Implementation</th>
<th>Fleximode</th>
<th>Contestable Capital Projects</th>
<th><strong>TOTAL OPEX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>77</td>
<td>18</td>
<td>0</td>
<td>584</td>
<td>211</td>
<td>0</td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

---

Page 14
## DEBTOR ANALYSIS

### FOR THE PERIOD ENDING 30 JUNE 2019

<table>
<thead>
<tr>
<th>Period</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>June 2019</td>
<td>1,250</td>
<td>570</td>
<td>818</td>
<td>1,621</td>
<td>4,260</td>
</tr>
<tr>
<td>% Total</td>
<td>29%</td>
<td>13%</td>
<td>19%</td>
<td>38%</td>
<td>100%</td>
</tr>
<tr>
<td>May 2019</td>
<td>1,138</td>
<td>1,261</td>
<td>421</td>
<td>1,509</td>
<td>4,328</td>
</tr>
<tr>
<td>April 2019</td>
<td>2,174</td>
<td>716</td>
<td>452</td>
<td>1,654</td>
<td>4,995</td>
</tr>
<tr>
<td>March 2019</td>
<td>1,129</td>
<td>1,250</td>
<td>244</td>
<td>1,608</td>
<td>4,231</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</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>June 2018</td>
<td>760</td>
<td>468</td>
<td>897</td>
<td>1,155</td>
<td>3,280</td>
</tr>
<tr>
<td>% Total</td>
<td>23%</td>
<td>14%</td>
<td>27%</td>
<td>35%</td>
<td>100%</td>
</tr>
<tr>
<td>May 2018</td>
<td>1,237</td>
<td>1,160</td>
<td>636</td>
<td>534</td>
<td>3,567</td>
</tr>
<tr>
<td>April 2018</td>
<td>1,762</td>
<td>898</td>
<td>108</td>
<td>619</td>
<td>3,387</td>
</tr>
<tr>
<td>March 2018</td>
<td>1,861</td>
<td>228</td>
<td>128</td>
<td>303</td>
<td>2,521</td>
</tr>
</tbody>
</table>

### Bad Debts Written Off

<table>
<thead>
<tr>
<th>Date</th>
<th>Jun 19</th>
<th>May 19</th>
<th>Apr 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>(&lt;000s)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total debt has decreased by $0.07m from last month. Debt 90 days and over has increased to 38% of total debt from 35% from last month.

June 2019 debt consists of the below:

<table>
<thead>
<tr>
<th>Type</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>Student debt</td>
<td>896</td>
<td>150</td>
<td>729</td>
<td>2,128</td>
<td>3,902</td>
</tr>
<tr>
<td>Other debtors and receivables</td>
<td>354</td>
<td>420</td>
<td>109</td>
<td>242</td>
<td>1,126</td>
</tr>
<tr>
<td>Provision for doubtful debts</td>
<td>0</td>
<td>0</td>
<td>-19</td>
<td>-749</td>
<td>-768</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,250</td>
<td>570</td>
<td>818</td>
<td>1,621</td>
<td>4,260</td>
</tr>
</tbody>
</table>
Report on Te Rautaki Mātauranga Māori

Author: Robert Sullivan, DCE Māori
Date: 2 August 2019

Request to Council

Please note the information which I am supplying as a status report on Te Rautaki Mātauranga Māori because of our strategic interest in Māori achievement at MIT.


I reported previously that a team including myself, the DCE Pasifika and the GM of Manukau Campus submitted a Health Workforce Development Fund application to provide targeted recruitment and wrap-around pastoral support for students in our Nursing and Health and Counselling programmes. Our goal is to increase by 500 the number of Māori and Pacific students who graduate into health workforce careers from MIT. We have successfully entered the final contract negotiation round with the team from Health Workforce. At the time of writing, contract negotiations are scheduled for August 12th.

The Bachelor of Nursing Māori development continues. Luana Te Hira, who was seconded to the project, with the team from the School of Nursing, and DHB and Health Workforce partners, has completed the first phase of the programme development. It successfully passed our internal quality assurance milestones with subcommittees of Academic Board. The Programme Application document will now be submitted to NZQA and the Nursing Council of New Zealand for approval. It has been a robust process with engagement from nursing community professionals and current students.

With the support of the interim Kaiārahi Ako, Dr Ash Puriri, there has also been significant Māori engagement in other programme developments including postgraduate qualifications in Digital Technology and Global Business Studies.

Ngā manaakitanga,
Nā, Robert Sullivan
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.

   Based on the pilot project's significant improvement in success and retention, the Hokule‘a project has expanded across all campuses, and a funding application has been made to TEC working with DCE Pasifika and EGM Student Journey to increase the number of student advisors.

   We continue to raise community awareness of MIT’s offerings through participation in key Māori community events. We are hosting the national conference of Māori allied staff in the tertiary education sector, Te Toi Tauria Mō Te Matariki in October. MIT Manukau is at the centre of the annual Māori Language Week Parade, Hīkoi Te Kōrero, on September 13. MIT is represented at the annual celebration of the Kingitanga, Koroneihana, at Tūrangawaewae Marae in Ngāruawahia.

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.

   The Level 2 Te Reo Māori programme continues to deliver at two sites: Serco Wiri Men’s Correctional Facility, and Ngā Kete Wānanga Marae at Otara Campus for evening classes. We have increased the number of evening classes.

   We are the largest education partner in the Auckland Māori and Pasifika Trades Training consortium and support its success by monitoring and contributing initiatives. We’ve been closely involved in its review. Led by John Chapman, Kaea Consulting are providing navigation services. Navigation service levels have increased notably with the provision of Akonga Coaches for students and Industry Coaches to build the capacity of industry subcontractors. Their values-based approach builds on the circle of courage (similar to the Whare Tapawhā model), and an awhi process which identifies student needs that are traffic lighted into low, medium and high. They have a long term commitment to students and stay in touch with them for a minimum of two years beyond their qualification/industry placement.

   The Bachelor of Nursing Māori programme development has been submitted for approval to NZQA and Nursing Council of NZ.

   Competenz continue to receive training in cultural competency. The new BDM and Iwi Liaison is securing more cultural competency training work from Martin Jenkins Wellington based team, and the Civil Contractors Association.

   The Māori Development Training Manager with our Kuia ran two workshops for the Employers and Manufacturers Association at their site in July. We plan to run a Wānanga for them at MIT’s Marae as well.

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 is BAU in 2019. Māori partners are focused on improving staff-student engagement via cultural competency training and pedagogy, regular engagement with academic leadership teams, and reviewing programme data. As reported above, we have applied for additional staffing funding to TEC.

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

In 2018 Māori student progression to employment or further education exceeded the rest of MIT.

Māori and Pacific Trades Training have a focus on apprenticeship and employment outcomes. There are also benefits associated with progression to higher education.

Working with members of Rūnanga to improve industry engagement including placements with Watercare.

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

Has been developed in collaboration with DCE Pasifika, EGM People and Culture. 2019 focus on Tech Park and significant leadership roles.

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

Teaching teams and student-facing staff from each of the three campuses have received cultural competency training workshops.

As reported above, the National Māori allied staff conference in October, Māori language week events, Koroneihana and Kingitanga celebrations underline the importance of kaupapa Māori events for all MIT. This activity enhances our teaching. Members of the team have engaged academic colleagues with cultural competency training, knowledge of events sites and customs significant to mana whenua, and at times delivered this directly to students. We also anticipate that this activity will enhance rangahau (kaupapa Māori research) at MIT.
2 August 2019

Expert group to steer formation of new Institute of skills and technology

Hon Chris Hipkins

Education

Education Minister Chris Hipkins today announced the members of the Establishment Board of a new kind of organisation that will provide both work-based and off-the-job vocational learning and training right across the country.

The Institute was announced yesterday and will see the country’s 16 institutes of technology and polytechnics brought together to operate as a single national campus network.

“The board will be made up of 10 members and be based in Christchurch. It will start work from Monday and continue until it is superseded by the governing council of the Institute, when it starts operating on 1 April 2020,” Chris Hipkins said.

“I am delighted with these appointments, which will ensure the Establishment Board has the capability, skills and experience to ensure that the Institute is operational and effective from day one.

“Together, they provide a New Zealand-wide perspective.

“They are based in Northland, Auckland, Gisborne, Hamilton, Wellington, Queenstown and Dunedin and have personal and professional links to other regions.

“Selecting 10 members at the same time ensures strong governance from Day 1. They will form a board with a wealth of experience in vocational education, governance and financial expertise, cultural awareness, and an understanding of the issues facing the sector.”

The Institute has a working title of the Institute of Skills and Technology but that will change, Chris Hipkins said.

The members are: Wellingtonian Barry Jordan, Chair; Kim Ngārimu of Gisborne; Deputy Chair. Shane Culham, Maryann Geddes, Kathy Grant, Dr Sandra Grey, Tania Hodges, Brett O’Riley, Dr Linda Sissons, and Peter Winder.
Ms Ngārimu, Ms Grant and Mr Winder are council members of three tertiary institutions (MIT, EIT and Otago Polytechnic) and understand the challenges facing the sector. Dr Grey contributes the TEU perspective and Mr O’Riley is Chief Executive of the Employers and Manufacturers Association. Ms Geddes is a board member of an industry training organisation and part of Queenstown’s tourism industry. Tania Hodges facilitates leadership-training programmes and has extensive governance experience. Dr Sissons is the Chief Executive of Primary ITO and Mr Culham is active linking education and industry in Northland.

“I would like to acknowledge the work of the governing councils of institutions of technology and polytechnics across the country,” Chris Hipkins said.

“I have asked all council members to stay on until the Institute is established and to continue to provide their leadership through the next months. These council members have made and continue to make a significant contribution their own institutions and to the sector as a whole.”

**Brief Biographies of appointed members**

**Barry Jordan** (Wellington) is a commercial, financial, and mediation specialist and former lead partner of the Deloitte Forensic & Restructuring teams in New Zealand. He is an accredited mediator and, in 2018, retired from the Deloitte partnership to operate as an independent commercial mediator. As a negotiator, Mr Jordan is able to identify areas of common interest and help develop options for mutual benefit. Mr Jordan is a member of the Advisory Board to the Brian Picot Chair in Ethical Leadership, at the School of Management at Victoria University.

**Kim Ngārimu Te Aitanga ā Mate, Ngāti Porou,** has been a council-appointed member of the Eastern Institute of Technology since 2017. Based in Gisborne, she is a director of Tāua Limited, a consultancy specialising in public policy and management advice, and relationships with Iwi and Māori communities. Ms Ngārimu began her career at Te Rūnanga o Ngāti Porou. Senior public sector roles that followed included the Office of the Controller and Auditor General, Te Puni Kōkiri, the Ministry of Women’s Affairs and the Waitangi Tribunal. Ms Ngārimu is a member of the Medical Council of New Zealand.

**Shane Culham** is the Chair of Culham Engineering in Whangarei. He joined the family business as an apprentice in 1973 and worked his way up. Appointed Managing Director in 2005, Mr Culham expanded the company to embrace construction in Auckland and maintenance contracts for the pulp and paper industry. Mr Culham is heavily involved in programmes linking local schools to industry, including a collaborative project with Whangarei Boys High School, and the creation of the Safe Trades training programme in conjunction with NorthTec. Mr Culham has extensive commercial governance experience.

**Maryann Geddes** is the Group Manager Risk and Compliance at Skyline Enterprises and has developed the key human resource, training and development, risk and compliance processes and procedures for both New Zealand and off-shore subsidiaries. Ms Geddes was Operations Manager then Group Manager Human Capital & Compliance before taking up her current role. Ms Geddes is a board member of ServiceIQ. Her governance roles have included the RNZRSA, Tourism Industry Association, the Otago Southland Employers Association, the Aviation, Tourism and Travel Training Organisation and the Hospitality Standards Institute.

**Kathy Grant** was formerly an Associate in the Dunedin legal practice of Gallaway Cook Allan. Mrs Grant has been a Ministerial appointee and Chair of the Otago Polytechnic Council since 2010, and was previously a member of the University of Otago Council and Chair of the Council of the Dunedin College of Education. She is also a deputy chair of Dunedin City Holdings Limited, and Dunedin City Treasury Limited. In 2015, the
Minister of Health appointed Mrs Grant as Commissioner of Southern District Health Board following the disestablishment of the DHB.

Dr Sandra Grey is the Communications and Campaigns Officer of the TEU and served as TEU National President (2011–12 and 2015–19). In her leadership of the TEU, Dr Grey focused on the professional and industrial needs of tertiary education colleagues and sought improvements in the tertiary education system. In May 2019, she was honoured by the TEU with a Life Membership Award. Dr Grey was a staff member of Victoria University 2003–14, continuing her research into a range of social and political issues. Dr Grey was the spokesperson for the campaign that fought successfully to win a referendum on the retention of MMP (2010–15).

Tania Hodges JP, Ngāti Pāhauwera, Ngāti Ranginui, Ngāti Hauā, Tuwharetoa, Maniapoto, Kahungunu. Ms Hodges is the Managing Director of Digital IndigenousCom Ltd and has been consulting and facilitating leadership-training programmes since 2002. Her experience includes governance, funding, change management, and Māori and Iwi relationships. Ms Hodges’ governance roles have included the Waikato District Health Board, Ngāti Pahauwera Commercial Development Ltd, and Te Wānanga o Aotearoa. Ms Hodges has an MBA and other tertiary qualifications in social science, business research and Te Reo Māori to complement her Registered Psychiatric Nursing qualification.

Brett O’Riley is Chief Executive of the Employers and Manufacturers Association (EMA), owns O’Riley Consulting Group Ltd, and has a background in telecommunications and IT. He was the founding Chief Executive of NZICT Group made up of leading information and communications technology companies, Deputy Chief Executive of the Ministry of Science and Innovation, and Chief Executive of Auckland Tourism, Events & Economic Development (2012–2017). His governance experience includes the New Zealand Film Commission and Manaiakalani Education Trust. He chaired the 21st Century Digital Technologies Learning Reference Group.

Dr Linda Sissons CNZM is the Chief Executive of PrimaryITO. Dr Sissons has an extensive background in the education sector. Her previous roles include Chief Executive of the Wellington Institute of Technology (2001–2015) and of the Hutt Valley Polytechnic (1999–2001). She was also Interim Chief Executive of Taratahi Agricultural Training Centre (2015/16). Dr Sissons is a board member of Education New Zealand and board Chair of the Commonwealth of Learning, an intergovernmental organisation concerned with the promotion and development of distance learning.

Peter Winder has been a Ministerial appointee and Chair of Manukau Institute of Technology since 2013 and is a Member of the Advisory Committee to the Commissioner at Unitec. Mr Winder is a Director of McGredy Winder & Co. He was Chief Executive of Auckland Regional Council (2005–2010) and of Local Government New Zealand (2001–2003). He is Crown Manager of the Kaipara District Council, and is a member of the State Services Commission Risk and Audit Committee.
What the Reform of Vocational Education means for councils and chief executives of institutes of technology and polytechnics (ITPs)

The Government has announced its plan to create a strong and sustainable vocational educational system for provider and work-based training. It will help improve the skills of all New Zealanders no matter where they are in their education or career, and will support a growing economy.

The world of work is changing significantly, and vocational education needs to adapt to stay ahead of these changes. A unified, strong vocational education system will help improve wellbeing for all New Zealanders and support a growing economy that works for everyone.

All regions deserve to be backed to succeed. We have a once-in-a-lifetime opportunity to create a system that enables regional training and education that has a nationally consistent strategic direction and adapts to suit the jobs of today and the future. Your input into the design of the new system is vitally important and this will continue throughout this change.

One vocational education system will:

- give all learners the education and training they need for the workplace
- prioritise learners who the system currently doesn’t serve well, especially Māori, Pacific people, disabled people and people with low levels of previous education
- give employers greater access to a skilled, work-ready workforce across all regions of New Zealand
- give industry the lead in ensuring New Zealand’s workforce is fit for today’s needs and tomorrow’s expectations
- ensure all the regions of New Zealand have collaborative, flexible, innovative and sustainable providers
- build on New Zealand’s reputation internationally as a great place to study

What it means for you

- In the short term, activity at your ITP will continue as normal.
- An Establishment Unit for the new Institute, and an Establishment Board, will be put in place by 1 September 2019.
- The Establishment Unit will have responsibility for determining operating parameters of the new Institute and your organisation may expect to receive requests for information and resources to support this.
- You’ll have the opportunity to engage with the Establishment Unit and Board on the future of the Institute.
- During transition, you’ll be provided with the information you need to be able to support your organisation and your staff to continue providing education.
- Staff of existing ITPs, including chief executives, will transfer to subsidiaries of the Institute on day one of its operations – 1 April 2020.
- Over time, staff working within the subsidiaries are likely to start experiencing change, but this transition will be carefully managed to minimise disruption.
- We’ll work with you to provide material to share with your staff.
- Existing ITP councils will be disestablished on 1 April 2020.
- Each subsidiary will have a board with around half of its members to be regional representatives.
- All existing qualifications underway will be grandfathered (including brand).
- Cash reserves (over a limit) will be ring fenced for reinvestment in your region.

Have your say about the future of education.

Join the conversation at conversation.education.govt.nz #EdConvo
be culturally responsive to learners at work and on campus, particularly to Māori and Pacific peoples

help young people more easily transition from secondary school to good jobs with training or to high-quality and relevant online or on-campus learning

support all people to continue employment by ensuring they always have the new, relevant skills that employers need through retraining, upskilling and reskilling

help whānau by ensuring that everyone in the family who is able to earn can, even while they continue learning new skills to help them advance into more rewarding jobs.

What the Government has decided

The Reform of Vocational Education will allow learners to study for qualifications delivered throughout New Zealand, with greater assurance that they meet industry-approved standards, and with high-quality teaching and learning support.

The main changes the Minister of Education announced on 1 August 2019 are:

1. Create Workforce Development Councils (WDCs): Around four to seven industry-governed bodies, to give industry greater leadership across vocational education.

2. Establish Regional Skills Leadership Groups (RSLGs): RSLGs would provide advice about the skills needs of their regions to the Tertiary Education Commission, WDCs, and local vocational education providers.

3. Establish Te Taumata Aronui: A group to help ensure that the Reform of Vocational Education reflects the Government’s commitment to Māori-Crown partnerships.

4. Create a New Zealand Institute of Skills & Technology (the Institute): A unified, sustainable, public network of regionally accessible vocational education, bringing together the existing 16 institutes of technology and polytechnics (ITPs).

5. Shift the role of supporting on-the-job learning from industry training organisations (ITOs) to providers: The Institute and other providers would support on-the-job training like apprenticeships and traineeships as well as providing education and training in off-the-job settings, to achieve seamless integration between the settings and to be well-connected with the needs of industry.

6. Establish Centres of Vocational Excellence (CoVEs): CoVEs will bring together the Institute, other providers, WDCs, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.

7. Unify the vocational education funding system: A unified funding system will apply to all provider-based and work-integrated education at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training.

What does this mean for the ITP sector?

The changes cannot be achieved without significant change to the existing vocational education sector. This will result in a number of changes for those working within current ITPs.

The Institute will be a completely new organisation specifically developed to support a new flexible and responsive vocational education system. It will be able to leverage across the resources of a strong and resilient network of campuses, developing new skills and capability to respond to the needs of the future of work. In time, this will result in changes to your ITP. However, these changes will be phased in to ensure disruption to current staff and learners is managed.
Developing new capability to respond to the changing needs of learners, communities, employers and New Zealand as well as building on the current capability and skills of the existing ITP network, the new Institute will be set up as follows:

» as a tertiary education institution that has academic freedom
» to uphold and enhance Māori-Crown partnerships and reflect Te Tiriti o Waitangi
» to focus on the needs of all vocational learners
» to deliver foundation, degree and vocational education
» to deliver to the needs of all New Zealanders, and the needs of regional New Zealand.

To enable this, the Institute will have:

» a charter, which will ensure the Institute has an enduring commitment to preserving a strong network of regional campuses, supporting learners effectively and being responsive to the needs of industries, communities and Māori
» subsidiaries which existing staff will transfer to, and which will replicate the operations of current ITPs for up to two years
» boards for each subsidiary that will include regional representatives, eg, from existing ITP councils
» a council of eight to 12 appointed by the Minister, with staff and student representatives.

The Institute’s national office will be responsible for setting strategy, reducing duplication in areas such as consistent programme design and development, and ensuring that the regional operations take a network-wide view to investments. At the same time, the heads of the 16 regional operations will have sufficient financial delegations to be empowered and make decisions on behalf of their communities. To ensure regional responsiveness, there will be specific measures put in place that will mean the Institute will:

» be required to spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy ITP
» work through, with local communities, the future of existing ITP brands (potentially for a period of time)
» not have a Wellington or Auckland national office.

What does this mean for me?

First, we want to thank you for your contribution towards tertiary education in New Zealand. While we understand that the decisions made are wide-reaching, they’ll help to move us towards a more sustainable, responsive and relevant vocational education system for New Zealand.

In the short term, your ITP will continue as normal.

An Establishment Unit for the new Institute will be put in place by 1 September 2019 and will have responsibility for determining many of the operating parameters of the Institute. The Minister will soon announce the members of the Establishment Board, including the Chair. You can expect, in the coming months, to have the opportunity to engage with the Establishment Unit and Establishment Board on the future of the Institute. There may also be requests made of your organisation to support the development of the operating parameters of the Institute, and we ask for your support and cooperation in the coming months. It’s also likely that the Establishment Unit will seek out sector experts for specific work streams on the Institute, and we strongly encourage you to nominate individual staff – when requested – to support this work.

We know you’ll want to ensure continuity and ongoing stability for your staff and operations. During the transition period and particularly prior to 1 April 2020 when the Institute will be put in place, we’ll ensure you’re provided with the information you need to be able to support your organisation and your staff to continue educational provision.

Staff of existing ITPs, including chief executives, will transfer to subsidiaries of the Institute on 1 April 2020. All chief executives will become employees of the new board. At this point, the subsidiary operations will largely resemble the former ITPs, although ITP councils will be disestablished and be replaced by subsidiary boards.

Reform of Vocational Education
Information for councils and chief executives of institutes of technology and polytechnics (ITPs)
Over time, staff working within the subsidiaries are likely to start experiencing some change, but this transition will be carefully managed to ensure that disruption to the sector – for everyone, including learners and staff – is minimised. It’s expected that some systems and processes will be reviewed over time, which will potentially lead to new ways of working across the new campus network.

We’ll work with you to provide supporting material to share with your staff. We realise this will be a difficult time for many staff and council members, and the Establishment Unit will also be in contact with you to ensure you have the support you need to continue educational provision.

Questions and answers

Who will I be employed by?
Until 1 April 2020 you will continue to be employed by your current council. From that point forward, you will be employed by the relevant subsidiary board.

Is everything going to change on 1 April 2020?
While non-management staff employed at individual ITPs will have their employment agreement transferred to a subsidiary of the Institute on 1 April 2020, they shouldn’t expect to see massive changes on this date. However, as noted above, those in senior management roles may see some change in responsibility as a result of the shift to a subsidiary structure. Over time, changes to operations will be phased in accordingly.

What is the Establishment Unit?
An Establishment Unit will be put in place by 1 September 2019 that will lead the creation of the new Institute. It will focus on both the operational requirements for Day 1 plus starting work on understanding the new skills and capabilities required in the future.

When are changes to operations going to start?
When the Establishment Unit is in place, a series of reviews of current operations, both educational and financial, will take place. Once more information is known about the current operations of the ITPs – which will transfer to the subsidiaries – decisions about potential changes to the wider Institute can be made.

How is the Institute going to be structured?
It will be up to the council of the Institute, once appointed, to determine what organisational structure is most appropriate.

What will happen to my existing council and management team?
It’s expected that senior leadership will transition to subsidiary operations on 1 April 2020, alongside all other staff. However, existing ITP councils will be disestablished on this date. Some existing ITP council members will be appointed to a subsidiary board to ensure consistency during the change process. We understand that this is a significant impact for existing ITP councils, and we would like to acknowledge the contribution they have made to vocational education in New Zealand.

Who will choose the subsidiary board? What size will it be?
The subsidiary boards will be smaller than your ITP’s existing council, and around half of each board’s members will be regional representatives. Membership will be confirmed by the council of the Institute once it’s appointed.

What is going to happen to my students?
Your students should keep enrolling, studying and working towards their goals. They’ll be able to complete any study or training they start with you. Students will see minimal change over the next couple of years. They’ll still graduate and qualify, and on 1 April 2020, like staff, their enrolment will also be transferred to the subsidiary operations of the Institute. All existing qualifications underway will be grandfathered (including brand).
Will graduates still get a qualification from my ITP?

The Establishment Unit will work through the detailed questions surrounding the awarding of qualifications, but it’s expected that subsidiaries will have the ability, for a period of time, to award qualifications under the branding and identity of the local ITP from which they transferred.

Does this mean there will be no local teaching staff left at my local campus?

No. The changes are intended to strengthen the availability of teaching and learning throughout the regions of New Zealand, rather than to see this cut back. Tutors and student-facing staff members will continue to be able to be employed to offer local education.

How can I learn about what people said during consultation?

On the Kōrero Mātauranga website, you can read the ‘What we heard: Summary of public consultation and engagement’ document, which provides an overview of feedback received during the consultation period.

What happens to the reserves that my ITP has built up?

The Establishment Board will be tasked with ensuring that regional reserves are available for local campuses to draw down, in relation to specific regional priorities. The Institute will be required to spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy ITP. This will be supported by a Capital Asset Management Plan developed by the Establishment Unit.

What support resources are my staff able to access?

Individual ITPs will be expected to advise staff on where they can go for assistance during this time. Agencies will provide material for you to share with your staff, and information will also be available through the FAQs on the Kōrero Mātauranga website.

How do I nominate staff to be involved in specific workstreams relating to the Institute?

In time, the Establishment Unit will request recommendations from the sector for specific staff who have subject matter expertise to support workstreams. They’ll contact you directly for nominations when these are required.

What’s next?

We’ll continue to work with you in the coming months to ensure you’re supported throughout this process.
Summary of Change Decisions
Reform of Vocational Education

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Workforce development councils and the shift in support for workplace learning to providers, in detail
The WDCs will have a wide area of coverage established through direction from government.
Managing the transition of the supporting workplace learning role.
Other features of WDCs.

Centres of Vocational Excellence, in detail
CoVEs will be a consortium led by a regional campus of the Institute or by a wānanga.
The role of each CoVE will be tailored to ensure it adds value within the wider system.
The functions of each CoVE will vary.
The scope of coverage of each CoVE will also vary.
Decision to establish Centres of Vocational Excellence.

What will the changes mean for people and organisations involved with vocational education?
More employers will be able to find consistently well-trained and work-ready workforce.
Pathways will be easier for learners and their parents and whānau to understand.
Iwi, Māori learners and businesses are key partners.
Pacific learner success will be supported.
Disabled learners will have greater access and more effective support.
The Crown’s partnership with wānanga will deepen and extend.
Private Training Establishments (PTEs) will remain key players that provide choice for employers and learners.
Schools will be a crucial part of integrated vocational education.
Universities would draw on the vocational education system’s improved industry leadership.

What you can expect
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Introduction

Ma te ako, ma te mahi, ka ora
*Through learning and work, we shall prosper*

### Purpose of this document

The purpose of this document is to help learners, workers, parents, employers, business, industry and people working in vocational education understand the Government’s decisions to reform the vocational education system and what it means for them and for New Zealand.

### What is the Reform of Vocational Education?

The purpose of the Reform of Vocational Education is to create a cohesive vocational education system with employers, learners, regions and communities at its centre. It is one of four ‘big reviews’ that form part of the Government’s Education Work Programme.

Vocational education is education and training that has a special emphasis on the skills needed to do a particular job, or work in a specific industry. More precisely, in this work, vocational education is defined as:

- all industry training (involving trainees and apprentices), funded under the Industry Training Fund, and
- off-the-job education funded via the Student Achievement Component (SAC) at New Zealand Qualifications Framework Levels 3 to 7, excluding degree study, te reo and tikanga Māori, English for Speakers of Other Languages, university provision and other non-formal provision.

There are nearly 250,000 vocational learners, learning in work as trainees and apprentices, or studying with institutes of technology and polytechnics (ITPs), wānanga, or private training establishments (PTEs).

Vocational education occurs in workplaces, online and on campus. It helps New Zealanders build the skills, knowledge and capabilities they need to adapt and succeed in a changing world. It can improve people’s resilience, job security, and life outcomes, and reduce social and economic inequality. It can connect communities and regions and support them to achieve economic development goals.
Reform of Vocational Education
Ako Mahi – A Unified System for all Vocational Education

What’s happened so far?

In February 2019, the Minister of Education launched a consultation on three proposals to fundamentally reform vocational education. These proposals involved changes to the roles, structures and funding of all vocational education organisations.

This consultation followed the national Kōrero Mātauranga / Education Conversation launched in 2018, and two reviews: the Vocational Education and Training (VET) system review and the ITP Roadmap 2020. A factsheet outlining these is available on the Kōrero Mātauranga website.

During the consultation we received 2,904 submissions, and met more than 5,000 people in approximately 190 conversations. What we heard has been fundamental to shaping the change programme for vocational education that has now been agreed. More information is available in What we heard: Summary of public consultation and engagement.

The Reform of Vocational Education represents the most significant set of changes for the tertiary education sector in more than 25 years. The level of engagement we received – from stakeholders of diverse cultures, occupations, educational backgrounds, regions, genders and walks of life – demonstrated just how important these changes are to New Zealand, both now and for the future.

What happens now?

The Ministry of Education and the Tertiary Education Commission (TEC) will now work through relevant legislative changes and with Māori, employers, learners, industry and the education sector to continue the design and implementation that will deliver on the Government’s vision.

For further information about these changes, please visit: https://conversation.education.govt.nz/conversations/reform-of-vocational-education/
The Vision – A unified system for all vocational education

What has the Government decided?

New Zealand needs one vocational education system that meets the needs of employers and learners today and ensures that New Zealand is ready for future skills requirements and expectations of learners and employers.

To do this, in the future:

» public vocational education will be available throughout all regions of New Zealand via a single New Zealand Institute of Skills & Technology (working name), and through wānanga and private training establishments;

» one funding system will encourage education and training that meets the needs of learners, communities and employers;

» all organisations involved in vocational education will have clear roles and will uphold and enhance Māori-Crown partnerships.

New Zealand needs to be ready for a fast-changing future of skills, learning and work

A single, strong vocational education system will help improve well-being for all New Zealanders and support a growing economy that works for everyone.

The world of work is changing significantly, and vocational education needs to adapt to stay ahead of these changes. We expect around one-third of jobs in New Zealand will be significantly affected by automation. Today people over the age of 65 are three times more likely to have jobs than in 2001. The trends driving the future of work will change the skills needed in all jobs, see people changing jobs and careers more frequently over the course of their working lives, and see people working beyond the traditional retirement age.

People with no or lower qualifications are most likely to see their jobs become increasingly automated, and many may find it difficult to adapt to new jobs and new technologies. Workers will need to either upskill to do new aspects of a job, or reskill to adapt to technological change or to new fields.

Work-integrated learning will become an increasingly important part of the vocational education system. It gives people the opportunity to earn while they learn, and to gain an education that is more directly relevant to the changing needs of employers.

To support this move towards work-integrated learning, we must ensure that appropriate support is available to learners, employers, and educators, that there is a reliable high-quality assessment process, and that delivery is cost-effective.

The objective of these changes is a strong, unified, sustainable vocational education system that delivers the skills that learners, employers and communities need to thrive.
One vocational education system will:

» give all learners the education and training they need for the workplace

» prioritise learners who the system currently doesn't serve well, especially Māori, Pacific peoples, disabled people and people with low levels of previous education

» give employers greater access to a skilled, work-ready workforce across all regions of New Zealand

» give industry the lead in ensuring New Zealand's workforce is fit for today's needs and tomorrow's expectations

» ensure all the regions of New Zealand have collaborative, flexible, innovative and sustainable providers

» build on New Zealand's reputation internationally as a great place to study

» be culturally responsive to learners at work and on campus, particularly to Māori and Pacific people

» help young people more easily transition from secondary school to good jobs with training or to high quality and relevant online or on-campus learning

» support all people to continue employment by ensuring they always have the new, relevant skills that employers need through retraining, upskilling and reskilling

» help whānau by ensuring that everyone in the family who is able to earn can, even while they continue learning new skills to help them advance into more rewarding jobs.
Why do things need to change?

There are four big challenges with our current system

1. We need to address a serious skills shortage across a number of industry sectors

New Zealand is experiencing persistent and widespread skills shortages that highlight imperfections in the 'supply-chain' for vocational skills.

According to the New Zealand Institute of Economic Research’s Quarterly Survey of Business Opinion (June 2019), a net 43% of businesses are having trouble finding skilled labour. This has been steadily increasing since 2009.

2. The current vocational education system is split, and doesn’t always meet the needs of learners, employers or regions.

We currently have two vocational education systems: an industry training system for apprentices and trainees through 11 industry training organisations (ITOs), and another for students enrolled with providers, across 16 institutes of technology and polytechnics (ITPs), or in one of the three wānanga or more than 200 specialty private training establishments (PTEs). ITOs support on-the-job training, and providers deliver primarily off-the-job training, each with its own system of government funding.

Over time, these two systems have drifted apart. The problems that arise from this include:

» People are uncertain about how to begin training or learning and how to progress, particularly when moving between on-the-job and off-the-job learning options, including when they get a job or move region

» Employers are concerned that people learning off-the-job are not acquiring the technical or employability skills to succeed in the workplace, and that learners are often kept in off-the-job learning for longer than they need to be

» People learning on-the-job aren’t always getting all the right support with their learning and their pastoral needs and this frustrates both learners and employers.

Many employers don’t engage in training and apprenticeships because they find the system too complex and they think it’s too costly for them. For some industries, there isn’t the high-quality, work-focused learning they need.

The system needs organisations that consider the needs of both learners and employers at the same time, otherwise neither learners nor employers get what they need.

Ma te whakatōpu haere i ngā wharekura, ma te aro tahi ki ngā tauira me nga kaituku mahi, ka angitū.
The system is not designed with the needs of everyone in mind

The system also needs organisations that prioritise the needs of learners who are traditionally underserved by the education system. Māori, Pacific and people with disabilities are more likely to be enrolled in lower-level vocational education qualifications and have poorer employment outcomes. This needs to change, particularly as Māori and Pacific peoples will form a growing part of the working-age population in the future. Māori and Pacific students often can’t access culturally-responsive learning. People with disabilities and those without good school results often don’t get the support they need. People in rural areas and smaller towns may not have access to vocational education at all.

**Vocational education can do better for all learners.**

3. Employers have told us the lack of industry input into off-the-job learning is frustrating

ITOs were originally conceived of as standard-setting bodies, but in reality, their ability to influence and shape off-the-job delivery and support to ensure that it meets the needs of their industry. Even though ITOs represent industry, they do not have either regulatory or funding levers to ensure providers get it right. This gap in their powers was put in place in order to manage conflicts of interest that might encourage them to use their standard-setting powers to strengthen their competitive position with providers.

Other employers tell us that ITOs don’t meet their needs. In some cases, they describe poor service or a lack of responsiveness from their ITO. In other areas, there is no ITO due to gaps in industry coverage, such as information and communications technology (ICT), management, and creative arts.

**We need a single system of funding so that all have clear roles to ensure that learners will have the right skills available to employers, at the right time, in the right place.**

4. ITPs are facing a number of challenges

Some ITPs have continued to experience growth and are high-performing institutions, but others have suffered from falling domestic enrolments in recent years. This has been due to a number of factors, including a strong labour market, government education and funding policy changes, and increased competition.

Many ITP costs have not fallen in line with their declining enrolments, largely due to the fixed nature of many costs and ITPs’ communities expect them to continue to offer a broad range of locally relevant programmes, which all contribute to driving higher fixed costs. As a result, several ITPs are now under considerable financial stress, some are already in crisis, and more will become so if nothing changes.

The 16 regional ITPs also compete, with a number of them supplementing their regional provision by attracting out of region and international learners, not necessarily by best meeting the needs of their local communities and working collaboratively as a national network of providers. This needs to change, and while ITPs are an important part of our international education industry it is not good for them to rely on this market for viability.

ITPs are public institutions meant to ensure that vocational education is available throughout New Zealand. However, rather than being a system that shares programmes, resources, costs, risk and other organisational and system elements, ITPs are separate public entities that need to sustain themselves independently. The financial problems of ITPs affect the whole public vocational education system and mean the focus is on crises and competition, rather than teaching and learning and what’s needed for the future.

**All regions deserve to be backed to succeed; there’s strength in combining forces to support each other.**
What will one system look like?

Te’u le Va – Navigate the Space
Everyone will have a clear role, with much more industry and employer influence

A stronger role for industry and other stakeholders

We heard that industry has felt restrained by the limits placed on them in the current system. Employers have also told us that newly qualified workers from different providers often have learned very different things.

The diagram below is what is envisioned for one system for all vocational education. This is how the system will work for industry, employers, learners and communities in the future:

Employers want a system where all learning produces consistent and predictable skillsets. Industry has welcomed the proposal on industry skills bodies, which will now be called workforce development councils, to take a leadership role on what’s most needed for New Zealand’s workforce overall. They acknowledge that with this global perspective also comes the responsibility to engage with communities, Centres of Vocational Excellence and regional leadership groups on what skills are needed locally now and in the future. Māori-Crown partnerships will be reflected throughout the system from national collaboration and leadership to local solutions and responsibility to deliver for Māori.
### Ako Mahi – A Unified System for all Vocational Education

**Reform of Vocational Education**

#### Summary of Change Decisions

<table>
<thead>
<tr>
<th>TEC</th>
<th>NZQA</th>
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<tbody>
<tr>
<td>Funds &amp; monitors providers</td>
<td>Oversees provider quality &amp; assessments</td>
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**Workforce Development Councils (WDCs)**

<table>
<thead>
<tr>
<th>TEC</th>
<th>NZQA</th>
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<tbody>
<tr>
<td>Assess workforce needs</td>
<td>Assess workforce needs</td>
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<tr>
<td>Endorse programmes</td>
<td>Develop qualifications, standards &amp; training packages</td>
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<tr>
<td></td>
<td>Set &amp; moderate assessments</td>
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<tr>
<td></td>
<td>Offer brokerage &amp; advisory services to employers</td>
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<td></td>
<td>Direct TEC on funding decisions</td>
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### Providers

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<tr>
<th>Providers</th>
<th>TEC</th>
<th>NZQA</th>
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<tr>
<td>Providers</td>
<td>Deliver to students at the provider</td>
<td>Assess &amp; credentialise</td>
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<tr>
<td></td>
<td>Support workplace training</td>
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<tr>
<td></td>
<td>Assess employer’s needs</td>
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<tr>
<td></td>
<td>Develop programmes</td>
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</tbody>
</table>

### Stakeholders

- **Employers**: 3 wānanga, 200+ private training establishments (PTEs), Māori, including iwi, New Zealand Institute of Skills & Technology
- **Students**: Qualified work-ready graduates
- **Trainees & apprentices**: Qualified employees
- **Centres of Vocational Excellence**: Advises on regional skills needs
- **Regional Skills Leadership Groups**: Develops, endorses programmes, and supports workforce needs
- **Regional Skills Leadership Groups**: Offers brokerage & advisory services to employers

**One system for all vocational education**
One institute with campuses around the country

The Government is committed to ensuring that high quality vocational education will be available to all regions. To do this, we're bringing together the existing 16 institutes of technology and polytechnics to operate as a national campus network.

This change will give New Zealand a coherent and coordinated national system that also responds effectively to local needs.

This institute will draw upon the successes of the strongest ITPs and the local authorities that have supported them, and apply these lesson to all regions, for everyone’s greater benefit. We can get the balance right between a coherent and coordinated national system and what regions and communities cherish that makes their relationship with their ITP exceptional.

Bringing on-the-job and off-the-job training together

The new system will bring down the barriers between training in a classroom and training in a workplace, so that people can move easily between the two, even within a single programme of study.

As workforce development councils take the place of ITOs, the role of supporting apprenticeships and other on-the-job training will move to the Institute and other providers (wānanga and private training establishments). This will create tighter connections between these trainees and those doing off-the-job training, and will give them access to the same range of learning and pastoral support.

It won’t change employers’ role in training staff, rather the change in responsibility to providers should enhance the support that employers receive in training. This will remove the undesirable competition that most agree exists between the two current systems and remove disruption to learners moving between study and work.

Unifying the vocational education funding system

Industry and providers both told us that the current funding system needs fixing. The current system rewards ITOs and providers for keeping learners in their form of learning for as long as possible. Everyone agrees that a system that rewards ‘doing the right thing’ for employers and learners would be much better. We also heard that the current system isn’t as flexible or adaptable as it needs to be for the costs of different types of learners, locations and ways of learning. It assumes providers will operate large class sizes, which doesn’t serve learners and employers in small rural areas of New Zealand.

To get the consistent skillset that employers want in newly qualified workers, the government agencies in the education system also need to work together and with industry. The TEC will work with industry to agree on the specifics of what providers will be funded to support and deliver. The New Zealand Qualifications Authority (NZQA) will work with industry to agree on qualifications and programmes, and oversee provider quality and assessments.

When good practice in workplace learning and maintaining strong employer relationships is spread throughout a stable vocational education system that’s available to everyone and is focused on the right things, all learners and employers in all industries and all regions will benefit.
How should the system change?

Based on feedback received during the consultation on the Government’s proposals to reform the vocational education system in New Zealand, seven key changes have been identified.

1. Create a New Zealand Institute of Skills & Technology

What we heard

We heard that many communities value what their ITPs do, and they want the best of their work to continue. People also said they understand that the financial problems of many ITPs mean they can’t continue as they are.

We also heard that people see ITPs competing with each other, leaving some ITPs struggling with too few students and not enough choice of courses. We heard that employers often don’t see ITP graduates as having the skills needed to do the job.

Māori and Pacific communities and businesses told us that they often don’t feel ITPs offer them learning that responds to their culture and skills needs.

How the Institute will respond

The Institute will be a new kind of organisation that provides workplace, on-campus and online learning, in a way that is culturally responsive. It will be a unified, sustainable, public network that supports on-the-job learning, bringing together the existing 16 ITPs to operate as a national campus network. The New Zealand Institute of Skills & Technology, or the Institute, for now, while we consult on its official name.

The Institute will have a new focus and culture, different from the 16 ITPs that are integrated into it. It will mean that all the regions are able to share resources, support each other and share accountability to deliver high performance. It will be required to work closely with employers to fundamentally change how learning and support is delivered through all modes – on-line, campus-based and at employers’ places of business. It will need to standardise programmes and reorganise its functions so that it can focus resources on delivery to support learners across the country. It will also need to draw on the best of existing practice, in particular so it can offer culturally responsive teaching and learning. It will work collaboratively with other education providers, especially wānanga and PTEs to deliver and support vocational education across New Zealand.

The Institute’s national office will be responsible for setting strategy, reducing duplication in areas such as consistent programme design and development, and ensuring that the regional operations take a network-wide view to investments. At the same time, all subsidiary entities will have sufficient financial delegations to be empowered to make decisions on behalf of their communities.

In 2019, we will set up an Establishment Unit to prepare for the new Institute which will be set up in 2020. In the meantime, the current ITPs and ITOs will continue as they are, so that learners and employers can continue to learn and to train staff.

See ‘The New Zealand Institute of Skills & Technology, in detail’ on page 21 for further information.
2. Create workforce development councils (WDCs) with leadership across the whole vocational education system

What we heard

We have heard that learners and employers can find the current system confusing and inconsistent. We heard that to have effective vocational education, industry needs a say in what providers teach and that on-campus students don’t always learn the skills they need to be ready for the world of work. We heard for some employers there is no industry coverage for their training needs.

We heard from some employers that the industry training system works well for them, and that they want to keep what works while also improving what doesn’t. At the same time, the system needs to cover all industries and enable more employers to access workplace training.

How WDCs will respond

WDCs will be industry-governed statutory entities, which will give industry greater control over all aspects of vocational education. In the consultation proposals, these were referred to as Industry Skills Bodies. We heard that this name fell short of describing their proposed role.

We will work with industry to set up approximately four to seven WDCs from 2020 onwards to cover most industries. Wānanga will remain outside WDCs’ standard-setting, other than where they support on-the-job learning.

WDCs will get to decide whether programmes are fit for purpose, whether those programmes are on-the-job programmes (like an apprenticeship), taught on-campus or online at a provider, or a combination of any of these three. Unless a programme has the WDC’s confidence – effectively, industry’s confidence – it won’t be approved and won’t be funded. They will also provide advice to the Tertiary Education Commission on its funding decisions more generally and will get to determine the mix of training in their industries.

WDCs will also have the power to require programmes of study to have a ‘capstone assessment’. This is an external assessment, overseen by the workforce development council, so that everyone can be sure that qualification-holders in that area meet a standard that is acceptable to industry.

WDCs will provide skills leadership for their industry and, like today’s ITOs, they will sometimes provide employers with brokerage and advisory services. But, given their powerful oversight role, they won’t be directly involved in running apprenticeships and other on-the-job training themselves.

See ‘Workforce development councils and the shift in support for workplace learning to providers, in detail’ on page 28 for further information.
3. Establish Regional Skills Leadership Groups (RSLGs)

What we heard

We heard that communities value their current relationships and don’t want to disrupt them. In some regions, disruption has already occurred and employers need people with new skills and retraining for people who need to reskill.

We heard that many Māori learners and businesses don’t see the system as delivering to their needs. We heard that many employers are frustrated that they can’t find the skilled employees they need locally.

How RSLGs will respond

The overarching purpose of RSLGs will be to facilitate dialogue about regional labour market needs that builds coordinated decision-making at a regional level to encourage businesses, training providers and other local actors to work together towards a high-skills labour market.

RSLGs will provide advice about the skills needs of their regions to the TEC, WDCs and local vocational education providers. TEC will be required to take their advice into account when making investment decisions.

RSLGs will work across education, immigration and welfare systems to help deliver on regional economic development strategies that work for everyone. More detail will be available in a separate publication.

4. Shift the role of supporting workplace learning from ITOs to providers

What we heard

We have been told that learners aren’t always getting the skills to do the job, and are often kept in off-the-job learning for longer than they need to be. We heard that some apprentices and trainees aren’t getting the culturally competent support they need.

We also heard some students at ITPs want greater access to work experience and to employer networks to help them understand better the world of work and get the connections they need to secure employment.

How the role shift will respond

The new system will bring break down the barriers between training in a classroom and training in a workplace, so that people can move easily between the two, even within a single programme of study. The Institute, wānanga and PTEs will deliver and support education and training both off-the-job and on-the-job to achieve seamless integration between both settings and to be well connected with the needs of industry. Providers will:

» Work with employers to meet their workplace training needs
» Support apprentices and trainees while at work with their learning and pastoral needs
» Continue to support students enrolling directly
» Assess all learners against industry standards
» Develop programmes and deliver training packages based on the industry needs identified by WDCs to suit the needs of employers and learners
» Ensure learning is culturally relevant for all learners.

See ‘Workforce development councils and the shift in support for workplace learning to providers, in detail’ on page 28 for further information.
5. Establish Centres of Vocational Excellence (CoVEs)

What we heard
The concept of CoVEs was widely supported in the consultation. People could envision CoVEs driving innovation and excellence across the system.

How CoVEs will respond
CoVEs will drive innovation and excellence in teaching and learning and improve links to industry and communities. They will be established in areas of study of particular importance to New Zealand. Their coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or specific (e.g. viticulture). They could potentially also cover key types of educational delivery and support, such as kaupapa Māori delivery, and include applied research.

CoVEs will bring together the Institute, other providers, WDCs and other industry and regional stakeholders to enable all vocational education organisations to access the best of what is available nationally. A CoVE could be hosted regionally by the Institute or by a wānanga. CoVEs will be located across the country and could be hosted regionally by the Institute or a wānanga.

The first pilot CoVEs will be established in the 2019/20 Fiscal year. The Government intends to fund one to three pilot CoVEs, to learn from prior to considering further investment in new areas.

See ‘Centres of Vocational Excellence, in detail’ on page 32 for further information.

6. Te Taumata Aronui

The Reform of Vocational Education needs to reflect the Government’s commitment to Māori-Crown partnerships. A partnership approach would prioritise Māori learners across the vocational education system, and recognise that Māori are significant employers with social and economic goals, with an estimated national Māori asset base valued at over $50 billion.

To ensure these opportunities are consistently taken up through the Reform of Vocational Education, a group, with a placeholder name of the ‘Te Taumata Aronui’, will be established to focus on tertiary education, including its interface with the schooling sector.

The first task for this group could be to provide advice about how the vocational education system could:

» reflect Māori Crown partnerships
» ensure that the system improves outcomes for Māori learners
» align with other relevant components of the Education Work Programme (e.g. Ka Hikitia)
» support Māori economic and social development strategies.
7. Unifying the vocational education funding system

What we heard

Nearly everyone agreed that the funding system needs fundamental change. The system we have had for more than 25 years has created many of the current problems in the vocational education system.

We heard that the system doesn’t recognise the costs to providers of supporting different types of learners, locations and ways of learning. It assumes providers will operate large class sizes, and creates incentives for keeping learners off the job for longer than they need. At the same time, it has also meant that some industry training has moved away from high-quality, transferable learning.

We heard that the rules that come with funding are complicated and often inflexible, and stop providers innovating and delivering to a wider range of needs.

How a unified funding system will respond

A unified funding system will encourage greater integration of off-the-job and on-the-job learning, ensure learners can access more work-relevant and tailored support, and enable new models of education delivery and support which are more responsive to employer and industry demand.

We will work with all system stakeholders to develop, design and implement the new funding system to apply to all off-the-job and on-the-job education at certificate and diploma qualification levels 3–7 (excluding degree study) and all industry training.

The unified funding system should:

» reward and encourage the delivery of high-quality education and training which meets the needs of all learners, communities and employers

» support access to on-the-job education and training and encourage the growth of work-integrated delivery and support models

» supply strategically important delivery to meet national priorities, address regional labour-market demand, and be highly responsive to employer skill needs

» allocate funding through simple and transparent funding mechanisms which ensure provider accountability, and provide for greater stability as a platform to invest in innovation and growth.

We will engage with stakeholders to explore three new funding approaches:

» A new funding category system to set funding categories for different modes or types of tuition/training with different underlying costs, and the relative funding weight to assign to each category

» A new learner-based funding approach to recognise the higher costs of delivery and support that responds to a range of learner needs, and to incentivise improved system performance for traditionally underserved learners (especially Māori, Pacific and people with disabilities)

» A new funding approach for strategically important delivery to support national priorities and to increase responsiveness to regional labour-market demand. This could include sector-specific funding for wānanga and/or the Institute.

The design work would be informed by end-user perspectives, including those of employers, Māori, Pacific peoples and disabled learners. More technical and operational advice would be informed by sector experts to ensure that funding reforms result in the behaviour shifts we are seeking from TEOs.
Summary of Change Decisions

Funding for strategically important delivery

We will also review funding rates for te reo Māori and mātauranga Māori as part of our work to develop the new funding system. This will involve co-design with the wānanga to ensure the funding system reflects and supports high-quality delivery and the kaupapa Māori approach of these providers. Any new funding rates would apply to te reo Māori and mātauranga Māori delivery across the whole tertiary education sector.

The new funding system will be a work-in-progress over the next 2–3 years. Elements of the new funding system are likely to be introduced from 2021 onwards.

The funding system is a crucial element of the Reform programme. Without it, New Zealand will not get the outcomes it needs from the system.
What’s next?

The Reform of Vocational Education started with reviews in 2018. It continued with the consultation on the Government’s proposals for the system, and hasn't stopped.

Ongoing engagement is crucial.

The Reform will only be successful with stakeholder input into transition and implementation.

A Stakeholder Advisory Group will be formed to provide advice to officials, the Establishment Unit, and others working on the reforms.

This will include stakeholders with different experiences and viewpoints, for example, employers, industry, learners, Māori, Pacific, disabled learners and staff.
Reform of Vocational Education
Ako Mahi – A Unified System for all Vocational Education

The timeline below shows what we expect to happen and when.

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<th>July 2019</th>
<th>April 2020</th>
<th>June 2021</th>
<th>June 2023</th>
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<tr>
<td>Cabinet decisions</td>
<td>Legislation passed</td>
<td>All WDCs in operation</td>
<td>WDCs in operation</td>
</tr>
</tbody>
</table>

- **WDC planning and preparation**
- **WDC establishment**
- **WDCs in operation**

- **ITOs relinquish standards setting role as relevant WDCs are established**
- **Transition of the role supporting workplace learning to the Institute**
- **Transition of some of the role of supporting workplace learning to other providers. Managed and staged process of transfer**

- **Crown-managed process (with industry and WDCs) to select providers for transferring the role of supporting workplace learning**
- **Interim arrangements: Holding organisations and ITOs continue to support workplace learning until transferred to provider**
- **All transfers complete by end of 2022**

- **Institute establishment**
- **Institute builds new capabilities**
- **Institute fully in operation**

- **Unified funding system initial design**
- **Early changes to support learners and strategic delivery**
- **Phased design and implementation**

Summary of Change Decisions
The legislative process
The scheduled process for legislation is noted below. Timeframes may change subject to Parliamentary processes.

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<tr>
<th>Legislation Timeline</th>
<th>Event</th>
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<tr>
<td><strong>August</strong></td>
<td>Cabinet legislation committee</td>
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<td>Cabinet approval for Introduction</td>
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<td></td>
<td>Introduction</td>
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<td>1st Reading of Bill (referral to select committee)</td>
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<td><strong>September – March</strong></td>
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<td>2nd Reading</td>
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<td>Committee of the Whole House</td>
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<td>3rd Reading</td>
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<tr>
<td><strong>End of March</strong></td>
<td>Royal assent (the Act comes into force)</td>
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<tr>
<td><strong>1 April 2020</strong></td>
<td>Institution stand up with transitions in place</td>
</tr>
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</table>
The New Zealand Institute of Skills & Technology, in detail

We need a unified, sustainable, public network of regionally accessible tertiary education, particularly vocational education, but also including foundation education and degree and post-graduate education.

To achieve this, the Government has decided to create the New Zealand Institute of Skills & Technology (the Institute). This new organisation will have the necessary capabilities to support on-the-job learning, while also bringing together the existing 16 ITPs.

It will be a consolidated organisation that makes strategic use of capital, achieves greater efficiency in programme design, development and delivery, and reduces the duplication of functions within the current vocational education network.

Over time, this will be a major change for the 16 current ITPs and for their 120,000 domestic students and 18,000 international students.

The Institute will be the cornerstone of a sustainable system of vocational education provision. Its national network will enable students and employers to transition seamlessly between delivery sites and educational modes, so that the Institute can be a true long-term, skills training partner to firms operating both regionally and nationally.

Regional and local campuses will focus on delivering high-quality and relevant services to learners, employers and communities across all of New Zealand, guided by the advice of regional leaders (rather than competing with each other for enrolments). The services of the whole Institute will help the regions respond comprehensively to regional need. This includes a stronger focus on the groups that have been underserved to date, such as Māori, Pacific, and disabled learners.

The new Institute will also be a degree-granting provider and a provider of foundation learning, and will have a greater ability to create pathways through the system. This will continue the valuable role that ITPs currently have in foundation and degree-level provision and provide greater certainty that existing arrangements will be protected. It will strengthen the pathways through the system and the links between workplaces and degree-level study over time because of the workplace focus of the proposed Institute.
Balancing the Institute’s regional and national roles

The consultation process (see also inset box) raised concerns about getting the right balance between a coherent and coordinated national system and responding effectively to local needs. Concerns were also raised about the loss of regional autonomy. It is important that the Institute responds to local needs; this will require strong relationships and agreements at the local level.

Feedback from consultation: New Zealand Institute of Skills and Technology

48% of unique submissions supported the Institute (although, including form and campaign submissions particularly from the Stand Up for SIT (Southland Institute of Technology) campaign, only 20% of submissions were in support).

Support came from across the sector, including a majority of submissions from the education sector (e.g. education bodies, and staff and student unions), industry and ITOs.

Opposing submissions were mainly from industry, members of the public, and some parts of the education system (including a minority of ITPs).

Those who opposed it focussed on the risks of the change, the strengths of some current ITPs (and argued that the ITP structural reforms should not be imposed on high-performing institutions), and the value of regional autonomy.

The views of these submitters have been carefully considered, and have informed the proposed design of the Institute, as set out below.

In terms of the day one structure, analysis suggests that the choice is between establishing subsidiaries within the Institute or a consolidated Institute. At present, the 16 ITPs all operate largely independently, and use a manner of different systems, processes, methods, accreditations and brands.

The Government has decided to establish the Institute with 16 subsidiaries for up to two years, as a transition measure and enabling the Minister of Education to decide whether to extend the life of any or all subsidiaries on advice of the Institute. This will contribute to:

» ensuring continuity for learners on day one of the Institute stand up, through having legacy brands, accreditations, qualifications and powers to award qualifications contained within individual subsidiaries

» avoiding unintentional financial distress as a result of unknown financial arrangements within the Institute

» providing the cleanest possible lift and shift process, minimising the transition risk to stakeholders.

This will constitute a significant change for the current 16 ITPs. In particular, their Councils will be disestablished from day one, on 1 April 2020, and replaced with a subsidiary board appointed by the national Council. Appointments will be designed to best facilitate the transition needed, while balancing this with the needs for continuity as the change process unfolds. Subsidiary boards could provide some continuity of members with existing councils and it will be required that around half of the members of subsidiary boards will be regional representatives, thereby assuring ITPs and their communities that their interests will have a strong voice in the development of, and transition to, the Institute.

In addition, transitioning ITPs to subsidiary companies will minimise initial disruption to ITP activities compared with folding all ITPs into the Institute from day one. Learners will experience little change during this phase of the transition, and business-as-usual activities will continue uninterrupted.

While this subsidiary model is initially intended as a transitional measure, the Institute may decide to use subsidiary companies in some form as part of its permanent structure, in the same way that many TEIs currently do.
Consultation has also lead to three other key refinements:

» To address concerns from regions about retaining access to reserves, where these have been built up over time and have involved the cooperation of the wider community, the Institute will spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy organisation (See Appendix for further detail on this.)

» Existing qualifications will be grandparented under individual current ITP brands, and there will be an expectation that the Institute will take a cautious and relationship-based approach to any changes to the ongoing use of the current brands.

» A duty in statute for the Institute's Council to ensure that the Institute has effective local and national stakeholder engagement processes (this should include arrangements for pacific community and business voices, disabled learners and others), and gives appropriate consideration to international learners and their potential contribution to regions.

Other changes will go ahead as proposed in consultation:

» The Institute will need to give effect to a statutory Charter which will include a focus on regional responsiveness and require it to continue to maintain provision in the regions where the main campuses of the 16 ITPs are based.

» Regional Skills Leadership Groups will hold the regional campuses of the Institute to account, alongside other providers, for collectively meeting the needs of their local communities

» The Institute will not have a Wellington or Auckland national office (in fact the national office functions may be distributed across multiple locations), and the Chief Executive's office will not be based in Wellington or Auckland.
In terms of the Institute’s overall business model, four possible options were analysed:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
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<tr>
<td><strong>Option A:</strong> Create an Institute with a small, thin head office that focuses on managing the performance of its subsidiary ITPs</td>
<td>A small, thin head office for the Institute would be established, and the existing 16 ITPs brought together as subsidiaries to the new organisation. The Institute would focus primarily on managing the performance of its subsidiaries, and this approach most closely supports the earned autonomy model preferred by some submitters. The head office would directly employ the chief executives of regional operations, and would have strong reach-in powers to the regional operations if they were not performing well.</td>
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<tr>
<td><strong>Option B:</strong> Similar to Option A except with fewer regional operations and centralised programme design</td>
<td>Similar to Option A, except that over a short period of time the regional operations would be consolidated down to a smaller number of regional operations, likely between 6 and 8 regional operations. In addition, the head office would become responsible for programme design and development, and the regional operations would choose from a ‘menu’ of programmes and courses.</td>
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<tr>
<td><strong>Option C:</strong> Create an Institute with a head office that has a stronger degree of control over its operations but still with a substantive regional presence and delegations</td>
<td>The head office would have a stronger degree of control over the regional operations. There would, however, still be a substantive regional presence, and all subsidiary entities will be provided with sufficient financial delegations to be empowered and make decisions on behalf of their communities. The head office would be responsible for setting strategy, and reducing duplication in areas such as consistent programme design and development. It also would focus on reducing duplication in back-office systems, and developing consistent and integrated strategies on items such as capital and ICT investment, ensuring that the regional operations took a network-wide view to investments.</td>
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<tr>
<td><strong>Option D:</strong> Create a heavily consolidated Institute where most activities are performed centrally</td>
<td>Most activities would be consolidated in a single entity, and there would be less substantive local or regional operations. The entity would deliver in the regions, but the management team present in the regions would be far smaller than the current state. Regions would also likely have less budgetary control and decision rights, with no distinction between the centre and ‘regions’.</td>
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This analysis is set out in greater detail in the Programme Business Case. The conclusion Government reached was that Option C is the preferred option because it likely creates the best balance between consistency, efficiency, and devolved decision making.

Option D was the least preferred as the risk to transition, high likelihood that it would not deliver value to the regions, and significant ICT integration complexity means it unlikely to deliver the changes sought as part of the reform programme.

However, Option C was also preferred to Options A and B because these options offer poor value for money and do not make substantive enough changes to the sustainability of ITP operations to outweigh the costs of change.
With a change process as complex and far-reaching as this, it is not realistic or prudent to try to lock everything down in advance, before even an Establishment Unit is formed.

There will, however, continue to be a degree of autonomy at regional level. The Institute will determine its own internal structure and business model, including which activities are consolidated and how, and including the way it organises the number and boundaries of its delivery regions.

Nevertheless, the statutory framework that Government establishes and the accountabilities that the Minister places on the Institute will have a significant influence. These will be based on Option C as the assumed target end state for the Institute, from a day one position closer to Option A.

Other features of the Institute

An Establishment Board will be formed as soon as practicable (technically as a ministerial advisory group supported by a unit within the Ministry of Education). This Board and unit will have powers to begin establishment work, spend funding under delegation from the Secretary for Education, and operate a process, independent of the Minister, to appoint the designate Chief Executive of the Institute in line with the process for appointing a tertiary education institute Chief Executive set out in current legislation. The designate Chair, Deputy Chair and Council members of the Institute will form the Establishment Board. Once in place, the Establishment Board will be working swiftly, so it will be important to have strong reporting to Ministers. The Minister will issue a letter of expectations to the Establishment Board, and will expect to receive weekly progress reports from the Board.

The Establishment Board will consult with stakeholders and advise on an appropriate name for the Institute. The working name “New Zealand Institute of Skills & Technology” will continue to be used in the meantime, including in the legislation, as introduced.

The Institute will be established as a new and unique tertiary education institution, rather than as an ITP. However, the Institute and its Crown entity subsidiaries will still be able use the protected terms ‘polytechnic’ and ‘institute of technology’ to describe themselves. The statutory provision to establish any new polytechnics in the future will be removed, since the Institute will be their replacement.

There is a need to balance appropriate independence with the need to use national resources efficiently, the national interest and the demands of accountability. For the proposed Institute to gain buy-in from the members of the sector and industry that is needed for it to be successful, it is important that it is at arm’s length from government. The Institute’s leadership will have to be accountable for decisions around the design of its business model, and the ongoing operation and management of the Institute should have the greatest level of autonomy possible. However, its unique place as a national institution means that there will need to be slightly less institutional independence in the form of additional accountability mechanisms, as set out in the following paragraphs. The Institute and its subsidiaries will however have the same academic freedom principles as other institutions but not the same statutory protection of institutional autonomy.

(The definition of academic freedom in the Act includes the freedom of an institution and its staff to teach and assess students in the manner they consider best promotes learning. This principle is sound from an academic quality perspective, but legislative drafting will need to ensure that it still allows the WDCs to play their intended role in moderating assessment by providers to industry standards.)

All Council members will be appointed by the Minister, apart from one student and one staff member elected by the committees representing students of the Institute and staff of the Institute respectively (as described below). The Minister will also appoint the Chair and Deputy Chair. The Council will have between 8 and 12 members.

A charter for the Institute will be set out in legislation, providing an enduring guarantee that the Institute and successive Governments will continue to preserve a strong network of regional campuses and delivery, and that the Institute will support learners effectively and be responsive to the needs of industries, community and Māori. The Council of the Institute will be expected to give effect to the provisions in the charter and report as to how it is doing so through its accountability documents.
The new Institute will be required to produce a statement of intent and a statement of performance expectations, in keeping with other Crown Entities. The Minister will issue a letter of expectations to guide the Institute's strategic direction. In addition to these accountability mechanisms, it will be important to have strong monitoring and intervention frameworks in place to ensure that the Crown has sufficient oversight of the Institute's major financial decision-making. It will also be important to ensure that the Institute and monitoring agencies can manage potential risks while also ensuring that monitoring activities do not choke innovation.

Tertiary education institutions must have an Academic Board to advise them on academic matters. Workplace delivery will be included in the description of the advice the Academic Board of the institute should provide to the Council.

For a national Institute, it will be also important that the public, staff and students have an assurance that regional staff and student voices are considered by the Council in its decision making, and that advice on how to work in partnerships with Māori is considered and actioned.

In order to enable students and staff to have a voice in Council decision-making, the Council of the Institute will be required establish committees of students and staff of the institute. These committees will consist of members of staff and students representing at a minimum each substantial regional division of the institute. The members of each committee will be elected by the staff and students of the relevant regional divisions. The Council will determine, in consultation with students and staff, the number of members of each committee.

The Council of the Institute will also be required to appoint a Board to support the Council to work in partnerships with Māori. The Board will be a Committee of the Council, made up of members both internal and external to the Institute. The size and composition of the Board will be determined by the Council in consultation with Māori.

The committees and the Board will provide advice to the Council to inform its decision-making, and the Council will be required to consider solicited or unsolicited advice it received from them. The Council would also be required to consult these bodies on significant matters such as the strategic direction of the Institute, major structural changes and other significant decisions.

A commitment to Māori-Crown partnerships will also be included as part of the legislative provisions for the Institute. The appointment process for the Institute's Council will also ensure that potential Councillors have the skills, knowledge and experience to support Māori needs. The Council will also be required to appoint a Board to advise on how the Institute works with Māori to improve outcomes for Māori learners and communities.

The Education Act 1989 currently allows the Minister to set funding rules for TEC in respect of a subsector (such as ITPs) but not an individual provider. Since the Institute will be a unique institutional type, it will be excluded from this restriction.

The Minister will have the legislative power to determine the administrative regions of the Institute, if needed, to manage the interests of the wider system, but this power will be held in reserve, with no plans to use it in the foreseeable future.
**What will Day One look like for the Institute?**

To minimise initial disruption, from 1 April 2020, the Institute will be established with 16 subsidiaries for up to two years, as a transition measure and enabling the Minister to decide whether to extend the life of any or all subsidiaries on advice of the Institute. This would contribute to:

- ensuring continuity for learners on day one of the Institute stand up, through having legacy brands, accreditations, qualifications and powers to award qualifications contained within individual subsidiaries
- avoiding unintentional financial distress as a result of unknown financial arrangements within the Institute
- providing the cleanest possible transition process, minimising the transition risk for all stakeholders.

This will constitute a significant change for the current 16 ITPs at a governance level. In particular, their Councils will be disestablished from day one, and replaced with a subsidiary board appointed by the national Council. Appointments will be designed to best facilitate the transition needed, while balancing this with the needs for continuity as the change process unfolds. The Institute will be required to have up to half of the members of subsidiary boards being regional representatives, thereby assuring ITPs and their communities that their interests will have a strong voice in the development of, and transition to, the Institute.

In addition, transitioning ITPs to subsidiary companies will minimise initial disruption to ITP activities compared with folding all ITPs into the Institute from day one. Learners would experience little change during this phase of the transition, and business-as-usual activities would continue uninterrupted.

While this subsidiary model is initially intended as a transitional measure, the Institute may decide to use subsidiary companies in some form as part of its permanent structure, in the same way that many TEIs currently do.
Workforce development councils and the shift in support for workplace learning to providers, in detail

We need to give industry greater control over all aspects of vocational education to make the system responsive to employers’ needs and to the changing world of work.

To achieve this, the Government has decided to establish a small number (around four to seven) of industry-governed workforce development councils (WDCs) based around sector groupings. These will have comprehensive responsibilities for leadership, advising on funding decisions, standard setting and assessment of learning, but will not be responsible for directly supporting workplace learning, as ITOs currently are. This role will shift to the institute and other providers.

WDCs will have the following roles:

- **skills leadership**: identify future industry skills needs, and advocate for those needs to be met through their work with industry, schools, providers, regions and government
- **employer brokerage**: provide employers with brokerage and advisory services within the range of activities approved by TEC as related to their leadership role (but not to deliver qualifications or credentials)
- **investment advice**: direct TEC on the skill mix required for each industry, within a fixed funding envelope set by TEC. TEC will give direct effect to that advice. WDCs will also provide advice on TEC’s overall purchase. As this approach matures it is possible that WDCs could directly purchase vocational education on behalf of employers
- **standard setting**: set skills standards and develop qualifications, and endorse programmes developed by providers, including developing training packages where appropriate. These changes will ensure that industry requirements are consistently applied throughout vocational education. This role includes the ability to set a core curriculum or training packages that lead to a qualification
- **assessment**: moderate assessments and set capstone assessments\(^1\) as required, to ensure that learners have met the required standard when they are awarded a qualification. In some cases WDCs will work with occupational regulators who have a statutory authority to conduct capstone assessments.

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\(^1\) A capstone assessment is an end-of-study assessment (practical, written, or a combination) that requires learners to demonstrate that they have acquired the skills and competencies required for their qualification.
The WDCs will have a wide area of coverage established through direction from government

The structure of WDC coverage will be based on sector groupings, which is the approach that other jurisdictions tend to use. A collaborative process will be undertaken with industry to confirm coverage options. However, a useful starting point for that discussion would be the six sector groupings identified through the ‘Vocational Pathways’ developed through a partnership between the Ministry of Education and the Industry Training Federation between 2010 and 2014:

- Construction and Infrastructure
- Manufacturing and Technology
- Primary Industries
- Services Industries
- Social and Community Services
- Creative Industries.

Current ITO coverage includes gaps and distributed coverage of some industries; for example, in information technology or many of the creative arts. Under the new system, the government will allocate responsibility to WDCs to address coverage issues. Some care will be taken to ensure genuine industry engagement in these new areas of coverage (and corresponding capability within the WDCs).

There could be an opportunity for the proposed WDCs to share some services (e.g. qualifications and standards-development expertise, or promotional design). This would require universal support by the WDCs in order to be feasible.

Managing the transition of the supporting workplace learning role

Feedback from consultation: Workforce Development Councils / Industry Skills Bodies

- The majority of submissions (57%) supported the proposal to shift the role of supporting workplace learning from ITOs to providers.
- Those more likely to be in support included education sector bodies, education sector workers, unions and student associations, parents, students, apprentices and trainees. Some employers and industry groups also supported it.
- However, ITOs and many industry groups and employers opposed it. All ITOs raised very strong concerns that this proposal would reduce the quality and responsiveness of on-the-job training, leading to a reduction in training volumes.
- Most stakeholders were supportive of WDCs having a leadership role across the whole vocational education system. For example, 92% of submissions supported a skills leadership role for WDCs.
- The lowest support for the proposed roles was the WDC endorsement of programmes, at 60% of stakeholders. Support particularly came from industry, ITOs, and many staff and leaders of education providers.
- Where opposition was voiced, it mainly came from education providers, including PTEs, based on concerns about WDCs’ ability to fairly take into account all the needs of learners, regions and providers.
With this change, on-the-job training will continue to occur mainly in the workplace, but support for trainees and apprentices will come from providers instead of ITOs. This will encourage more on-the-job training and support learners to enter work more quickly.

The consultation process (see also inset box) raised significant concerns from ITOs and employers currently involved in industry training about what they saw as industry losing this role. It will be a major change for approximately 140,000 trainees and apprentices working for 25,000 employers.

The Government has engaged closely with these concerns, and Ministers have met with a number of ITO leaders and some employer representatives. In the end, however, the Government has decided that the benefits, supported by a strong transition, outweigh these concerns.

We need to strengthen connections between providers and employers, so that all learners are work-ready upon completing their qualifications. We also need to ensure that all learners have strong learning and pastoral support from providers, whether they are studying at providers, or training in the workplace. Finally, we need to avoid a potential conflict of interest that would occur if WDCs were to retain the role of supporting on-the-job learning while also having enhanced standard-setting powers, thereby enabling them to set standards that could favour their own interests in supporting on-the-job learning.

In response to ITO, industry and employer concerns, a number of refinements have been made to the initial proposal to ensure that the transition of the role of supporting on-the-job learning from ITOs to education providers is carefully managed and funded.

In particular, the ITOs will either continue (with new recognition conditions) or form holding organisations that will be able to continue to operate current arrangements for supporting on-the-job training up until the end of 2022. This will give employers who are satisfied with their current support the assurance that the transition will be carefully managed over a three-year period to minimise any disruption to services.

This staged approach has a number of advantages:

» ITOs are given time to prepare for handing over on-the-job learning to providers and can be funded to assist providers in making the transition

» It provides a more structured process for the Government to ensure a well-managed transition that will maintain engagement by industry in structured training

» It recognises that the leadership of the Institute will have a major change process with the consolidation of the 16 ITPs, and defers them having direct responsibility for supporting on-the-job learning

» It acknowledges the concerns raised by some ITOs and employers about whether, emerging from the ITP sector, the Institute will initially have the necessary capability and culture to successfully support on-the-job training, including an orientation towards workplaces.

A key purpose of holding organisations will be to provide flexibility for ITOs to merge or divide functions or set up new organisations that assist with transitions. This would help protect the interests of employers and their staff during the transition period. They will enable a phased and well-managed transition of ITO functions to WDCs and providers. The government will want to be assured that providers are well prepared for supporting both off-the-job and on-the-job training at the point of transition of responsibility for on-the-job training. They will need to be supported by industry to reach this point. Transition plans will also need to be approved by the Government.

This will not be the same recognition process that ITOs must currently go through, and the specific functions a holding organisation is recognised for may be tailored on a case by case basis (e.g. the holding organisation may represent more than one of the existing ITOs).

At the point when an industry is covered by a WDC for the standards-setting functions, the ITO or holding organisation would lose its ‘standards-setting’ function for that industry, but would continue with the standard-setting function for other industries within its area of coverage.
The supporting work-based training function would transfer from an ITO or holding organisation to the
Institute and/or other providers, by arrangement, at some point during the transition period – i.e. from
when legislation comes into force until the end of 2022. While every attempt will be made to transition
all of a organisation’s supporting work-based training function at the same time, this may not always be
possible (depending on provider capability). Therefore, in this situation an ITO or holding organisation may
transfer some of its supporting work-based training functions to a provider, while continuing to support
training for other industries within its area of coverage.

Priority industries (such as primary and construction sectors) would be likely to transition earlier than
others. Education officials will work closely with ITOs in developing a transition plan.

Where a holding organisation is recognised to deliver many of the same functions as an existing ITO (or
ITOs), that organisation will be able to continue to brand themselves as that ITOs (or those ITOs) for the
period of transition.

An ITO or holding organisation would cease to be recognised by the Minister when all standard setting
functions have transferred from that organisation to appropriate WDCs, and all supporting work-based
training functions have transferred from that organisation to appropriate providers.

Two other refinements have been made in response to feedback during the consultation.

Firstly, a concern was raised by industry stakeholders about whether the proposed investment advice from
WDCs would effectively influence TEC decisions. The role has been strengthened so that WDCs can direct
TEC on key elements of investment decisions within a fixed funding envelope. WDCs could also assist TEC
in evaluating the performance of providers against those investments.

Secondly, there was also a concern that WDCs would not be able to maintain regular contact with
employers. In response to this concern, the scope of the role of WDCs has been expanded with
the potential for WDCs to continue to provide some brokerage functions, within the scope of their
TEC-approved skills leadership plan.

Other features of WDCs

WDCs will be established as not-for-profit statutory entities, required to consider national and regional
interests alongside the needs of industry. The establishment of WDCs will start after 1 April 2020,
when legislative changes are enacted, with the aim of completing the establishment by June 2021.

The aim is that most WDCs would be established inside six months of legislation passing, in order to allow
industry to expand its role earlier in the establishment of the new vocational education system.

WDCs will receive funding from the TEC. WDCs will be required as one of their functions to develop skills
leadership plans. They will be required to submit these plans to TEC, keep these up to date, and deliver on
them in order to continue to receive government funding.

The governance structure and interventions framework for WDCs will be designed with industry, based on
the principle that WDCs are to be industry-driven organisations.

WDCs will be subject to annual audits and would be required to report on their activities annually. WDCs
will also be subject to appropriate NZQA external quality assurance and monitoring that is fit for purpose.
A provision in statute will provide for either NZQA or TEC to conduct a review or require an independent
audit of finances or require specific information or a report as needed. The responsible Minister will have
the power to remove any WDC governance members if there is just cause (based on the interventions
framework designed with industry).

There is some interaction between the standard setting responsibilities of WDCs and the standards for
mātauranga Māori programmes in wānanga and other providers. Wānanga will be enabled to remain
outside WDCs’ standard-setting, other than where they are moving into the role of supporting on-the-job
learning.
Centres of Vocational Excellence, in detail

CoVEs will play a key role in driving innovation and excellence in vocational teaching and learning by strengthening links with industry and communities.

To achieve this, CoVEs will bring together the Institute, other providers, the new WDCs, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.

CoVEs will be established in areas of particular importance to New Zealand. Their scope of coverage will vary and may be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or occupation-specific (e.g. viticulture). Some CoVEs may also cover key types of educational delivery, such as kaupapa Māori delivery or excellence in online or blended delivery, and may include applied research.

CoVEs will be a consortium led by a regional campus of the Institute or by a wānanga

Each CoVE will be a consortium that includes education experts, industry experts (including but not limited to workforce development councils) and researchers to ensure that the latest knowledge and best practice is brought into the CoVE. A CoVE may in some instances also include occupational regulators, such as the Nursing Council.

CoVEs will be hosted by a regional campus of the Institute or by a wānanga. Over time, should the network of CoVEs grow, there will be an appropriate regional distribution across New Zealand. This will help to ensure that the Institute and wānanga remain well connected to industry, in particular to those industries of local importance in the regions where it operates. While CoVEs would be located regionally they will also take a wider national focus.

The role of each CoVE will be tailored to ensure it adds value within the wider system

The reformed vocational education system is designed to support and incentivise collaboration, both between industry and providers and across the Institute’s regional network. Each CoVE will need to be tailored to ensure that it fits well within this new system and provides a level of additional value beyond what we would already expect from the new system.

For example, the new Institute will be expected to collaborate with industry experts to establish best practice provision, to develop and strengthen areas of regional specialisation, and to share best practice across all of its regional network. Workforce development councils will set appropriate skills standards for the industries they represent and will hold providers to account for delivering to these standards. Furthermore, collaboration between industry and all vocational education providers will be strengthened in the new system. In the long-term, CoVEs should not duplicate these functions.

However, this new system will take time to bed in. It may be necessary to establish a CoVE for a fixed period to support the process of building collaborative partnerships and sharing of best practice to drive excellence within particular areas of priority. Once the system (in particular, the Institute and workforce development councils) is in a position to continue operating in a collaborative and unified way, then a CoVE may no longer be needed for that area. This may mean that the role of that CoVE changes or that it becomes funded through other mechanisms (for example, through the Institute’s normal operating budget).

In other situations, a CoVE may be established to seize a specific opportunity or manage a particular challenge within the vocational education system, or as a way of recognising and rewarding existing areas of excellence within the system.
The functions of each CoVE will vary

The core purpose of a CoVE will be to drive innovation and excellence in teaching and learning and improve links to industry and communities. To achieve this, each CoVE will undertake the following high-level baseline functions:

» Grow excellent vocational education provision within its area of speciality through driving excellence and innovation within the overall network, including by engaging with relevant industry experts, and

» Share high-quality curriculum and programme design across the system including across regions and potentially wānanga and private training establishments (PTEs).

CoVEs could also undertake a range of additional functions, such as:

» Providing training support for employers to improve their skills-building ability

» Sharing applied research with providers and industry to improve knowledge exchange

» Improving pathways through vocational education, including from school

» Providing learning technologies across the network to minimise cost and duplication of high-cost equipment

» Providing advice to providers/employers on best practice pastoral care to support good outcomes for learners

» Other functions proposed through the application process to establish a CoVE (provided this additional function, in particular, that it does not overlap with the role of existing players within the system).

CoVEs could undertake a wide range of functions in order to drive innovation and excellence in teaching and learning and improve links to industry and communities. However, as discussed, it is important to consider how each would fit within the wider vocational system to ensure that each CoVE adds value.

The specific functions each CoVE is recognised and funded for would therefore be determined on a case-by-case basis through the establishment process.

The scope of coverage of each CoVE will also vary

The specific scope of coverage, as with the functions, will be tailored to ensure that each CoVE is a genuine centre of excellence, targeting a specific issue or opportunity, adding value to the system, and minimising the duplication of existing functions (with the exception of where a CoVE is speeding up the transition to the desired new system).

A CoVE’s scope of coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or occupation-specific (e.g. viticulture), or by type of delivery, for example, kaupapa Māori, online or blended delivery, or foundation education.

The scope of coverage of a CoVE could, in some instances, include degree-level vocational education provision as this could help to strengthen pathways from lower-level vocational education into degree-level and higher education and could also improve degree-level provision. While a university may be involved in such a CoVE, it would still need to be hosted at a regional arm of the Institute or a wānanga rather than at a university campus.

Decision to establish Centres of Vocational Excellence

Given the importance of CoVEs in driving excellence within the wider vocational education system, and the close interest of ministers from across government in ensuring the successful establishment of CoVEs as a way of supporting the regions, the Minister of Education, in consultation with relevant portfolio minister, will confirm the final decision on when and where a CoVE should be established. This will follow the running of an appropriate process by TEC.
What will the changes mean for people and organisations involved with vocational education?

The changes to vocational education will deliver improvements for many groups of people.

More employers will be able to find consistently well-trained and work-ready workforce

We heard that for some employers the current system is working well and they want to keep what's working for them. For others, it's virtually non-existent. New Zealand's skill shortages in many industries itself points to the need for a better system to ensure that all employers have access to a well-trained workforce that's ready and able to work.

The new system will ensure that employers have a say nationally through workforce development councils and locally through regional leadership groups on the skills they need in their businesses. They will have a choice of providers and trusted agreements on support for apprentices and trainees. They will have assurance that regardless of where in the country a newly qualified worker did his or her learning, the standard of skill will be consistent.

Employers who have never had an apprentice or trainee before will find it easier to understand the system and the benefits of training workers in the workplace. Support from providers who understand the industry and how to help learners be work-ready, will provide greater comfort to employers who are apprehensive about having to train staff while running a business.

Pathways will be easier for learners and their parents and whānau to understand

Vocational education pathways will be easier to understand. This will help parents and whānau know how to guide young people into meaningful learning and work.

The Institute will offer a single set of programmes for obtaining national qualifications, and programmes will be more consistent no matter which provider offers them. This means that learners of all ages will be able to study in work, in a classroom or online, and transfer their learning as they move between different forms of learning, between employers, and around the country.

Māori and Pacific learners will find culturally competent instruction and training. Learners who had difficulty in school previously will find that the system welcomes them and supports their unique needs. Remotely located learners will find greater access to vocational education and employment opportunities.
Iwi, Māori learners and businesses are key partners

We heard from most Māori that we need significant change to vocational education. The Reform is an opportunity to set up the new system in partnerships with Māori, and to shift to more culturally responsive teaching and learning, where learners know they are valued, and that we are walking with them on their journey. It is also a chance to make sure there is a much stronger voice for Māori businesses and iwi development.

The new Institute will have governance that reflects the Māori-Crown partnerships and involves national collaboration and leadership with local solutions to issues, and responsibility to deliver for Māori. The funding system will better protect and support te reo Māori and mātauranga Māori. Regional Leadership Groups will include iwi. WDCs will deliver to the needs of Māori businesses.

We will ensure that the next stages of the Reform process include Māori as key partners, including by setting up a Māori-Crown Tertiary Education Group, Te Taumata Aronui (a working name), which will work with Ministers and officials across the tertiary system.

Pacific learner success will be supported

We heard from Pacific learners about the importance of a culturally competent system. Teaching and learning needs to understand different Pacific identities, languages, cultures and values. It needs to recognise the importance of family and community life.

The new system will build on successes such as the Māori and Pacific Trades Training consortia approach. As with Māori, the learner component of the new funding system will encourage vocational education organisations to focus on their needs.

Disabled learners will have greater access and more effective support

We heard that disabled people are not well-served by the current system, partly because they are often not well-supported to succeed in employment. More effective support for transitions from school to vocational education and work is needed, as well as partnership with disabled learners in setting the new system up.

The new Institute’s Charter, and the funding system, will create responsibilities and opportunities to support disabled learners. We will work in partnership with disabled people and in connection with other parts of government including the Ministry of Social Development and schools.

The Crown’s partnership with wānanga will deepen and extend

We have already agreed to a dialogue with the three wānanga about the nature of their partnership with the Crown. Wānanga are key players in vocational education as well as other areas of education. Alongside a strategic dialogue and reviews of te reo Māori and Mātauranga Māori funding, wānanga will be enabled to remain outside standard-setting by WDCs, except where they are moving into arranging workplace training.

Private Training Establishments (PTEs) will remain key players that provide choice for employers and learners

We heard from PTEs that the reforms are an opportunity to deepen their role, but that they also need to ensure they can work well with the new Institute and with WDCs. PTEs will need to operate within the standards set by WDCs. They will also be able to gain responsibility for supporting workplace learning. Many PTEs are already well-positioned to do this, with strong track records in supporting workplace training and with good employer relationships.
Reform of Vocational Education
Ako Mahi – A Unified System for all Vocational Education

Schools will be a crucial part of integrated vocational education

Schools will be a crucial part of the new integrated vocational education system. We want schools and tertiary education organisations better linked to each other and to the world of work.

We heard that vocational learning opportunities currently available in senior secondary schools are valuable, but these need to connect more seamlessly with post-school vocational education. Right now, it isn’t clear for many secondary school students, their parents and whānau how to move from school directly into vocational education and training. The reforms will help address this.

Through the reforms, and alongside the NCEA Review, there will be opportunities to strengthen vocational learning school students undertake. We will work with WDCs on opportunities to better align industry skills standards with NCEA and the National Curriculum. The Reform will also work with WDCs, NZQA, vocational educational providers and schools to develop a Vocational Entrance Award. We will also review how we fund secondary-tertiary learning arrangements, so that schools, vocational education providers and employers can better support people to engage in initial vocational learning, including in the workplace, and go on to a job where they can continue their learning.

Universities would draw on the vocational education system’s improved industry leadership

While universities will not be covered by workforce development council skills leadership and standard setting powers, they are likely to offer certificates and diplomas that will draw on industry skills needs information. The Committee on University Academic Programmes is likely to want programme applicants to consider skills needs information from workforce development councils in their applications. The new funding system will apply to a small proportion of delivery in the university sector.
## What you can expect

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<th>If you’re ...</th>
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<tr>
<td>A student at an ITP:</td>
<td>Continue your qualification at your current institute.</td>
<td>Students will have more access to workplace learning and employer networks in addition to on-campus study. You will be able to move between work, classroom and online study more easily and you’ll be able to move to another part of the country if necessary without affecting the credential you’re working toward. Later in your career, you’ll have access to a system that’s stable and fit for the future any time you need or want to upskill, reskill or retrain. Future branding will be part of the decisions that will be made by the Institute as it develops its long-term strategy.</td>
</tr>
<tr>
<td>An apprentice or trainee:</td>
<td>Continue your training; however, at some point before December 2022, support for your learning will come from a different organisation.</td>
<td>Apprentices and trainees will be able to move between work, classroom and online study more easily. Later in your career, you’ll have access to a system that’s stable and future fit any time you need or want to upskill, reskill or retrain.</td>
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<tr>
<td>An international learner:</td>
<td>You will be able to continue your study uninterrupted. Any approved visas and study arrangements will continue, and the courses and qualifications you are enrolled in will continue to be recognised.</td>
<td>The Reform will allow learners, including international students, to study for qualifications delivered consistently throughout New Zealand, with greater assurance that they meet industry-approved standards, and with better quality teaching and learning support.</td>
</tr>
<tr>
<td>An employer currently with apprentices or trainees:</td>
<td>Continue to have a relationship with your current ITO; however, at some point before December 2022, a different organisation will be providing this support.</td>
<td>Following the transition, you will have greater choice of providers to meet your needs as an employer, and ensure that specific cultural or learning support needs of your staff are also met. Retraining and upskilling your staff in the future will be easier, since the system will be more flexible and responsive to individual learner and employer needs.</td>
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## Summary of Change Decisions

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<tr>
<td><strong>Working on behalf of an ITO:</strong></td>
<td>Continue the relationships you have with apprentices, trainees and employers. Over the next period, officials will work with each industry and ITO to understand what provider, and what transition arrangement, could best meet their needs, on an industry-by-industry basis.</td>
<td>Your role will remain important and in demand, whether in WDCs or providers, and new roles will be created to fill the expansion of industry’s involvement in the vocational education. Your role will be important for the success of this new system, and it’s important to maintain this capability through the transition. If you are a specialist in your field, you may be invited to help establish a WDC or Centre of Vocational Excellence related to your industry.</td>
</tr>
<tr>
<td><strong>Working for an ITP:</strong></td>
<td>Continue performing your current role.</td>
<td>You will learn more about the design of the new Institute and its business model, once it is clearer. This will be taking place over the next 18 months. You may find that expectations of your role will change as approaches are standardised across the network. On the other hand, you may find that your role in the future is exactly the same as your role now. If you’re in a teaching role, you may find that you’ll need to learn new teaching and training skills, or adjust how you run your programme or how you support individual learners by being flexible and adaptive to a variety of needs on campus, and in online and workplace learning. There will also be opportunities to meet the needs of learners and regions in a different way, including the needs of trainees and apprentices, as well as and their employers. If you are a specialist in your field, you may be invited to help establish a WDC or Centre of Vocational Excellence related to your industry.</td>
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<tr>
<td><strong>Māori:</strong></td>
<td>Not notice any significant change, however, you may start hearing about how Māori could be better served by the system.</td>
<td>The system will have a stronger focus on success for Māori, built into the governance structures of the Institute. The funding system will have been reviewed to consider a learner-based funding approach, and the funding of te reo Māori and tikanga Māori. Māori voice and aspirations will influence decisions on what’s important regionally.</td>
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### Summary of Change Decisions

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<td><strong>Pacific:</strong></td>
<td>Not notice any significant change, however, you may start hearing about how Pacific peoples could be better served by the system.</td>
<td>The more integrated vocational education system will help Pacific learners, families and communities, who prefer to work and earn money to support their family, rather than studying full-time. More education-to-employment arrangements will be available, using a model which recognises the vital role that communities play in supporting Pacific learner success and tailoring support to learners by those with skills, knowledge and understanding of Pacific cultures.</td>
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<tr>
<td><strong>Disabled or from another background that is underserved by the current system:</strong></td>
<td>Not notice any significant change, however, you may start hearing about how disabled learners could be better served by the system.</td>
<td>The new system will better recognise, value, and support the diversity of all learner needs, such as disabled learners, people with additional learning support needs and people from lower socio-economic backgrounds.</td>
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<tr>
<td><strong>An economic development agency or local authority:</strong></td>
<td>Not notice any significant change, however, you may start hearing about how the system could be transformed to better support the needs of all regions.</td>
<td>The regional leadership groups will have influence over providers in their region. As providers will no longer be competing to attract out of region learners, their sole focus will be on aligning of education provision with the regional needs of employers, regional economic development goals and the aspirations of Māori.</td>
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Appendix:
Cash Reserves for regional operations of the Institute

Summary
The Government’s objective is that existing reserves are in the future spent on the regions in which they had been accumulated by the relevant legacy ITPs.

Any cash reserves that are retained would still be consolidated through the central balance sheet of the Institute. However, these would only be able to be drawn upon for projects and capital expenditure in the relevant region that have been approved by the Institute national office (within specific operating parameters).

The use of ring-fenced amounts will be restricted to particular uses, which may include major capital expenditure projects, routine/minor capital expenditure, operating investments (e.g. funding the establishment of a new capability) or operating losses of the regional operation.

While Cabinet has approved the broad principles in paragraph 2 about how the money will be spent, the Establishment Board and Unit will be tasked with determining both the specific principles of expenditure, and how this will practically work. This will include consideration of how exactly reserves are defined and the value of these calculated, and the types of projects the Institute would consider for the draw-down of reserves.

This work will be accompanied by the creation of a capital investment strategy. Also undertaken by the Establishment Board and Unit, the strategy will include a full review of current committed projects - taking into account the type of project committed, the extent to which work has been carried out and the nature of the project - and a prioritisation of those regional operations that should be able to access cash reserves (and in what amounts). These will be presented to the Minister for final approval before being agreed.

The following paragraphs describe some of the considerations that will need to be addressed in order to establish the draw-down of cash reserves, and the aforementioned strategy.

Further details
While it will be finalised by the Establishment Unit, the definition of “reserves” for these purposes needs to consider the:

a. specific balance sheet items included; and

b. time period over which or at which they are measured (e.g. year end, average over a year) for the purposes of determining a starting ring-fenced amount.

The latter is important given that the Institute is likely to come into existence during the financial year, rather than at year end, and that ITPs have highly cyclical cash flows over the year (the low point tends to be in December and January, but an April establishment date would be at the time of peak cash).
If the Institute was to have been established at year-end, the calculation would have been relatively simple. Conceptually, the ring-fenced amounts need to represent the underlying cash or equivalents, which have accumulated over time, and which are in excess of normal working capital and liquidity requirements.

### For instance:

<table>
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<th>Included in reserves</th>
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<tr>
<td>Cash</td>
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<tr>
<td>Term deposits</td>
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<td>Liquid investments (e.g. equities and debt instruments)</td>
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<tr>
<td>Debt (if any)</td>
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<tr>
<td>Fees paid in advance</td>
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<tr>
<td>An allowance for routine working capital</td>
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Using the premise above, a potential theoretical calculation calculated at year-end balance date could be:

- $60M in cash
- $2M in term deposits and liquid investments

**Less**

- $8M debt
- $7M two month’s routine working capital
- $4M fees paid in advance

**= potential $43M in reserves**

However, the determination of the ring-fenced amounts is much more complicated for a mid-year establishment. The starting point should always be an audited set of accounts (either the prior year-end or the date of dis-establishment). If the starting point is the latest year end (31 December 2019), then adjustments will need to be made for capital expenditure and realisations in the meantime, and operating performance in the interim. If the starting point is the disestablishment of accounts, then a similar approach will be needed, to reflect the fact that the mid-year cash position (subject to capital expenditure) is likely to be significantly higher than the year-end.

Given the differences in each ITP, it is unlikely that a purely formulaic approach would be appropriate. Therefore, a common methodology will be used, recognising that each ITP will have specific circumstances that might affect precisely how the methodology is applied.

Arguments can be made for different levels of allowance for routine working capital. The TEC’s long-standing Financial Management Framework uses a Liquid Funds measure. This defines “low risk” as having roughly one month’s operating cash flow, and gives maximum points to having approximately two month’s cash flow in liquid reserves. Since ring-fenced amounts can only be used to support material investments in a region, the risks are relatively one-way in favour of the region (local deficits would be the responsibility of the whole Institute), we intend to align with the most conservative end of the Liquid Funds measure (i.e. approximately two months’ operating expenditure is removed from reserves in order to calculate ring-fenced amounts).
Access to cash reserves

Specific parameters for the access of money will need to be established, at the final discretion of the Institute national office. This will ensure that reserves are used on projects that are aligned to the overall general direction of the Institute, and that reserves are not funnelled into programmes or activity that is not sustainable in the absence of ongoing additional funding. It may also specify timeframes over which the capital could be drawn down, or a staged approach to drawdown, helping to offset some of the initial establishment costs of the Institute.

As previously outlined, the Minister of Education will delegate to the Establishment Board the power to identify parameters for regional operations to access cash reserves, where these regional operations have been deemed to meet the benchmarks to retain these.

As officials are not in a position to provide advice on which current ITPs should be allowed to access cash reserves as regional operations, the Minister of Education will delegate to the Establishment Board the task of creating a capital investment strategy. This strategy will include a full review of current committed projects – taking into account the type of project committed, the extent to which work has been carried out and the nature of the project – and a prioritisation of those regional operations that should be able to access cash reserves (and in what amounts). These will be presented to the Minister for final approval before being agreed.

Once these initial amounts are agreed, the approval will be delegated to the Institute Establishment Board to determine the draw-down parameters of access for relevant regional operations.
Information for staff of institutes of technology and polytechnics (ITPs)

The Government has announced its plan to create a strong and sustainable vocational educational system for provider and work-based training. It will help improve the skills of all New Zealanders no matter where they are in their education or career, and will support a growing economy.

The world of work is changing significantly, and vocational education needs to adapt to stay ahead of these changes. A unified, strong vocational education system will help improve wellbeing for all New Zealanders and support a growing economy that works for everyone.

All regions deserve to be backed to succeed. We have a once-in-a-lifetime opportunity to create a system that enables regional training and education that has a nationally consistent strategic direction and adapts to suit the jobs of today and the future. Your input into the design of the new system is vitally important and this will continue throughout this change.

One vocational education system will:

- give all learners the education and training they need for the workplace
- prioritise learners who the system currently doesn't serve well, especially Māori, Pacific peoples, disabled people and people with low levels of previous education
- give employers greater access to a skilled, work-ready workforce across all regions of New Zealand
- give industry the lead in ensuring New Zealand’s workforce is fit for today’s needs and tomorrow’s expectations
- ensure all the regions of New Zealand have collaborative, flexible, innovative and sustainable providers
- build on New Zealand’s reputation internationally as a great place to study
- be culturally responsive to learners at work and on campus, particularly to Māori and Pacific peoples

What it means for you

- In the short term, activity at your ITP will continue as normal.
- Staff of existing ITPs, including chief executives, will transfer to subsidiaries of the Institute on 1 April 2020.
- You may be asked by your leadership to participate in a transition workstream.
- During transition, you’ll be provided the information you need to support you to continue educational delivery.
- Over time, you’ll likely experience change, but this transition will be carefully managed to ensure that disruption to students, staff and employers is contained and minimised.
- An Establishment Unit for the new Institute will be put in place by 1 September 2019.
- The Establishment Unit will have responsibility for determining operating parameters of the Institute and its subsidiaries, which will begin operation on 1 April 2020.
- Some systems and processes will be reviewed over time, potentially leading to new ways of working across the new campus network.
- We’ll work with your leadership to provide supporting material to share with you.
- Each subsidiary will have a board with around half of its members to be regional representatives.
- All existing qualifications underway will be grandfathered (including brand).
- Cash reserves (over a limit) will be ring fenced for reinvestment in your region.

Join the conversation at conversation.education.govt.nz

#EdConvo
help young people more easily transition from secondary school to good jobs with training or to high-quality and relevant online or on-campus learning

support all people to continue employment by ensuring they always have the new, relevant skills that employers need through retraining, upskilling and reskilling

help whānau by ensuring that everyone in the family who is able to earn can, even while they continue learning new skills to help them advance into more rewarding jobs

What the Government has decided

The Reform of Vocational Education will allow learners to study for qualifications delivered throughout New Zealand, with greater assurance that they meet industry-approved standards, and with high-quality teaching and learning support.

The main changes the Minister of Education announced on 1 August 2019 are:

1. *Create Workforce Development Councils (WDCs)*: Around four to seven industry-governed bodies, to give industry greater leadership across vocational education.

2. *Establish Regional Skills Leadership Groups (RSLGs)*: RSLGs would provide advice about the skills needs of their regions to the Tertiary Education Commission, WDCs, and local vocational education providers.

3. *Establish Te Taumata Aronui*: A group to help ensure that the Reform of Vocational Education reflects the Government’s commitment to Māori-Crown partnerships.

4. *Create a New Zealand Institute of Skills & Technology (the Institute)*: A unified, sustainable, public network of regionally accessible vocational education, bringing together the existing 16 institutes of technology and polytechnics (ITPs).

5. *Shift the role of supporting on-the-job learning from industry training organisations (ITOs) to providers*: The Institute and other providers would support on-the-job training like apprenticeships and traineeships as well as providing education and training in off-the-job settings, to achieve seamless integration between the settings and to be well-connected with the needs of industry.

6. *Establish Centres of Vocational Excellence (CoVEs)*: CoVEs will bring together the Institute, other providers, WDCs, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.

7. *Unify the vocational education funding system*: A unified funding system will apply to all provider-based and work-integrated education at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training.

What does this mean for the ITP sector?

The changes cannot be achieved without significant change to the existing vocational education sector. This will result in a number of changes for those working within current ITPs.

The Institute will be a completely new organisation specifically developed to support a new flexible and responsive vocational education system.

Focusing on learners’ needs, it will be able to leverage across the resources of a strong and resilient network of campuses, developing new skills and capability to respond to the needs of the future of work. In time, this will result in changes to your ITP. However, these changes will be phased to ensure disruption to current staff and students is managed.

Developing new capability to respond to the changing needs of learners, communities, employers and New Zealand as well as building on the current capability and skills of the existing ITP network, the new Institute will be set up as follows:

Reform of Vocational Education

Information for staff of institutes of technology and polytechnics (ITPs)
Reform of Vocational Education
Information for staff of institutes of technology and polytechnics (ITPs)

» as a tertiary Education Institution that has academic freedom
» to uphold and enhance Māori-Crown partnerships and reflect Te Tiriti o Waitangi
» to focus on the needs of all vocational learners
» to deliver foundation, degree and vocational education
» to deliver to the needs of all New Zealanders, and the needs of regional New Zealand.

To enable this, the Institute will have:

» a charter, which will ensure the Institute has an enduring commitment to preserving a strong network of regional campuses, supporting learners effectively and being responsive to the needs of industries, communities and Māori
» subsidiaries which existing staff will transfer to, and which will replicate the operations of current ITPs for two years
» boards for each subsidiary that will include regional representatives, eg, from existing ITP councils
» a council of eight to 12 appointed by the Minister, with staff and student representatives.

The Institute’s national office will be responsible for setting strategy, reducing duplication in areas such as consistent programme design and development, and ensuring that the regional operations take a network-wide view to investments. At the same time, the heads of the 16 regional operations will have sufficient financial delegations to be empowered and make decisions on behalf of their communities. To ensure regional responsiveness, there will be specific measures put in place that will mean the Institute will:

» be required to spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy ITP
» work through, with local communities, the future of existing ITP brands (potentially for a period of time)
» not have a Wellington or Auckland national office.

What does this mean for me?
First, we want to thank you for your contribution towards tertiary education in New Zealand. While we understand that the decisions made are wide-reaching, they’ll help to move us towards a more sustainable, responsive and relevant vocational education for New Zealand.

In the short term, activity at your ITP will continue as normal.

During the transition period, we’ll ensure you’re provided with the information you need to be able to support ongoing educational delivery.

Staff of existing ITPs, including chief executives, will transfer to subsidiaries of the Institute on 1 April 2020. At this point, the subsidiary operations will largely resemble the former ITPs, although ITP councils will be disestablished and be replaced by subsidiary Boards.

Over time, as you work within a subsidiary you’ll likely start experiencing some change, but this transition will be carefully managed to ensure that disruption is minimised. It’s expected that some systems and processes will be reviewed over time, which will potentially lead to new ways of working across the campus network.

An Establishment Unit for the new Institute will be put in place by 1 September 2019, and will have responsibility for determining many of the operating parameters of the Institute. The Minister will soon announce the members of the Establishment Board, including the Chair. It’s likely that the Establishment Unit will seek key sector experts for specific workstreams on the proposed Institute. Your leadership team will be encouraged to nominate individual staff – when requested – to support this work.

We realise that this may be a difficult time for you. We’ll work with your ITP to provide support and information as needed.
Questions and answers

Who will I be employed by?

When the Institute is put in place, your existing employment agreements will transfer to a subsidiary operation of the Institute. This subsidiary will, largely, reflect the current structure of your ITP. No other immediate changes to your employment terms and conditions will occur on this date.

Is everything going to change on 1 April 2020?

While staff employed at individual ITPs will have their employment agreement transferred to a subsidiary of the Institute on 1 April 2020, you shouldn’t expect to see massive changes on this date.

What is the Establishment Unit?

An Establishment Unit will be put in place by 1 September 2019 that will lead the creation of the new Institute. It will focus on both the operational requirements for Day 1 plus starting work on understanding the new skills and capabilities required in the future.

When are changes to operations going to start?

When the Establishment Unit is in place, a series of reviews of current operations, both educational and financial, will take place. Once more information is known about the current operations of the ITPs – which will transfer to the subsidiaries – decisions about potential changes to the wider Institute can be made.

How is the Institute going to be structured?

It will be up to the council of the Institute, once it’s appointed, to determine what organisational structure is most appropriate.

What will happen to the chief executive, and the current council and management team?

It’s expected that senior leadership – including chief executives and management teams – will transition to subsidiary operations on 1 April 2020, alongside all other staff. All chief executives will become employees of the new subsidiary board. Some existing ITP council members will be appointed to this subsidiary board to ensure consistency during the change process.

We understand that this is a significant impact for existing ITP councils, and we would like to acknowledge the contribution they have made to vocational education in New Zealand.

What is going to happen to my students?

Your students will be supported throughout the change process. They will see minimal change over the next couple of years. On 1 April 2020, like staff, their enrolment will also be transferred to the subsidiary operations of the Institute. They’ll be able to complete any study or training they start. All existing qualifications underway will be grandfathered (including brand).

Will graduates still get a qualification from my ITP?

The Establishment Unit will work through the detailed questions surrounding the awarding of qualifications, but it’s expected that – for a period of time – subsidiaries will have the ability to award qualifications under the branding and identity of the local ITP from which they transferred.

Does this mean there will be no local teaching staff left at my local campus?

No. The changes are intended to strengthen the availability of teaching and learning throughout the regions of New Zealand, rather than to see this cut back. As a tutor or student-facing staff member, you’ll continue to be able to be employed to offer local education.

Reform of Vocational Education
Information for staff of institutes of technology and polytechnics (ITPs)
Will I have to move to Wellington or Auckland?
The Institute national office won’t be based in Wellington or Auckland. You won’t be required to move from your local campus to any other campus, or the national office, although there may – in time – be opportunities to shift around the campus network or to national office roles if desired.

How can I learn about what people said during consultation?
On the Kōrero Mātauranga website, you can read the ‘What we heard: Summary of public consultation and engagement’ document, which provides an overview of feedback received during the consultation period.

What happens to the reserves my ITP has built up?
The Establishment Board will be tasked with ensuring that regional reserves are available for local campuses to draw down in relation to specific regional priorities. The Institute will be required to spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy institute of technology or polytechnic.

I’m feeling worried about this decision – is there someone I can talk to?
Individual ITPs will be able to advise staff on where they can go for assistance during this time. Agencies will provide material designed to help staff through the FAQs on the Kōrero Mātauranga website.

I’m interested in being involved in design work on the Institute. How can I get involved?
Once the Establishment Unit is established, we’ll provide information on the Kōrero Mātauranga website on how you can register your interest in becoming involved. The Establishment Unit may, in time, request recommendations from ITPs for specific staff who have subject matter expertise to support workstreams. They’ll contact ITPs directly for nominations when these are required.

What’s next?
We’ll continue to work with your ITP in the coming months to ensure you are supported throughout this process.

If you’d like us to keep you up to date directly, please sign up for more information and we’ll send you regular updates, information about the progression of the changes, and how you can get involved as things progress. You can sign up through the following email address: RoVE@tec.govt.nz.
A unified system for all vocational education

A strong, unified, sustainable system for all vocational education that delivers the skills that learners, employers and communities need to thrive

New Zealand needs to be ready for a fast-changing future of skills, learning and work

The world of work is changing significantly, and how New Zealanders learn needs to adapt to stay ahead of these changes. Experts estimate around one-third of jobs in New Zealand will be significantly affected by automation. Today people over the age of 65 are three times more likely to have jobs than in 2001. The trends driving the future of work will change the skills needed in all jobs, see people changing jobs and careers more frequently over the course of their working lives, and see people working beyond the traditional retirement age.

People with no or lower level qualifications are most likely to see their jobs become increasingly automated, and many may find it difficult to adapt to new jobs and new technologies. Workers will need to either upskill to do new aspects of a job, or reskill to adapt to technological change or to new fields.
The vocational education system we have today isn’t ready for the Future of Work

New Zealanders agree, we need big change to meet today’s needs and be ready for whatever the future brings

“The current system has not worked for a long time and something needs to be done. If this is done well it will make a significant impact.”

– Employer
Why do things need to change?

There are four big challenges with our current system:

1. **We need to address a serious skills shortage across a number of industry sectors**

   New Zealand is experiencing persistent and widespread skills shortages that highlight imperfections in the ‘supply-chain’ for vocational skills. A net 43% of businesses are having trouble finding skilled labour, and this has been steadily increasing since 2009.

2. **The current vocational education system is split, and doesn’t always meet the needs of learners, employers or regions**

   We currently have two vocational education systems: industry training organisations (ITOs) support on-the-job training, and providers deliver primarily off-the-job training, each with its own type of government funding.

   People are uncertain about how to begin training or learning and how to progress, particularly when moving between on-the-job and off-the-job learning options.

   The system needs organisations that consider the needs of both learners and employers at the same time, otherwise neither learners nor employers get what they need.

3. **Many institutes of technology and polytechnics are facing big challenges**

   Some institutes of technology and polytechnics have continued to experience growth and are high-performing institutions, but others have suffered from falling domestic enrolments in recent years. Some institute of technology and polytechnic growth has come from competing in other regions or through international student enrolments.

   All regions deserve to be backed to succeed; there’s strength in combining forces to support each other.

4. **Employers have told us the lack of industry input into off-the-job learning is frustrating**

   ITOs were originally conceived of as standard-setting bodies, but in reality, they don’t have much ability to influence and shape off-the-job delivery to ensure that it meets the needs of their industry. Even though ITOs represent industry, they can’t influence the type or standard of delivery across all providers.

   Other employers tell us that ITOs don’t meet their needs, or there is no ITO due to gaps in industry coverage, such as information and communications technology (ICT), management, and creative arts.
“If the proposals work as intended, there is also the opportunity for a more strategic approach to what training the government funds. This might mean channelling funding to good programmes and away from poor ones, and a more coordinated approach to addressing skills shortages.”

– Industry association
A single, strong vocational education system

One vocational education system will:

- Give all learners the education and training they need for the workplace.
- Give employers greater access to a skilled, work-ready workforce across all regions of New Zealand.
- Ensure all the regions of New Zealand have collaborative, flexible, innovative and sustainable providers.
Putting industry in charge

To have effective vocational education, industry needs a say in what providers teach so that on-campus and online students learn the skills they need to be ready for the world of work.

Around four to seven industry-governed Workforce Development Councils will be set up from 2020 onwards to give industry greater leadership across vocational education. We’ll work with industry to decide how industry coverage will be grouped together, but it might look something like:

1. Construction and Infrastructure
2. Manufacturing and Technology
3. Primary Industries
4. Services Industries
5. Social and Community Services
6. Creative Industries

The Workforce Development Councils will get to decide whether programmes are fit for purpose, whether they are on-the-job programmes (like an apprenticeship), taught on-campus or online by a provider, or a combination of these three. Unless a programme has the Workforce Development Council’s confidence — effectively, industry’s confidence — it won’t be approved and won’t be funded. They will also provide advice to the Tertiary Education Commission on its funding decisions more generally and will get to determine the mix of training in their industries.

Workforce Development Councils will also have the power to require programmes of study to have a ‘capstone assessment’. This is an external assessment, overseen by the Workforce Development Council, so that everyone can be sure that qualification-holders in that area meet a standard that is acceptable to industry.

Workforce Development Councils will provide skills leadership for their industry and, like today’s Industry Training Organisations, they will sometimes provide employers with brokerage and advisory services. But, given their powerful oversight role, they won’t be directly involved in running apprenticeship and other on-the-job training. Instead, we’ll be bringing on-the-job and off-the-job training closer together (see change #5 below).
Change 2

Ensure regional skills needs are met

Every region of New Zealand has different needs. Ensuring that the workforce is in place to meet these needs requires coordination across a number of regional participants.

Regional Skills Leadership Groups will facilitate dialogue about regional labour market needs that builds coordinated decision-making at a regional level to encourage businesses, training providers and other local actors to work together towards a high-skills labour market.

RSLGs will provide advice about the skills needs of their regions to the TEC, WDCs and local vocational education providers. TEC will be required to take their advice into account when making investment decisions.

RSLGs will work across education, immigration and welfare systems to help deliver on regional economic development strategies that work for everyone. More detail will be available in a separate publication.

Change 3

Te Taumata Aronui

This reform is an opportunity to set up the new system in partnership with and make sure there is a much stronger voice for Māori businesses and iwi development.

We will ensure that the next stages of the Reform process include Māori as key partners, including by setting up Te Taumata Aronui – a Māori–Crown tertiary education group, which will work with Ministers and officials across the tertiary system.

The new Institute will have governance that reflects the Māori–Crown partnership and involves national collaboration and leadership with local solutions to issues, and responsibility to deliver for Māori.

The system as a whole will listen and learn from the groups that it serves.
One institute with campuses around the country

Communities value what their institutes of technology and polytechnics do, and they want the best of their work to continue. But they also understand that the financial problems of many of them mean they can’t continue as they are.

The Government is committed to ensuring that high quality vocational education will be available to all regions. To do this, the majority of vocational education provision will be offered through a single national institute. This will be accessible through a network of regional campuses, a network of support for work-based training, and a network of online delivery initially based on capability at The Open Polytechnic, the SIT and TANZ, and at other ITPs. Wānanga and PTEs will continue to be important contributors to the system. The Institute will be a new kind of organisation that provides workplace, on-campus and online learning, bringing together the existing 16 institutes of technology and polytechnics to operate as a unified, sustainable, public network of regionally accessible vocational education. It will be called the New Zealand Institute of Skills and Technology, or the Institute, for now, while we consult on its official name.

The Institute will have a new focus and culture, different from the institutions that are integrated into it. It will mean that all the regions are able to share resources, support each other and share accountability to deliver high performance. It will be required to work closely with employers to fundamentally change how learning and support is delivered through all modes of delivery – online, campus-based and at employers’ places of business.

This change will give New Zealand a coherent and coordinated national system that also responds effectively to local needs.

The Institute’s national office will be responsible for setting strategy, reducing duplication in areas such as consistent programme design and development, and ensuring that the regional operations take a network-wide view to investments. At the same time, all subsidiary entities will have sufficient financial delegations to be empowered to make decisions on behalf of their communities.

The Regional Skills Leadership Groups will hold the Institute to account, alongside other providers, for collectively meeting the needs of their local communities.

A Charter will be written into the Education Act which requires the Institute to continue to maintain provision in the regional centres where the main campuses of the 16 institutes of technology and polytechnics are based.
Other protections for the regions are that the Institute will:

- spend existing reserves (above a set limit) on the regions in which they had been accumulated by the relevant legacy ITPs,
- be cautious about changes to the ongoing use of the current institute of technology and polytechnic brands, and
- not have a Wellington or Auckland national office.

The 16 institutes of technology and polytechnics will be transitioned to subsidiary companies initially, which will minimise initial disruption to their activities compared with folding all of them into the Institute from day one.

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**Change 5**

**Bringing on-the-job and off-the-job training together by the end of 2022**

The new system will break down the barriers between off-the-job and on-the-job learning, so that people can move easily between the two, even within a single programme of study.

As Workforce Development Councils take the place of ITOs, the role of supporting apprenticeships and other on-the-job training will move to the Institute and other providers (wānanga and private training establishments). This will create tighter connections between these trainees and those doing off-the-job training, and will give them access to a similar range of learning and pastoral support.

We will work with the sector to ensure that we retain the existing capability and expertise as these functions transfer across. We’ll also be proceeding cautiously, step by step. We know these changes are significant and will take time. They mean changing the functions of many organisations, which will change the relationship they have with their staff, learners and stakeholders.

In the meantime, the current system will continue to be supported – learners can keep learning and employers can keep hiring and training. The ITOs will either continue (with new recognition conditions) or form holding organisations that will be able to continue to operate under similar arrangements for supporting work-based training up until the end of 2022. This would give employers who are satisfied with their current support the assurance that the transition will be carefully managed over a three-year period to minimise any disruption to services.

Once the shift is complete, the apprenticeship and trainee system will continue to have strong industry oversight through the Workforce Development Councils. Programmes and training packages will need their endorsement, and they will direct the Tertiary Education Commission in terms of the mix between on-the-job and off-the-job training that it funds, to ensure there is the right mix for their industries. Workforce Development Councils can also continue to provide advice to employers about their training needs.
Centres of Vocational Excellence (CoVEs)

CoVEs will drive innovation and excellence in teaching and learning and improve links to industry and communities. They will be established in areas of study of particular importance to New Zealand. Their coverage could be pan-sector (e.g. primary sector), industry-wide (e.g. agriculture) or specific (e.g. viticulture). They could potentially also cover key types of educational delivery, such as kaupapa Māori delivery, and include applied research. CoVEs will bring together the Institute, other providers, Workforce Development Councils and research to enable all vocational education organisations to access the best of what is available nationally. A CoVE could be hosted regionally by the Institute or a wānanga.

Unifying the vocational education funding system

The funding system has created many of the problems in vocational education. It assumes providers will operate large class sizes, and creates incentives for keeping learners off the job for longer than they need. At the same time, it has also meant that some industry training has moved away from high-quality, transferrable learning. We will work across all system stakeholders to develop, design and implement the new funding system to: support access to on-the-job education and training and encourage the growth of work-integrated delivery models.

We will engage with stakeholders to design a new funding category system that provides funding for education delivery with different underlying costs, recognises the higher costs of delivery that responds to a range of learner needs, and makes particular provision for strategically important delivery.

There will be some initial changes to funding from 2021, with full design and implementation phased over a number of years. The funding system is a crucial element of the Reform programme. Without it, New Zealand will not get the outcomes it needs from the system.
What’s next?

Ongoing engagement is crucial. The Reform will only be successful with stakeholder input into transition and implementation. The timeline below shows what we expect to happen and when.

<table>
<thead>
<tr>
<th>July 2019</th>
<th>April 2020</th>
<th>June 2021</th>
<th>June 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet decisions</td>
<td>Legislation passed</td>
<td>All WDCs in operation</td>
<td></td>
</tr>
</tbody>
</table>

**WDC planning and preparation**

**WDC establishment** → **WDCs in operation**

**Transitions for the role of supporting workplace learning**

**ITOs relinquish standards setting role as relevant WDCs are established**

**Transition of some of the role of supporting workplace learning to other providers. Managed and staged process of transfer**

**ITOs continue standards setting, supporting workplace learning** → **Interim arrangements: Holding organisations and ITOs continue to support workplace learning until transferred to provider**

**Crown-managed process (with industry and WDCs) to select providers for transferring the role of supporting workplace learning**

**All transfers complete by end of 2022**

**Transition of the role supporting workplace learning to the Institute**

**Institute establishment** → **Institute builds new capabilities** → **Institute fully in operation**

**Unified funding system initial design**

**Early changes to support learners and strategic delivery** → **Phased design and implementation**
What will the changes mean for people who use vocational education?

More employers will be able to find consistently well-trained and work-ready workforce

We heard that for some employers the current system is working well and they want to keep what’s working for them. For others, it’s virtually non-existent. New Zealand’s serious skill shortages in many industries point to the need for a better system to ensure that all employers have access to a well-trained workforce that’s ready and able to work.

The new system will ensure that employers have a say nationally through workforce development councils and locally through Regional Skills Leadership Groups on the skills they need in their businesses. They will have a choice of providers and trusted agreements on support for apprentices and trainees.

They will have assurance that regardless of where in the country a newly qualified worker did his or her learning, the standard of skill will be consistent.

Employers who have never had an apprentice or trainee before will find it easier to understand the system and the benefits of training workers in the workplace. Support from providers who understand the industry and how to help learners be work-ready, will provide greater comfort to employers who are apprehensive about having to train staff while running a business.

Pathways will be easier for learners and their parents and whānau to understand

This will help parents and whānau know how to guide young people into meaningful learning and work.

The Institute will offer a single set of programmes for obtaining national qualifications, and programmes will be more consistent no matter which provider offers them. This means that learners of all ages will be able to learn on-the-job, in a classroom or online, and transfer their learning as they move between different forms of learning, between employers, and around the country.

Māori and Pacific learners will find culturally competent instruction and training. Learners who had difficulty in school previously will find that the system welcomes them and supports their unique needs. Remotely located learners will find greater access to vocational education and employment opportunities.
Disabled learners will have greater access and more effective support

We heard that disabled people are not well-supported to succeed in employment. More effective support for transitions from school to vocational education and work is needed, as well as partnership with disabled learners in setting the new system up. We will work in partnership with disabled people and in connection with other parts of government including the Ministry of Social Development and schools.

Iwi, Māori learners and businesses are key partners

Te Taumata Aronui – a Māori–Crown tertiary education group, will work with Ministers and officials across the tertiary system. The new system, created in partnership with Māori, more culturally responsive teaching and learning, where learners know they are valued, and that we are walking with them on their journey. There will be a much stronger voice for Māori businesses and iwi development.

The funding system will better protect and support te reo Māori and mātauranga Māori. Regional Skills Leadership Groups will include iwi. WDCs will deliver to the needs of Māori businesses.

Pacific learner success will be supported

We heard from Pacific learners about the importance of a culturally competent system. Teaching and learning needs to understand different Pacific identities, languages, cultures and values. It needs to recognise the importance of family and community life.

The new system will build on successes such as the Māori and Pacific Trades Training consortia approach. As with Māori, the learner component of the new funding system will encourage vocational education organisations to focus on their needs.
What you can expect

If you’re a student at an institute of technology or a polytechnic

In the short term, you’ll continue your qualification at your current institute.

In the future, students will have more access to workplace learning and employer networks in addition to on-campus study. You will be able to move between work, classroom and online study more easily and you’ll be able to move to another part of the country if necessary without affecting the credential you’re working toward.

Later in your career, you’ll have access to a system that’s stable and fit for the future any time you need or want to upskill, reskill or retrain.

If you’re an international learner

In the short term, you will be able to continue your study uninterrupted. Any approved visas and study arrangements will continue, and the courses and qualifications you are enrolled in will continue to be recognised.

In the future, the Reform will allow learners, including international students, to study for qualifications delivered consistently throughout New Zealand, with greater assurance that they meet industry-approved standards, and with better quality teaching and learning support.

If you’re an apprentice or trainee

In the short term, you’ll continue your training; however, at some point before December 2022, support for your learning will come from a different organisation.

In the future, apprentices and trainees will be able to move between work, classroom and online study more easily.

Later in your career, you’ll have access to a system that’s stable and future fit any time you need or want to upskill, reskill or retrain.

If you’re an employer currently with apprentices or trainees

In the short term, continue to have a relationship with your current ITO; however, at some point before December 2022, a different organisation will be providing this support.

In the future, following the transition, you will have greater choice of providers to meet your needs as an employer, and ensure that specific cultural or learning support needs of your staff are also met.

Retraining and upskilling your staff in the future will be easier, since the system will be more flexible and responsive to individual learner and employer needs.
Appendix

The following awards were conferred in error at the March 2019 graduation ceremonies. It is requested that these two awards be revoked by the Council of MIT.

**Student number: 150005356**

This student was eligible for the New Zealand Diploma in Engineering and instead received a Bachelor of Engineering degree.

Administrators in the Campus Team entered the incorrect programme details on the List of Graduands form which was signed off by the Head of School and supplied to the Academic Registry for processing.

This student is living in Australia. He has been asked to return the incorrect award to MIT and have it replaced with the correct award.

Staff in the Campus have undergone mandatory awards processing refresher training. Additional support and training to Programme Committees will be provided by the Academic Centre later this year.

**Student number: 170005199**

This student was awarded 2x qualifications at our 2019 Graduation Ceremony:

1. Graduate Diploma in Sales and Marketing (incorrect)
2. Graduate Diploma in Applied Management (correct)

This occurred because the courses for these two qualifications are the same and the campus administrative staff did not process the awards correctly to identify and correct this before producing eligibility reports. As a consequence two separate eligibility reports were provided to the Academic Registry and both were processed.

The incorrect award has been returned to the Academic Registry and will be destroyed once it has been revoked.

Staff in the Campus have undergone mandatory awards processing refresher training. Additional support and training to Programme Committees will be provided by the Academic Centre later this year.

Chris Park
General Manager, Academic Services
18 July 2019
## Appendix 1: Names of Graduands and their relevant awards - as of 15/06/2019 - 02/08/2019

<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>
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<tbody>
<tr>
<td>2019/1101</td>
<td>180000934</td>
<td>Nadezda</td>
<td>Eliseeva</td>
<td>MN4547</td>
<td>Graduate Diploma in Supply Chain and Shipping Management</td>
<td>(Level 7)</td>
<td>18 July 2019</td>
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<tr>
<td>2019/1102</td>
<td>99110634</td>
<td>Leon</td>
<td>Rauwhero</td>
<td>MN4424</td>
<td>Certificate in Applied Sport and Recreation</td>
<td>(Level 4)</td>
<td>19 July 2019</td>
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<tr>
<td>2019/1103</td>
<td>180004524</td>
<td>Morpheus Thanos Tuiana Levi</td>
<td>MN4424</td>
<td>Certificate in Applied Sport and Recreation</td>
<td>(Level 4)</td>
<td>19 July 2019</td>
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<tr>
<td>2019/1104</td>
<td>170008122</td>
<td>Laumua Chelsea Hellen Ta'avili</td>
<td>MN4424</td>
<td>Certificate in Applied Sport and Recreation</td>
<td>(Level 4)</td>
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<td>2019/1105</td>
<td>160009711</td>
<td>Michaela Kathleen Hikihiki Millen</td>
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<td>Certificate in Applied Sport and Recreation</td>
<td>(Level 4)</td>
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<td>2019/1106</td>
<td>180002418</td>
<td>Naveesh</td>
<td>Thakur</td>
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<td>2019/1107</td>
<td>180002952</td>
<td>Yadhukrishnan Puthankudilil Ashokan</td>
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<td>2019/1108</td>
<td>170010539</td>
<td>Deepak Edwin Vilas</td>
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<tr>
<td>2019/1109</td>
<td>170009806</td>
<td>Lasantha Manohara Muniratne Wedige</td>
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<td>2019/1110</td>
<td>180005132</td>
<td>Dimpal Kanubhai Parmar</td>
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<td>2019/1111</td>
<td>170008926</td>
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<td>Fadhal Kareem</td>
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<td>180006383</td>
<td>Ratul Kamini Dutta</td>
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<td>160001562</td>
<td>~</td>
<td>Amrik Singh</td>
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<td>180001777</td>
<td>Ashok Rameshkumar</td>
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<td>2019/1115</td>
<td>180001146</td>
<td>Jaskaran Singh Suri</td>
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<tr>
<td>2019/1116</td>
<td>180000459</td>
<td>Sshan Peter Blest</td>
<td>MN4547</td>
<td>Graduate Diploma in Supply Chain and Shipping Management</td>
<td>(Level 7)</td>
<td>26 July 2019</td>
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ACADEMIC BOARD MEETING

HELD ON WEDNESDAY, 24 JULY 2019
AT 1.00 PM IN THE MANUHIRI ROOM (NT108)

DRAFT MINUTES

PRESENT
M Carroll (Chair)  C Park  P Hollings
B Laycock  D Ahmed  L Van der Sluis-Rose
C Belle  G Gilmore  P Lotu-Iiga
C Dickey  M Cooke (proxy for S Wilkinson)  R Arts
C Handscomb  N Kusari  R Sullivan
C McCormick  C Park

IN ATTENDANCE
Lydia Pillay  Fiona Campbell  K Hiron
Maureen Azam  L Keneti

APOLOGIES
C Theunissen  C McCormick  S Ashaat
S Wilkinson

WELCOME

R Sullivan opened the meeting with a karakia.

M Cooke deputising for S Wilkinson.

AB07/1  APOLOGIES

IT WAS RESOLVED THAT THE ACADEMIC BOARD ACCEPT THE APOLOGIES FROM C THEUNISSEN, C MCCORMICK, S WILKINSON, AND S ASHAAT.

PROPOSED: M CARROLL
SECONDED: C DICKEY
CARRIED

AB07/2  CONFIRMATION OF MINUTES

It was noted that the minutes of the June meeting be updated to include the following amendments noted by P Lotu-Iiga:

P Lotu-Iiga was present at the last meeting, name to be removed from Apologies. It was agreed that the minutes around Programme Committee membership will be reworded to give a clearer picture of the discussion.

IT WAS RESOLVED THAT THE ACADEMIC BOARD CONFIRM THE MINUTES OF THE MEETING OF THE ACADEMIC BOARD HELD ON WEDNESDAY, 12 JUNE 2019 SUBJECT TO THE AMENDMENTS NOTED BY P LOTU-IIGA.
AB07/3 MATTERS ARISING

a. Process to motivate students and acknowledge work completed
   The Academic Registry will assist the working group with data analysis and P Lotu-
   liga will collate student feedback.

b. Review of quarter’s system used at MIT Manukau
   The Board agreed to discuss this at the next meeting.

c. Komiti Tangata Whenua Membership
   The Academic Board is waiting for nominations. The Board Chair has contacted
   Heads of Schools and General Managers to forward the names of possible
   candidates.

d. Guidelines for reviewing programmes at ASC
   The Programme Review Guidelines developed by Te Komiti Tangata Whenua for
   programme development and review assessment have been forwarded and
   received by the Chair of the ASC. The guidelines will be tabled and discussed by the
   Committee after the NZQA submission deadline.

e. Recognition of Prior Learning Report
   The Board noted that this report will be submitted at the next meeting.

AB07/4 CORRESPONDENCE

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE INWARDS
CORRESPONDENCE.

PROPOSED: M CARROLL
SECONDED: B LAYCOCK
CARRIED

REGULAR REPORTS

AB07/5 ACADEMIC BOARD CHAIR UPDATE

It was noted that budgeting and forecasting is being undertaken by the institute. Some
programmes have been identified as no longer financially viable and therefore will be
closed off. Enrolments for these programmes will be closed once the final decision is
made.

AB07/6 External Evaluation Review Update (verbal update from M Carroll)

The Board noted that, it was brought to the EGM’s attention that the most recent
viewing of NZQA website revealed that all ITPs and ITOs have been removed from the
2020 EER list. M Carroll will contact NZQA for confirmation. It was agreed that MIT will
continue preparing for the EER as before.
ACADEMIC STANDARDS SUB-COMMITTEE REPORT

B Laycock spoke to the report and it was taken as read. The Academic Standards Committee is currently extremely busy assessing applications for new postgraduate programmes in Digital Technology and Business, and new degree programmes in Nursing and Education. It is anticipated that these new programmes will be submitted to NZQA by the due date and approved for offering in Semester 1 and First Quarter 2020.

B Laycock raised concerns that some programmes are being sent back to the programme Committees for a considerable amount of work. The Committee lacked the resources to ensure that amendments were being made as required by the Committee. Daud Ahmed has been working with the Committee to review the Research aspects of the applications. It was noted that applications coming in late had placed considerable pressure on the Committee to review these programmes in time to meet the NZQA deadline. Stuart Middleton has been filling in as proxy on the Committee and will be guiding the Committee in reviewing and approving the Postgraduate and Masters applications.

The following was considered by the Board:
- Membership on the Academic Standards Committee could be reviewed to include members with expertise in postgraduate programmes.
- D Ahmed could be co-opted on the Committee to provide support that the Committee required in Research.
- S Middleton can be co-opted as a member on the Committee.

Action: The membership and additional support for the Academic Standards Sub-Committee will be relooked if the Chair considers it a necessity by the next meeting.

IT WAS RESOLVED THAT THE ACADEMIC BOARD:
1. NOTE THAT THE FOLLOWING APPLICATION FOR PROGRAMME APPROVAL AND ACCREDITATION WAS ENDORSED BY THE ACADEMIC STANDARDS COMMITTEE:
   - NEW ZEALAND DIPLOMA IN SPORT, RECREATION AND EXERCISE (MULTI-SECTOR) (LEVEL 5) [NZ3627] LEADING TO THE NEW ZEALAND DIPLOMA IN SPORT, RECREATION AND EXERCISE (MULTI-SECTOR) (LEVEL 5) [3627].

2. NOTE THAT THE FOLLOWING APPLICATIONS FOR TYPE 2 CHANGES WAS APPROVED:
   - NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4) (ACADEMIC) [NZ1883] LEADING TO THE NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4) (ACADEMIC) [1883].

3. THAT THE ACADEMIC BOARD RECEIVE THE ACADEMIC STANDARDS SUB-COMMITTEE REPORT AND MEETING MINUTES.

PROPOSED: B LAYCOCK
SECONDED: M COOKE
CARRIED

SELF-ASSESSMENT, EVALUATION AND REVIEW SUB-COMMITTEE REPORT

R Sullivan spoke to the report and it was taken as read. It was noted that the Committee was working on updating procedures and introducing guidelines to increase...
its oversight of Moderation. The Literacy and Numeracy Compliance report was discussed at the Self-assessment Evaluation and Review Committee. The Acting Chair of the Committee has written to School directors and Quality Leads of Schools not meeting the Tertiary Education Commission (TEC) compliance requirements to submit an action plan to address noncompliance. The Committee has also requested for all outstanding Monitoring Action Plans to be submitted to the Committee.

It was noted that TEC only requires Level 2 programmes to be tested. MIT is currently testing Level 3 programmes as well. The need to continue testing for Level 3 programmes, which is not required by the TEC will be discussed by General Managers and communicated to the Board.

The Board considered the following:
- The need for testing for Level 3 programmes can be managed by exceptional rule.
- The timing of testing should be reevaluated and options discussed with the General Managers.
- The misconception amongst staff that all students need to be tested at once should be addressed.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD RECEIVE THE REPORT FROM THE SELF-ASSESSMENT, EVALUATION AND REVIEW SUB-COMMITTEE.

PROPOSED: R SULLIVAN
SECONDED: P HAULINGS
CARRIED

**AB07/9 ETHICS SUB-COMMITTEE REPORT (Closed Session)**

**IT WAS RESOLVED THAT** THE BOARD EXCLUDE THE PUBLIC FROM AGENDA ITEM AB07/09:

GENERAL SUBJECT: ETHICS SUB-COMMITTEE REPORT

REASON: TO PROTECT INFORMATION WHERE MAKING AVAILABLE OF THE INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF MIT.

**IT WAS RESOLVED** THAT THE BOARD RESUME IN OPEN SESSION AND CONFIRM THE RESOLUTIONS MADE IN CLOSED SESSION.

PROPOSED: C DICKEY
SECONDED: C PARK
CARRIED

**AB07/10 ETHICS SUB-COMMITTEE REPORT (Open Session)**

C Dickey spoke to the report and it was taken as read. It was noted that Ethics Committee approval constitutes an assurance that suitable arrangements are in place to adequately manage risks of harm. It does not, however, constitute permission to access data or resources – such permission is still required from the relevant data or resources owners.
IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE REPORT FROM THE ETHICS SUB-COMMITTEE TO THE 8 FEBRUARY 2017 MEETING OF THE ACADEMIC BOARD.

PROPOSED: C DICKEY
SECONDED: D AHMED  
CARRIED

AB07/11 TE KOMITI TANGATA WHENUA REPORT

R Sullivan spoke to the report and it was taken as read. It was noted that invitations for Te Hono o te Kahurangi (Mātauranga Māori Evaluative Framework) workshop for members of the Academic Board, Academic Standards Committee and Te Komiti Tangata Whenua has been sent out. It was agreed that Curriculum Leads will also be invited to this workshop and the invitation will be resent with an explanation for the need to attend this workshop.

Te Komiti Tangata Whenua Report could not be viewed by all the members of the Academic Board therefore the report will be approved at the next meeting.

AB07/12 PASIFIKA ACADEMIC SUB-COMMITTEE REPORT (no report)

N Pandey addressed the Board. It was noted that the Committee did not have a report for this meeting as there were no meetings since the last Academic Board meeting.

The Committee has received some resignations and the Board noted an urgent need to appoint new members to the Committee.

It was agreed that the Chair of the Academic Board will have delegated authority to approve nominations for the Pasifika Academic Sub-Committee until the next Academic Board meeting.

AB07/13 INTERNATIONAL STUDENTS ADVISORY SUB-COMMITTEE REPORT

C Handscomb spoke to the report; it was taken as read. It was noted that a high number of students were availing themselves of the credit recognition options in the School of Professional Engineering.

Health and Safety

It was noted that concerns were raised at the International Students Advisory sub-Committee meeting about the safety and security of students returning to Student Village from the MITM Campus. In particular, a number of residents have raised concerns about walking from the bus stop at Otara to Student Village when it is dark.

The Board noted that the shuttle services may be restored. P Sam is looking at options to address the concerns raised by the International Students Advisory sub-Committee.

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE REPORT FROM THE INTERNATIONAL STUDENTS ADVISORY SUB-COMMITTEE.

PROPOSED: C HANDSCOMBE
SECONDED: P HOLLINGS  
CARRIED

AB07/14 RESEARCH SUB-COMMITTEE REPORT (no report)
A verbal update was provided by D Ahmed addressed the Board. It was noted that the Research Sub-Committee did not have a report for this meeting.

ITEMS FOR DECISION

AB07/15 ANNUAL REVIEW OF THE MIT STUDENT REGULATIONS

F Campbell addressed the Board. It was noted that the Annual Review of MIT Student Regulations has formally opened. Documents will be circulated in the coming days for consideration and feedback.

IT WAS RESOLVED THAT THE ACADEMIC BOARD:
1. RECEIVE THE UPDATE ON THE 2019 REVIEW OF THE MIT STUDENT REGULATIONS AND NOTE THE REQUEST FOR FEEDBACK ON AMENDMENTS TO THE DOCUMENT TO BE PROVIDED BY FRIDAY, 23 AUGUST 2019
2. INFORM THE COUNCIL THAT THE 2019 REVIEW OF THE MIT STUDENT REGULATIONS HAS COMMENCED AND SEEK THE COUNCIL’S FEEDBACK FOR AMENDMENTS.

PROPOSED: B LAYCOCK
SECONDED: C PARK CARRIED

AB07/16 E MEETING PROTOCOLS

K Hiron addressed the Board. It was noted that amendments have been made to the definition of “e-Meeting” in the Manukau Institute of Technology (MIT) Council Statutes One and Three and e-Meeting spoke to the Protocols for meetings of the Council and committees (including the Academic Board, Academic Board Sub-Committees and Programme Committees).

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECOMMENDS TO THE MIT COUNCIL THAT IT APPROVES:
1. AMENDMENTS TO THE DEFINITION OF “E-MEETING” IN SECTION 8 OF STATUTE ONE: THE COUNCIL MEMBERSHIP, MEETINGS, FEES AND COMMITTEES STATUTE AND SECTION 8 OF STATUTE THREE: THE ACADEMIC STATUTE TO READ:
   “E-MEETING” IS A MEETING CONDUCTED USING ELECTRONIC MEANS (AUDIO, AUDIO AND VISUAL, OR ELECTRONIC COMMUNICATION). E-MEETINGS ARE TO BE CONDUCTED SYNCHRONOUSLY IN A WAY THAT ALLOWS ALL MEMBERS TO SIMULTANEOUSLY COMMUNICATE.”
2. THE ATTACHED E-MEETING PROTOCOLS IN ACCORDANCE WITH CLAUSE 7.6 OF STATUTE ONE: THE COUNCIL MEMBERSHIP, MEETINGS, FEES AND COMMITTEES STATUTE AND REVOKES THE EXISTING E-MEETING PROTOCOLS – TRANSITION PROVISION.

PROPOSED: R SULLIVAN
SECONDED: P HOLLINGS CARRIED

AB07/17 Discussion on Sub-Contracting Delivery (K Hiron, F Campbell and L Keneti)
F Campbell addressed the Board.

It was noted that:
- A revised subcontract template has been developed.
- Under the new subcontracting guidelines all sub-contractors will be required to enrol students using the standard MIT online enrolment form. Council has also made this a requirement. A variation to contract can be considered under special conditions.
- All results for Literacy and Numeracy testing online will need to be communicated to MIT. MIT will provide sub-contractor with access to the Literacy and Numeracy testing Tool.
- Subcontractors will be required to provide moderation samples
- The new guidelines will be incorporated into relevant policies and procedures for the management and operation of subcontracting arrangements.
- Under the new subcontracting guidelines, the subcontractors will be required to use MIT course material. Subcontractors will require consent to use their own material.
- Guidelines for approving subcontracts have been updated.
- The Academic Centre has added further information on subcontracting information on its website.

The Board will establish a committee that will exercise oversight of all subcontracting arrangements to help manage risks, strategic alignment and learner outcomes.

The Board agreed that MIT will contract an independent moderator to ensure that moderation is taking place in subcontracted arrangements.

All existing subcontracting arrangements will be moved to the new template once the new template is approved by the Academic Board. The draft will be tabled at the next Board meeting.

L Keneti will include the sub-contracting information for students in the 2020 Student Handbook.

Action: M Carroll will communicate the changes and amendments in subcontracting arrangements to Schools.

ITEMS FOR INFORMATION

AB07/18  ANNUAL RESEARCH REPORT

D Ahmed spoke to the report and it was taken as read. The 2018 Annual Research Report and a 2019 Research Progress Report highlighted the many good research activities in which MIT is engaged. The Board was pleased to see the 2018 PBRF results, the significant increase in research outputs over 2017, and the increase in grant funding for 2019. The Board noted there are a number of degree-teaching Schools where research activity is currently below expectations.

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE 2018 RESEARCH ANNUAL REPORT AND REFER THE LOW LEVEL OF RESEARCH ACTIVITY IN SOME SCHOOLS IDENTIFIED AS A RISK BY THE BOARD TO COUNCIL OVERSIGHT.
PROPOSED: G GILMORE
SECONDED: C DICKEY

**CARRIED**

**Action:** The Board agreed to make Compliance a standing item on the Academic Board agenda.

**AB07/19 PROGRAMME COMMITTEE MEMBERSHIP 2019**

The Programme Committee Membership for 2019 was noted as received by the Academic Board.

**ANY OTHER BUSINESS**

P Sam closed the meeting with a karakia. The meeting closed at 02.51 pm.

CONFIRMED: ____________________________ DATE: ________________
COUNCIL OF THE MANUKAU INSTITUTE OF TECHNOLOGY

ACADEMIC BOARD MEETING

HELD ON WEDNESDAY, 24 JULY 2019
AT 1.00 PM IN THE MANUHIRI ROOM (NT108)

CLOSED SESSION MINUTES

PRESENT
M Carroll (Chair)  
B Laycock  
C Belle  
C Dickey  
C Handscomb  
C McCormick  
C Park  
P Hollings  
D Ahmed  
G Gilmore  
P Lotu-Iiga  
J Horsley (proxy for C Theunissen)  
R Arts  
M Cooke (proxy for S Wilkinson)  
R Sullivan  
N Kusari  

IN ATTENDANCE
Lydia Pillay  
Maureen Azam  
Fiona Campbell  
L Keneti  
K Hiron  

APOLOGIES
C Theunissen  
S Wilkinson  
C McCormick  
S Ashaat  

WELCOME

AB07/1 ETHICS SUB-COMMITTEE REPORT (Closed Session)

IT WAS RESOLVED THAT THE COUNCIL EXCLUDE THE PUBLIC FROM AGENDA ITEMS AB07/09:

GENERAL SUBJECT: ETHICS SUB-COMMITTEE REPORT

REASON: TO PROTECT INFORMATION WHERE MAKING AVAILABLE OF THE INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF MIT.

C Dickey advised the Board of a potential breach of one approved application. The Chair noted the importance of updating and amending the application form to ensure clear guidelines for the usage of data and the entitlement of an Ethics approval. The Ethics Committee will review the processes and application form.

The Board emphasised that Ethics Committee approval constitutes an assurance that suitable arrangements are in place to adequately manage risks of harm. It does not, however, constitute permission to access data or resources – such permission is still required from the relevant data or resources owners.
It was noted that so far the Institute has not come across any evidence of harm. The data that was obtained has been contained. The Board need to consider any impact the acquisition of this data may have had on people who were affected.

**IT WAS RESOLVED** THAT THE BOARD RESUME IN OPEN SESSION AND CONSIDER ALL REMAINING ITEMS ON THE AGENDA.

PROPOSED: C DICKEY
SECONDED: C PARK
CARRIED
Purpose

The purpose of this report is to begin the 2019 review of the Manukau Institute of Technology (MIT) Student Regulations and to seek the Academic Board’s feedback for changes to be made to the document for 2020.

Commentary

The Student Regulations are approved by the MIT Council and are reviewed annually in accordance with clause 7.1.2 of MIT Statute 3: The Academic Statute. As in previous years, the 2019 review will be co-ordinated by the Academic Centre on behalf of the Academic Board, which recommends amendments to the MIT Council for approval.

The 2019 Student Regulations are available under the policy pages on MITNet: mitnet.manukau.ac.nz

Members are invited to provide feedback for proposed amendments to academic.centre@manukau.ac.nz by Friday, 23 August 2019. Staff and students (through the Student Council) will also be invited to provide their feedback.

The proposed process and timeline for the review is as follows:

- July / August – Academic Board, staff and students are invited to provide feedback for suggested amendments to the Student Regulations for 2020
- August/September – feedback considered in conjunction with relevant staff (including Academic Registry and Legal and Contracts), and the document is amended. If proposed amendments are significant, the amended document will be recirculated for feedback
- October – draft Student Regulations 2020 forwarded to the Academic Board for endorsement and recommendation to the Council for approval. In the event that the proposed amendments to the document are significant, approval may be delayed until November/December 2019.

Recommendations

That the Academic Board:

1. Receive the update on the 2019 review of the MIT Student Regulations and note the request for feedback on amendments to the document to be provided by Friday, 23 August 2019

2. Inform the Council that the 2019 review of the MIT Student Regulations has commenced and seek the Council’s feedback for amendments.

<table>
<thead>
<tr>
<th>Responsible for report</th>
<th>Recommended by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiona Campbell</td>
<td>Bob Laycock</td>
</tr>
<tr>
<td>Quality Analyst</td>
<td>Academic Quality Leader</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Regulations</th>
<th>Consultation Scope</th>
<th>Academic Board, Chief Executive, Staff</th>
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<tr>
<td>Policy Owner</td>
<td>Manukau Institute of Technology Council</td>
<td>Approval Bodies</td>
<td>Manukau Institute of Technology Council</td>
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<tr>
<td>Policy Contact Person</td>
<td>General Manager, Academic Services</td>
<td>Review Dates</td>
<td>October 2019</td>
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Amendment history

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<tr>
<th>Version</th>
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<th>Created/Reviewed by</th>
<th>Reason for review/Comment</th>
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<tr>
<td>V1.0</td>
<td>24 April 2013</td>
<td>Academic Quality Analyst</td>
<td>Redraft</td>
</tr>
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<td>1 January 2014</td>
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</tr>
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<td>Amendment to section 11.2.1 and EGM role titles.</td>
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<td>22 February 2018</td>
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<td>Update to role responsibilities and titles following an academic restructure</td>
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<td>V9.0</td>
<td>1 January 2019</td>
<td>Academic Quality Leader</td>
<td>Annual Review</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 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; or
- 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\(^1\) 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:

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrolment details</th>
</tr>
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<tbody>
<tr>
<td>International students</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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>MIT may refuse to permit, or may cancel the enrolment of international students who have not fulfilled the terms of their student visa.</td>
</tr>
<tr>
<td></td>
<td>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>
</tbody>
</table>

\(^1\) Forms may be signed either in person or, when enrolling online, by online acceptance.
<table>
<thead>
<tr>
<th>Group</th>
<th>Enrolment details</th>
</tr>
</thead>
</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 in 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.

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.

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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.
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.\(^3\)

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:

- All unpaid fees; and
- All external costs of collection from appointed agencies.

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.

\(^3\) 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.
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.

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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4 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.5

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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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.
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 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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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.
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>80% tuition fees No resource fees refunded</td>
<td>Up to $50.00 (incl. GST) per application</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); or</td>
<td>100% tuition fees</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>80% tuition fees No resource fees refunded</td>
<td>Up to $50.00 (incl. GST) per application</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 Resource fees may be refunded(^7)</td>
<td>Nil</td>
</tr>
<tr>
<td>• Course cancelled; or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is no communication with the course lecturer (e.g. email, phone call, Canvas access); or</td>
<td>80% tuition fees Resource fees may be refunded(^7)</td>
<td>20% of the course fees up to a maximum of $50.00 (incl. GST) per application</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 Resource fees may be refunded(^7)</td>
<td>20% of the course fees up to a maximum of $50.00 (incl. GST) per application</td>
</tr>
</tbody>
</table>

\(^7\) 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.
Circumstances | Refunds | Admin Fee
--- | --- | ---
Withdrawal and Transfer Application form submitted to MIT after 5 working days following the initial communication with the lecturer. | Nil | Nil

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 MIT is unable to provide the programme or training scheme offered.</td>
<td>100%</td>
<td>Nil</td>
</tr>
<tr>
<td>Student visa application or extension to visa application is rejected by Immigration New Zealand and student has not commenced study for the relevant period.</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 the MIT International Centre at least ten working days before the earliest course start date.</td>
<td>70% of tuition fees</td>
<td>30% of tuition fees</td>
</tr>
<tr>
<td>International Student Withdrawal and Transfer Application form requesting transfer to another institution received by the MIT International Centre (accompanied by an offer letter from the other institution) 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>
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#### 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 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.

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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.
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 fulfil 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.

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 Subcommittee 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 period, and part-time students who fail more than 50 per cent of their enrolled credits in their two most recent enrolment periods of study, 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).

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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.
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 distinction</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Pass with distinction</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>Fail</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></td>
<td>Not passed compulsory assessment</td>
</tr>
</tbody>
</table>

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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* 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

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10 *Aegrotat Application* forms are available from the Campus Office.
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 Where students have been dismissed from class or campus under section 13.2.1, the alleged incident will immediately be referred for a full investigation (see section 13.3: Investigation of misconduct).

13.2.3 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: Complaints) where 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 complainant 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.
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;
Freedom from intimidation, harassment, threat of recrimination or any other type of vengeful activity that may result from the investigation;

Have written material available in a form that they can understand, if necessary by giving access to interpreters and translators; and to

Appeal the outcome of the investigation.

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

16.1.1 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 in advance in writing that they are considering making an appeal. The person or committee hearing the appeal may agree to extend these periods in exceptional circumstances.

16.2.4 The Chief Executive may refer the matter to the Executive General Manager, Academic (as his/her nominee) for consideration or further investigation.

16.2.5 Appeals will be heard and decided as expeditiously as possible.

16.2.6 Students will have the opportunity:
- To appear personally and to submit any explanations, reasons or facts relevant to the appeal; and
- Be accompanied by another person to act as an adviser or support person (MIT will provide a support person if requested).

16.2.7 Every appeal will be considered on its merits.

16.2.8 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.
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>Awards granted upon the attainment of a qualification listed on the NZQF (sealed awards):</td>
<td></td>
</tr>
<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

<table>
<thead>
<tr>
<th>Award</th>
<th>Parchment/statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 Diploma</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 diploma has been conferred.</td>
</tr>
<tr>
<td>Level 6 Diploma</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 certificate has been conferred.</td>
</tr>
<tr>
<td>Certificates (Levels 1 – 6)</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 certificate has been conferred.</td>
</tr>
</tbody>
</table>

**Awards granted upon the attainment of a qualification not listed on the NZQF (unsealed awards):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Achievement</td>
<td>A statement, in appropriate form, signed by the Head of School (or nominee).</td>
</tr>
<tr>
<td>Certificate of Attendance</td>
<td></td>
</tr>
<tr>
<td>Certificate of Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

### 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</th>
<th>Ceremony detail</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>Awards will be conferred at a ceremony determined by the MIT Council.</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Where the Chair of Council is absent from a ceremony, the Council may authorise another person to confer these awards.</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td>Bachelor Honours Degree</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td></td>
</tr>
<tr>
<td>Level 7 Diploma</td>
<td></td>
</tr>
<tr>
<td>Level 6 Diploma</td>
<td></td>
</tr>
<tr>
<td>Level 5 Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificates (Levels 1 – 6)</td>
<td></td>
</tr>
<tr>
<td><strong>Awards granted upon the attainment of a qualification not listed on the NZQF (unsealed awards):</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>These are not deemed to be formal awards and may be issued by the Head of School in the manner of their choice.</td>
</tr>
<tr>
<td>Certificate of Attendance</td>
<td></td>
</tr>
<tr>
<td>Certificate of Proficiency</td>
<td></td>
</tr>
</tbody>
</table>
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 edged with satin coloured gold PMS124C.</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 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 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 gown 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.

11 Surveyed" means seeking feedback and opinions (including, but not limited to, by way of a questionnaire).
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).
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic staff</strong></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><strong>Academic transcript</strong></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><strong>Achievement-based assessment</strong></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><strong>Achievement standard</strong></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><strong>Admission</strong></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><strong>Aegrotat pass</strong></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><strong>Assessment</strong></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><strong>Assessment criteria</strong></td>
<td>The criteria against which the standard of performance required to meet one or more stated outcomes is assessed.</td>
</tr>
<tr>
<td><strong>Assessment evidence</strong></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><strong>Assessment standard(s)</strong></td>
<td>Unit standards and achievement standards listed in the Directory of Assessment Standards (DAS) managed by NZQA.</td>
</tr>
<tr>
<td><strong>Attendance</strong></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]. |
<p>| <strong>Bachelor’s Degree</strong>       | Bachelor’s Degrees are qualifications listed on the NZQF. Bachelor’s Degrees will have the meaning and characteristics ascribed to them by NZQA. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>
| Certificate                      | Certificates (statement) are:  
  - Qualifications listed on the NZQF with the meaning and characteristics ascribed to them by NZQA; or  
  - Documents granted in recognition of a student’s achievement and completion of a training scheme.                                                                                                              |
| Certificate of Achievement       | 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. |
| Certificate of Attendance        | 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. |
| Certificate of Proficiency (CoP) | 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. |
| Chief Executive                  | 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.                                                          |
| Competency-based assessment      | The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.                                                                                              |
| Complaint                        | 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. |
<p>| Computer systems                 | 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. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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 (CR)</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 and transfer</td>
<td>See credit recognition and/or credit transfer.</td>
</tr>
<tr>
<td>Credit transfer (CT)</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>Cross credit (CC)</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>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, subfields 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>Term</td>
<td>Definition</td>
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</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 159(4) 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</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>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>Term</td>
<td>Definition</td>
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</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>
<tr>
<td>Intellectual property</td>
<td>Any work in which intellectual property rights exist including, but not limited to:</td>
</tr>
<tr>
<td></td>
<td>• Course materials;</td>
</tr>
<tr>
<td></td>
<td>• Research data and outputs;</td>
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<td>• Assessment materials;</td>
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<td>• Administrative materials;</td>
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<td></td>
<td>• Computer software, videos and recordings;</td>
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<td></td>
<td>• Creative, literary works, artwork;</td>
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<td></td>
<td>• Discoveries/innovations/inventions;</td>
</tr>
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<td></td>
<td>• Patents, copyright, designs, trademarks;</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Term 1</td>
<td>Definition 1</td>
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<td>Term 2</td>
<td>Definition 2</td>
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<tr>
<td>Term 3</td>
<td>Definition 3</td>
</tr>
</tbody>
</table>

**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;
- Failing to comply with directions given by any staff member to maintain safety, good order or discipline;
- Acting in a disorderly, reckless, offensive or obscene manner;
- Smoking in any buildings or in any other designated non-smoking area;
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing to comply with penalties</td>
<td>Failing to comply with penalties applied under the <em>Student Regulations</em>;</td>
</tr>
<tr>
<td>applied under the *Student</td>
<td>Committing misconduct during assessment;</td>
</tr>
<tr>
<td>Regulations*;</td>
<td>Committing any criminal offence;</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Possession of a firearm (including an airgun, paint ball gun etc.) or weapon;</td>
</tr>
<tr>
<td></td>
<td>Acting or behaving in a way that is detrimental to the proper conduct, reputation or good order of MIT;</td>
</tr>
<tr>
<td></td>
<td>Impairing, interfering with or otherwise prejudicing the studies, duties or activities of any other student or staff member of MIT;</td>
</tr>
<tr>
<td></td>
<td>Failing to comply with any instruction relating to safety given by any person duly authorised to give such instruction;</td>
</tr>
<tr>
<td></td>
<td>Refusing to leave a class/student activity when the staff member in charge requests they leave because the student is:</td>
</tr>
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<td></td>
<td>– Acting or is likely to act without due regard to personal safety or the safety of others;</td>
</tr>
<tr>
<td></td>
<td>– Acting or is likely to act to impede or interfere with normal teaching activities and/or learning of others;</td>
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<td></td>
<td>Failing to pay such sum of money or complete an action imposed by way of restitution under the <em>Student Regulations</em>;</td>
</tr>
<tr>
<td></td>
<td>Falsifying evidence or not disclosing required information regarding meeting the entry criteria for a programme, training scheme or course.</td>
</tr>
<tr>
<td>Misconduct during assessment (cheating)</td>
<td>An attempt by a student to gain an unfair advantage in a summative assessment. It includes, but is not limited to, the student:</td>
</tr>
<tr>
<td></td>
<td>Copying information directly from another student (current or past), either in whole or in part, with or without their consent;</td>
</tr>
<tr>
<td></td>
<td>Allowing another student to copy their summative assessment (in part or whole);</td>
</tr>
<tr>
<td></td>
<td>Facilitating the electronic transfer, or giving soft copies, of their assessment work to other students;</td>
</tr>
<tr>
<td></td>
<td>Providing copies of the summative assessment (in part or whole) to other students;</td>
</tr>
<tr>
<td></td>
<td>Providing copies of their summative assessment (in part or whole) to other students;</td>
</tr>
<tr>
<td></td>
<td>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;</td>
</tr>
<tr>
<td></td>
<td>Using or having access to prohibited resources or reference material, written or electronic, in a test or examination;</td>
</tr>
<tr>
<td></td>
<td>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);</td>
</tr>
<tr>
<td></td>
<td>Accessing or taking test or examination question papers (or copies) (in part or whole) without approval;</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</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; and</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>
</tbody>
</table>

**Note:** Misconduct during assessment is a form of student misconduct (see definition of Misconduct).

**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>
</tbody>
</table>
| Programme                                 | 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. |
<p>| Programme Committee                       | 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). |
| Programme Document                        | 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. |
| Programme or Training Scheme Regulations  | 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.                                      |
| Programmes for students with special educational needs | Programmes that include as a requirement for entry that students must have an intellectual disability and/or other special learning needs.                                                                                                                                   |
| Qualification                              | The formal acknowledgement of an individual’s achievement against a set of learning outcomes.                                                                                                                                                                                                                                             |
| Recognition of prior learning (RPL)       | 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/credit recognition (CC). |
| Refund period                              | 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.                                                                                                                                                                                                 |
| Resource fees                             | Non-teaching related fees paid by students to cover specific course-related costs (e.g. tools).                                                                                                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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>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>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>
</tbody>
</table>
| Smoke and smoking     | As ascribed to the term “to smoke” in section 2 of the Smoke-free Environments Act 1990:  
(a) means to smoke, hold, or otherwise have control over an ignited tobacco product, weed, or plant; and  
(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  
(c) does not include to hold or have control over an ignited product or thing customarily used as incense.”                                                                                                                                                                                                 |
| Statement              | 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.                                                                                                                                                               |
| Student               | Any person:  
- enrolled, or in the process of applying to be enrolled, in a programme or training scheme delivered by MIT; or  
- 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.  
Note: The Student Regulations do not apply to educational offerings that are not open to the public unless specifically agreed in writing.                                                                 |
<p>| Student services fee   | A compulsory charge covering the provision of student services.                                                                                                                                                                                                                                                                               |
| Summative assessment  | A formal assessment event that contributes to a student’s final course mark/grade and which has a bearing on whether credit is attained.                                                                                                                                                                                                        |
| Sundry fees           | 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.                                                                                                         |
| Suspension/suspend    | 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.                                                                                             |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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.” 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>
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e-Meeting Protocols

The following provisions are approved by the Council in accordance with clause 7.6 of Statute 1: The Council Membership, Meetings, Fees and Committees Statute.

PURPOSE AND SCOPE

This document sets out MIT protocols for the conduct of e-meetings by the Manukau Institute of Technology (MIT) Council and its committees (including the Academic Board, Academic Board Sub-Committees and Programme Committees).

PROTOCOLS

1.1. Where agreed in advance by the Chair, meetings of the MIT Council and committees may be conducted using electronic means (audio, audio and visual, or electronic communication), provided:
   a) each member who wishes to participate in the meeting has access to the technology needed to participate in the meeting
   b) a quorum of members can simultaneously communicate with each other throughout the meeting.

   Clarification: In accordance with section 178 of the Education Act 1989, all e-meetings of the MIT Council and committees must be conducted synchronously (in a way that allows all members to simultaneously communicate). Asynchronous e-meetings (conducted via email or other non-simultaneous means) are not permitted.

1.2. Subject to the requirements set out in section 1.1 being met, meetings of the MIT Council and committees may be conducted either by way of a:
   a) full electronic meeting (where all members join the meeting electronically)
   b) mixed meeting (where some members join the meeting electronically).

1.3. Members who participate in a meeting by means of audio, audio and visual, or electronic communication are deemed for all purposes to be present at the meeting (including, but not limited to quorum and voting).

1.4. E-meetings are to be called and conducted in accordance with the MIT Statutes and Council Standing Orders.
GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>A-synchronous e-meetings</td>
<td>Meetings where members consider and make decisions by email or other non-simultaneous electronic means, in some cases over a period of several days</td>
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<tr>
<td>e-Meeting</td>
<td>A meeting conducted using electronic means (audio, audio and visual, or electronic communication). e-meetings are to be conducted synchronously in a way that allows all members to simultaneously communicate.</td>
</tr>
<tr>
<td>Synchronous e-meetings</td>
<td>Meetings where members are gathered at the same time, but not the same place, and are able to simultaneously communicate using electronic means (audio, audio and visual, or electronic communication).</td>
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REVISIONS

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Manukau Institute of Technology

STATUTE NO 5

THE COUNCIL ELECTIONS STATUTE

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8. DEFINITIONS ................................................................................................................................5
1. **EFFECTIVE DATE**

This Statute came into force on [specified date].

2. **PURPOSE**

2.1. This Statute is made by the Council pursuant to its powers under section 194 of the Education Act 1989 ("Act"). It complies with the requirements of section 171C(1) of the Education Act which requires every polytechnic council to have in place statutes relating to the appointment of members by the Council under section 171C(1)(b) of the Act. It sets out the election rules and procedures for the staff and student representatives elected to the Council in accordance with the Institute’s Constitution.

2.2. This Statute is intended to be consistent with the Act, the Local Government Official Information and Meetings Act 1987, the Public Records Act 2005 and other legislation under which the Institute operates. In the event of any inconsistency between this Statute and legislation, the relevant legislative provisions shall prevail.

3. **CONSTITUTIONAL REQUIREMENT**

The Institute’s Constitution, as published in the New Zealand Gazette on [date], provides for:

a) “One member that is a permanent member of the staff of Manukau Institute of Technology appointed following an election by the permanent members of that staff”; and

b) “One member that is an enrolled student of Manukau Institute of Technology appointed following an election by the enrolled students of Manukau Institute of Technology”.

4. **ELECTIONS – GENERAL TERMS**

4.1. **Council Determination:** For the purposes of each election, the Council shall:

a) determine the closing date for nominations and the election; and

b) appoint a Returning Officer. For the avoidance of doubt, the Council may (but is not required to) appoint a separate Returning Officer for the staff election and the student election.

4.2. **Returning Officer:** The Returning Officer shall be the sole and absolute judge of the regularity and propriety of all matters connected with an election and no election shall be called into question on any grounds unless in the opinion of the Returning Officer (whose decision shall be final), the irregularity materially affected the result of the election or occurred otherwise than in good faith.

4.3. **Conduct of Officers:** Each Returning Officer and every clerk or other person employed by him/her and every scrutineer shall be required faithfully and impartially to perform the duties of their offices, and shall not directly or indirectly disclose any information
relating to the election results before the results are notified by the Returning Officer.

4.4. **Closing of Nominations:** Nominations shall close at 4pm on the closing date for nominations.

4.5. **Voting:** All voting shall be conducted by means of an electronic voting system. A link to the voting platform will be emailed to each eligible voter. Each voter may only vote once. The voting methodology used shall be first-past-the-post.

4.6. **Retirement:** A candidate may retire from the election at any time before the closing date of the election by giving notice to the Returning Officer. Advice of the death, incapacity, resignation or withdrawal from enrolment of a candidate will be treated by the Returning Officer as notice of retirement.

4.7. **Closing of Election:** The election shall close at 4pm on the closing date for elections.

4.8. **Completion of Election:** Votes will be counted as soon as practicable after the closing of the election, and will be counted by such means as are determined by the Returning Officer. Where there is an equality of votes between candidates, the Returning Officer will determine by lot which candidate will be declared elected.

4.9. **Validity:** Any question that arises in relation to the validity of a nomination or any vote shall be determined by the Returning Officer, and his/her decision shall be final.

4.10. **Notices:** Any notices required to be sent to staff and/or students under this Statute shall be emailed to the Institute email address of each recipient and however else the Returning Officer sees fit.

5. **STAFF REPRESENTATIVE**

5.1. **Electoral Roll:** The Returning Officer shall obtain from People and Culture a list of all current staff that are eligible to vote and be nominated in the election as at a date to be determined by the Returning Officer.

5.2. **Nominations:** No less than two weeks prior to the day on which nominations close, the Returning Officer must notify all eligible staff of:
   a) the nature of the election to be held;
   b) the day and hour for the closing of nominations;
   c) eligibility criteria for nominees;
   d) the day and hour for the closing of the elections; and
   e) how to submit a nomination.

5.3. **Candidates:** Every candidate for election must submit to the Returning Officer with his or her nomination a statement about the candidate including the following:
   a) information about that candidate relevant to the role of a Council member (not to exceed 200 words); and
   b) a passport-like photograph of the candidate.
5.4. **Election:**

a) If only one nomination is received, the Returning Officer shall declare the candidate to be duly elected, and notify the results in accordance with section 5.5.

b) In all other cases, the Returning Officer shall, no later than two weeks before the election date, notify all eligible staff of:
   - the election date;
   - instructions for voting; and
   - the names and statements of the candidates for election.

5.5. **Notification of Results:** As soon as practicable after the completion of the election in accordance with section 4.8, the Returning Officer shall notify the Council of the name of the person elected, and notify all eligible staff of the result of the election.

6. **STUDENT REPRESENTATIVE**

6.1. **Electoral Roll:** The Returning Officer shall obtain from Academic Registry a list of all current students that are eligible to vote and be nominated in the election as at a date to be determined by the Returning Officer.

6.2. **Chair of Student Council:** The elected student representative Council member shall also hold the role of the Chair of Student Council.

6.3. **Nominations:** No less than two weeks prior to the day on which nominations close, the Returning Officer must notify all eligible students of:
   a) the nature of the election to be held;
   b) the day and hour for the closing of nominations;
   c) eligibility criteria for nominees;
   d) the day and hour for the closing of the elections; and
   e) how to submit a nomination.

6.4. **Campaigning:** All candidates must attend a campaigning workshop at the start of the campaign period. Candidates may create posters and advertise around their local campuses and social networking platforms for a period of two weeks prior to the election date.

6.5. **Election:**

a) If only one nomination is received, the Returning Officer shall declare the candidate to be duly elected, and notify the results in accordance with section 6.7.

b) In all other cases, the Returning Officer shall, no later than two weeks before the election date, notify all eligible students of:
   - the election date;
   - instructions for voting; and
   - the names and statements of the candidates for election.
6.6. **Appointment:** The candidate that receives the highest number of votes will be appointed the Chair of Student Council and the Council’s student representative member. The candidate that receives the next highest number of votes will be appointed Deputy Chair of Student Council.

6.7. **Notification of Results:** Immediately after the completion of the election in accordance with section 4.8, the Returning Officer shall notify the Council of the name of the person elected, and notify all eligible students of the result of the election.

7. **CASUAL VACANCIES**

7.1. **Definition:** A casual vacancy arises in the office of an elected member of the Council during his or her term if he or she:
   a) dies;
   b) if a staff member, resigns from the Institute or has their employment terminated by the Institute;
   c) if a student, withdraws their enrolment from the Institute or has their enrolment cancelled by the Institute;
   d) resigns office in accordance with section 174 of the Act;
   e) becomes disqualified or ineligible to hold office as a Council member under section 222AA(2) of the Act.

7.2. **End of Term:** If a casual vacancy occurs within six months of the end of the term of office, the Council may determine that the vacancy need not be filled.

7.3. **Staff Representative:** Where a casual vacancy occurs and the vacancy is required to be filled, an election will be held to elect a replacement representative in accordance with this Statute.

7.4. **Student Representative:** Where a casual vacancy occurs and the vacancy is required to be filled, the role will be filled by the Deputy Chair of the Student Council.

8. **DEFINITIONS**

For the purposes of this Statute:

"Council" means the governing body of Manukau Institute of Technology constituted in accordance with section 222AA of the Act.

“Institute” means the institution which is a polytechnic, constituted under the Act as Manukau Institute of Technology.

“Statute” means a document that sets out the regulatory framework within which the Institute will operate. Institute statutes are made by the Council (or delegate) in accordance with the provisions of section 194 of the Education Act 1989. Institute statutes may also make provision for a regulation or policy to be passed on the same topic. Institute statutes are binding on the Institute and are intended to be permanent in nature and reviewed only as required.

“Student” means a person enrolled in a programme at the Institute.
## REVISIONS

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CORRESPONDENCE
– OPEN SESSION
11 JUL 2019

Mr Peter Winder  
Chair  
Manukau Institute of Technology  

Email: peter@mcgregywinder.co.nz

Dear Peter,

Thank you for providing me with the new constitution agreed by the council of the Manukau Institute of Technology and for sending it to me in good time before the deadline.

In accordance with the Education Act 1989 (Clause 18 of the First Schedule), I confirm that I approve the new constitution of the Manukau Institute of Technology, which I will publish as a notice in the New Zealand Gazette. A copy of the signed notice is attached to this letter.

I note the new constitution increases the size of the council to allow for staff and student representation on the council of the Manukau Institute of Technology.

Yours sincerely,

Chris Hipkins  
Minister of Education  

Enc
Constitution of the Manukau Institute of Technology Council Notice 2019

Pursuant to clause 18 of Schedule 1 of the Education Act 1989 ("the Act"), the Minister of Education gives the following notice.

Notice

1. This notice may be cited as the Constitution of the Manukau Institute of Technology Council Notice 2019.

2. This notice comes into force on 24 October 2019.

3. From 24 October 2019, the Council of the Manukau Institute of Technology comprises ten members.

4. The Manukau Institute of Technology Council shall be constituted as follows:

   a. Four members appointed by the relevant Minister
   b. Six members appointed by the Council, of whom
      i. at least one member appointed by the Council will be a permanent member of the general or teaching staff who has been elected by the permanent general and teaching staff to represent them, and
      ii. one member will be an enrolled student who has been elected by the student body to represent them.

5. Appointments will be made in accordance with the Education Act 1989 and the Manukau Institute of Technology Council statutes.

6. In accordance with the Education Act 1989, the decisions of the Manukau Institute of Technology Council shall not be invalidated by any vacancy in the membership.

Dated at Wellington this 1st day of July 2019.

HON CHRIS HIPKINS Minister of Education
15 July 2019

Mr Gus Gilmore
Chief Executive
Manukau Institute of Technology

By email: gus.gilmore@manukau.ac.nz

Tēnā koe Gus

Royal Commission of Inquiry into the Attack on Christchurch Mosques on 15 March 2019: Request for Information

Request for information

As you will be aware, the Royal Commission of Inquiry into the Attack on Christchurch Mosques on 15 March 2019 (the Royal Commission) was established on 8 April 2019.

The purpose of the Royal Commission, as set out in the attached Terms of Reference, is to examine:

- What relevant State sector agencies (agencies) knew about the activities of the individual who has been charged with offences in relation to the 15 March 2019 attack on the Al-Noor Mosque and the Linwood Islamic Centre in Christchurch, before that attack;
- What actions (if any) agencies took in light of that knowledge;
- Whether there were any additional measures that agencies could have taken to prevent the attack; and
- What additional measures should be taken by agencies to prevent such attacks in the future.

The Royal Commission has been asked to report its findings on the following matters:

- Whether there was any information provided or otherwise available to agencies that could or should have alerted them to this attack, and, if such information was provided or otherwise available, how the agencies responded to any such information and whether this response was appropriate;
- The interaction amongst agencies including whether there was any failure in information sharing between agencies;
- Whether agencies failed to anticipate or plan for this attack due to an inappropriate concentration of counter terrorism resources or priorities on other terrorism threats;
IN CONFIDENCE

- Whether any agency failed to meet required standards or was otherwise at fault, whether in whole or in part; and
- Any other matters relevant to the inquiry purpose, to the extent necessary to provide a complete report.

The Royal Commission has been tasked to report on the above matters urgently, by 10 December 2019. As one of the steps in the inquiry process, the Royal Commission is asking a range of similar questions of each State sector agency, including yours, as follows:

1. All reported contact by New Zealand Muslim communities (which could be an individual from the communities or a group) highlighting any concerns that they raised with your agency about their security/safety for the period from 1 January 2010 to 14 March 2019, and all written responses you provided to them.

2. All reported contact by iwi/Māori, New Zealand ethnic or religious communities (other than Muslim communities), or other minority groups, which could be an individual from the communities or a group, highlighting any concerns that they raised with your agency about their security/safety for the period from 1 January 2010 to 14 March 2019, and all written responses you provided to them.

3. If you provided an oral response to the reported contact in paragraphs one and two above, please provide a summary of the conversation or meeting, noting the time/date/location/individuals involved in the conversation.

4. Please provide any information you hold on the individual accused of the 15 March 2019 attack on Christchurch mosques (Brenton Tarrant).

5. What is your current system if you, or a member of your organisation, become aware of a matter of potential counter-terrorism concerns? Have you used this procedure or another mechanism? How did that work?

6. After the Christchurch terror attacks, did you reconsider any of your processes or systems? If so, how and why?

7. How do you engage with local and other agencies, and civil society, on counter-terrorism matters?

Your response to these questions is required no later than Monday 5 August. We will be in touch if we require any further information in relation to your response.

Your response, along with all evidence gathered during the inquiry, will form part of the official record of the Royal Commission. It will also help inform the Royal Commission’s report, including findings and recommendations, which is due to be presented to the Governor-General by 10 December 2019.

Please be assured that the Royal Commission takes its responsibility to protect information seriously. All information will be stored on a secure database in accordance with the Privacy Act 1993, and is subject to the protections and privacy principles afforded by that Act. Any classified information you may provide will be handled appropriately and in line with Protective Security Requirements.
Public submissions process

You may be aware that the Royal Commission has made a public announcement inviting members of the public, community groups and organisations to make submissions in line with the Royal Commission’s Terms of Reference, to assist with its inquiry.

The submission period opened at 9am on Monday 1 July 2019 and will close at 5pm on Wednesday 31 July 2019. Submissions can be made online through the Royal Commission’s website, via email or by writing a letter.

Information from the public is vital to helping the Royal Commission make its findings. We particularly want to hear from individuals and communities about their experiences that relate to the Terms of Reference. So please feel free to share this opportunity to make a submission with your agency.

Information on how to make a submission, and how the information will be used by the Royal Commission, is available on our website: https://christchurchattack.royalcommission.nz.

Conclusion

Thank you for your assistance with the Inquiry. If you would like to discuss this letter, please do not hesitate to contact me at benesia.smith@dia.govt.nz or 027 297 9837.

Ngā mihi, nā

Benesia Smith, MNZM
Executive Director
17 July, 2019

Gus Gilmore
CEO
Manukau Institute of Technology
Manukau

By email: gus.gilmore@manukau.ac.nz

Tēnā koe Gus,

He mihi mahana ki a koe i runga i nga āhuatanga o te wā.

We are writing to let you know of the status of the proposal to establish Te Papa ki Manukau on Hayman Park in South Auckland.

Over the years we have jointly developed the concept and, as it has evolved, we have brought into focus the benefit and value it can add to the fabric of South Auckland and the wider city and region. Thank you for all of your commitment and passion for this project.

As you know, we submitted a first stage Indicative Business Case as part of this year’s Budget. Although there was an appreciation and acknowledgement of the project, given the extent of calls and priorities for Central Government funding, Te Papa ki Manukau is unlikely to progress for the foreseeable future. As a result, we will not undertake any further planning or discussions for the time being.

Whilst this is not the outcome we sought, nonetheless it has highlighted the potential of museums to contribute to community identity, rejuvenation and social capital. Consequently, we will be exploring with partner institutions in Auckland innovative ways we can share and improve access to our taonga.

Thank you again for all your contributions and insight.

Ngā mihi nui, nā

Geraint Martin
Chief Executive

Arapata Hakiwai
Kaihautū
31 July 2019

Dear Charles

I am writing to provide you with an update on Immigration New Zealand’s (INZ’s) new strategy and the work underway to improve student visa processing times.

Striking the Balance

Our new strategy, ‘Striking the Balance’ was launched in October 2018 to rebalance INZ’s focus towards our role as the regulator of the immigration system. We are currently working through the realignment of our functions to ensure we perform this regulatory role effectively.

There are increasing visible threats to the integrity of the immigration system. These include migrant exploitation, people trafficking, sophisticated fraud and increasing allegations of non-compliance. To respond to these threats, INZ is putting greater importance on striking the right balance between facilitating migration and protecting migrants and New Zealand.

Increase in volume of complex student visa applications

We are committed to processing visas as fast as practicable. However processing times will always depend on the complexity of an application. Applications where additional information or verification is needed will take longer to process. It is critical that the right level of scrutiny is applied to ensure the right decisions are made for New Zealand.

In the last six months we have seen an increase in applications from offshore students in many markets. Overall, we received 15 per cent more tendered applications from offshore applicants between January and June this year compared to last year. In the India market alone for the same period there was an increase in application volumes of almost 55 per cent. This increase has put pressure on the overall system, with the processing of some student visa applications taking longer to assess as a result.

Within these increasing volumes, we are also seeing an increase in the level of risk and complexity in applications. In 2018, there was an 88 per cent increase in confirmed fraud in offshore student visa applications, compared to 2017.

A growing number of applications are also being lodged which require greater levels of verification (for example where different cohorts of students are now claiming recognition of prior learning that is either unverifiable, inflated or possibly has comparability issues with New Zealand levels of learning). These take time to assess. We are working with our education colleagues on these matters.

We know that processing has had an impact on some education providers and I want to assure you, as peak sector representatives, that we are doing all that we can to address these pressures in the system.
Steps being taken to address processing pressures

We are taking action to address the increased processing times. We have moved applications for some offshore student cohorts to our Palmerston North office for processing while Mumbai clears their queue of more complex cases. Currently Mumbai is focussed on processing student visas solely for India, Nepal, Bangladesh, Sri Lanka and Vietnam nationals. Beijing processes student visas from China, Hong Kong, Japan and Mongolia. Palmerston North processes onshore students and new student visas from the rest of the world.

As a result of recent recruitment and the movement of work between our offices, we currently have 40 immigration officers on board in our Mumbai office who are dedicated to processing student visas. This is more than triple the resource we had earlier in the year. We are also in the process of recruiting additional immigration officers for both the Mumbai and Palmerston North office, which will further improve student application processing capacity. Additionally I have made the decision to retain our operation in Henderson, Auckland which will become a visitor and student visa processing office.

Our work with other government agencies is important. INZ and Education New Zealand are developing a joint work programme, which sees both agencies working together to lift the quality of applications that are coming into the immigration system, and to help work with agents and markets. Our teams are developing resources such as checklists, to help students and agents lodge applications that are decision ready and contain the information we need.

We recognise that we can do more to ensure that education providers have confidence in our systems and processes. We want to support education providers, advisors, agents and students to use the immigration system effectively, efficiently and appropriately. We want to continue working with your sector to ensure we understand your long term demand and immigration pain points. I will also be writing to all education providers that are signatories to the Code of Practice, and communicating these same messages to them.

We expect that the actions outlined in this letter will enable us to get on top of the work we have on hand; manage future volumes and also lead to an increase in the quality of applications coming into the system.

Thank you for your ongoing commitment to working with INZ. I look forward to the opportunity to meet you and your members, when I present further details at the New Zealand Education Conference in Auckland on 7 and 8 August.

Kind regards,

Greg Patchell
Deputy Chief Executive
Immigration New Zealand
Monday, 5 August 2019

Ref: RC-CHC-011
Attention: Benesia Smith, MNZM
Executive Director
By email to: benesia.smith@dia.govt.nz

IN CONFIDENCE

Dear Benesia

Royal Commission of Inquiry into the Attack on Christchurch Mosques on 15 March 2019 – Manukau Institute of Technology (MIT) - Response to Request for Information

Thank you for your letter of 15 July 2019.

1. All reported contact by New Zealand Muslim communities (which could be an individual from the communities or a group) highlighting any concerns that they raised with your agency about their security/safety for the period from 1 January 2010 to 14 March 2019, and all written responses you provided to them.

We have made enquiries of our Student Success, People and Culture, Security, AskMe! and International teams. We have not identified any reported contact.

2. All reported contact by iwi/Māori, New Zealand ethnic or religious communities (other than Muslim communities), or other minority groups, which could be an individual from the communities or a group, highlighting any concerns that they raised with your agency about their security/safety for the period from 1 January 2010 to 14 March 2019, and all written responses you provided to them.

We have made enquiries of our Student Success, People and Culture, Security, AskMe!, International and Māori and Pasifika teams.

The following reported contact was identified by our Student Success team:

2016: One Pacific female student experienced severe abuse from their spouse. Once Student Support were alerted, a safety plan was implemented along with advice obtaining a protection order. The student was able to find safe accommodation with a family member. Within a week and two follow up appointments, it was determined there were no ongoing fears for safety.

2017: There were two flagged concerns from students in relation to peer-to-peer behaviour / feeling unsafe:
• One Māori Nursing student felt unsafe with a group of students whom she was allocated to work with to complete a project.
Once the lecturer was made aware, the student was moved into another group. The student was pleased and thankful for the promptness.

- One Pacific Nursing student felt unsafe whilst on Practicum. The Faculty of Nursing and Health Studies (at the time) facilitated a meeting for the student to provide feedback regarding the concern.

2018: A European student was referred to the Student Support team due to relationship issues and concerns with her safety. The student did not want any support or assistance with referrals to external agencies.

The above examples appear to relate to interpersonal conflicts that are not related to ethnic or religious concerns, and so we have not provided further detail. If you would like further detail relating to any of these examples, please let us know.

3. If you provided an oral response to the reported contact in paragraphs one and two above, please provide a summary of the conversation or meeting, noting the time/date/location/individuals involved in the conversation.

   As noted above.

4. Please provide any information you hold on the individual accused of the 15 March 2019 attack on Christchurch mosques (Brenton Tarrant).

   We have searched our student management system and all other electronic information systems, and have not been able to locate any information in relation to Brenton Tarrant.

5. What is your current system if you, or a member of your organisation, become aware of a matter of potential counter-terrorism concerns? Have you used this procedure or another mechanism? How did that work?

   Emergency Procedures

   MIT has Emergency Procedures in place to address a range of specified emergency situations. The Emergency Procedures are available on our intranet (MITnet) to all staff as emergency flip charts and other information providing instructions on what actions people need to take in different types of emergencies. This information is also available on our student online learning platform (Canvas).

   The Emergency Procedures include actions in relation to firearm or weapon attacks and actions to take during a lockdown event. In these events, MIT’s Emergency Procedures require that staff call 111 and ask for the Police, then contact MIT’s internal Security team. MIT would also try and put in place a lockdown.

   Lockdown Procedures

   MIT is currently developing improved lockdown procedures. We are working on scoping and planning lockdown drills at all our sites. This exercise will identify areas for improvement, to be considered by MIT’s Executive Leadership Team.
Prior to the Christchurch terror attacks, MIT undertook a lockdown drill at one campus to test our systems. We noted that our communications systems during a lockdown need to improve. Also we have some facilities where there is no access to toilet facilities inside and we do not have food supplies for longer term lockdown.

A summary of the areas for improvement and issues that have been identified throughout the scoping exercise so far include:

(a) MIT’s buildings and facilities were not designed to consider lockdown events. Except for one heritage building, MIT-owned facilities were built from the 1970’s onwards. MIT’s leased facilities also tend to be older or involve mixed tenancies.

(b) There is mixed capacity within our communication systems to notify of a lockdown:
(i) There are generally no voice communication systems that would allow MIT’s security system to broadcast to building occupants that a lockdown is in place and/or allow occupants to communicate within the building during the lockdown.
(ii) We have the ability to communicate via emergency texts but not all staff want to or have registered to receive the texts. Many staff are reluctant to provide their personal mobile phone numbers as a means of communication for emergency events.
(iii) There are some system issues with extraction of phone data from our student knowledge base and staff phone data repository.

(c) There are no internal toilets in some buildings (although this will change in 2020 when our engineering and trades schools move to our new Technology Park campus)

(d) There are no food supplies in most buildings

(e) Staff and students require further training on what to do during a lockdown.

(f) In some buildings, there is a lack of curtains over windows

(g) In some buildings, there is reliance on manual lockdown in the building.

(h) We have one campus which has a lot of internal and external glass – this limits the ability of those inside the building to hide if a perpetrator with a weapon is inside the building.

Emergency Management Team

MIT has also established an emergency management team, which follows the Coordinated Incident Management System (CIMS) emergency response model. We have a duty controller on call 24/7. In an emergency event, our Security team would call the controller in on an as-required basis to establish a team to work either independently or alongside emergency services professionals. MIT’s Executive Leadership Team and key MIT CIMS responders have received training in the CIMS emergency management model.

Armed Incident Threats

We have received one hoax email advising of an armed person in our Otara North campus café that resulted in the deployment of the Armed Offenders Squad at our premises. This was an armed incident threat but could equally have been a counter-terrorism event. At the time it triggered our Security team to act in accordance with our emergency procedures – as this was first time there were learnings for the organisation from this event.

There has also been a situation where there was a concern with a student who had a fascination with guns. This matter was managed by Security and the relevant academic department.
6. After the Christchurch terror attacks, did you reconsider any of your processes or systems? If so, how and why?

Following the Christchurch terror attacks, we have been working more diligently to improve our lockdown systems and we have a heightened sense of alertness.

Security

MIT increased its security surveillance during the Police High Risk alert status, and all outdoor patrols were done in pairs. This was done as an added measure to support our security team.

MIT also had some heightened issues in the community around this time where a local gang leader was shot. MIT’s Security team was kept up to date via our local Police contact and Police also placed a command centre on MIT’s North Campus over a weekend to monitor the situation. The following levels of alertness were put in place after the local shooting:
(a) Low – normal security and surveillance activity;
(b) Medium – aware of potential threats with increased patrols; and
(c) High – all patrols done in pairs, stab vests to be worn as an extra safety measure.

Emergency Response Plan

MIT has an existing CIMS-based emergency response plan. This includes having a 24/7 duty controller available to respond to emergency events and the ability to set up a team to work either independently or alongside emergency services professionals. MIT’s Executive Leadership Team and key MIT CIMS responders have received training in the CIMS emergency management model.

Following the Christchurch terror attacks, MIT’s CIMS model was reviewed and we identified that our lockdown procedures require improvement. In this respect, some work was initiated and is ongoing. It has highlighted some gaps in our facilities and processes, as noted above in the response to question 5.

Student Support

MIT’s Safety and Wellness team is working with the campuses and MIT’s student focused business unit “Student Journey” to provide additional verbal and written information to students in regard to what actions they need to take in an emergency.

Employee Support

Following the Christchurch terror attacks, MIT staff were reminded of the ability for them to tap into our Employee Assistance Programme (EAP) if they required support. Campus managers who had Muslim staff members also informally checked in with them to ensure they were OK. Contact details for external support lines were also communicated to staff via internal communication mechanisms.

7. How do you engage with local and other agencies, and civil society, on counter-terrorism matters?

MIT’s Security team liaises regularly with Police and the local community. Monthly meetings with the Police are held at the Ormiston Police Station and the Security team has regular dialogue with the local Police Liaison Officer.
MIT’s Safety and Wellness team has engaged a risk response consultant to advise procedures.

If you have any questions or require any further information, please let me know.

Yours faithfully

Gerard Gilmore
Chief Executive
12 AUG 2019

Peter Winder
Chair
Manukau Institute of Technology (MIT)
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Dear Peter,

Firstly, I would like to thank your council members, staff and students for their engagement during and after the Reform of Vocational Education (the Reforms) consultation process. This has been immensely helpful and as a result of feedback received (including from your institution) the Government has made a number of changes to its original proposals.

Decisions made which relate to issues highlighted through the consultation process which directly impact on the operations of your institution include:

- Agreement to set a policy whereby reserves from previous Institutes of Technology and Polytechnics (ITPs) (above a set limit) would only be drawn upon for projects and capital expenditure in the relevant region
- Agreement to take a cautious and relationship-based approach to any changes to the ongoing use of the current ITP brands
- A duty in statute for the Institutes Council to ensure that the Institute has effective local and national stakeholder engagement processes, and gives appropriate consideration to international learners and their potential contribution to regions
- Locating the national office outside Wellington and Auckland
- Agreement that existing qualifications will be grandparented under individual current ITP brands

I would also like to thank you for being part of the teleconference on 1 August. While there is still a lot of detail regarding the transition and implementation of the Reforms to work through, I hope I have clearly articulated the Government’s vision for the reforms and answered some of your questions. I appreciate that you will have further questions and concerns. I expect that we will address these over the next few months as we work together on implementing the Reforms.

New Zealand Institute of Skills & Technology Establishment Board

As I noted in our teleconference, I have appointed 10 members to an Establishment Board. This Board will provide governance and advice direct to myself and officials as it commences a number of activities to ensure the New Zealand Institute of Skills & Technology (the Institute)
can operate effectively from day one, which I expect to be 1 April 2020. This work programme will also include starting the work required to deliver new skills and capabilities for the Institute.

I have outlined my expectations to the new Chair of the Board about what these activities will include. I expect that the Board and the operational unit that supports the Board will work with you and your institution to support these activities over the next eight months. I will also take advice from the Board, where relevant, on additional activities the Board deems necessary to deliver a 1 April 2020 starting point for the Institute.

**What does this mean for me and my council members?**

There is much work to be done and we need the benefit of council members’ leadership at a time when many staff and management may feel uncertain about the future. It is my expectation that Ministerial council members will continue in their roles until 1 April 2020. Where terms expire for council-appointed members, I hope they will continue in their role in line with the requirement for council members to continue until reappointed or replaced.

As I noted at our teleconference, from 1 April 2020 each of the existing ITPs will become Crown Entity subsidiaries under the Crown Entities Act 2004. This means that each subsidiary will require a small board of directors of which around half the members will be regional representatives.

The requirement to provide for staff and student membership of your existing council remains in place, and would be an opportunity for elected staff and students to gain governance experience and be engaged in discussions and decision-making over the next few months. Many councils have already provided me with a new constitution, which is the first step in the process, and I look forward to receiving the remaining constitutions by 24 August 2019.

Going forward the new Institute will be supported by national student and staff committees with representation from each on the new Institute Council.

**Major capital expenditure, programme development or change processes**

Until 1 April 2020, we expect councils to continue making high-quality, fiscally responsible decisions, in the best interests of the institution and the tertiary education system as a whole. The same also applies to any proposed development of programmes.

You and your Chief Executives, of course, remain responsible for the operations and decision making at your institution. I appreciate that for many institutions, given the current environment, a number of you have been undertaking change processes or restructuring in recent months. I encourage you to consider these processes in the context of the Government’s decisions and talk with officials at the Tertiary Education Commission (TEC) about your options. I encourage you to retain capability and talent in the vocational system where possible.

**Opportunities to engage with you over the coming months**

Between myself, the Establishment Board and the TEC, I want to work with you as we begin more detailed design, development and implementation over the coming year. This may include discussions with your council at one of your upcoming council meetings or through dedicated sessions.

Finally, I would like to reiterate my thanks and appreciation to you and the people at your institution who have worked constructively with the Government and its officials over the last 18 months. This is a once in a lifetime opportunity to shape the future of New Zealand’s vocational education system and I appreciate the work you have undertaken to inform the
reforms. I, and the Establishment Board, look forward to working with you over the next eight months to lay the groundwork for the future.

Yours sincerely

Chris Hipkins
Minister of Education

Cc: Gus Gilmore, Chief Executive gus.gilmore@manukau.ac.nz