ORDINARY MEETING
MIT COUNCIL
19 September 2019
OPEN SESSION AGENDA

Karakia

1 Preliminaries

Welcome
C09/1 Apologies
C09/2 Administration

Move into Closed Session

CLOSED SESSION AGENDA

2 Preliminaries

C09/3 Confirmation of Council Closed Session Minutes 15 August 2019
C09/3a Academic Board Closed Session Minutes 4 September 2019
C09/4 Matters Arising
C09/5 Correspondence

3 Regular Reports

C09/6 RoVE Briefing (Verbal)
C09/7 Chief Executive Closed Session Report
C09/8 Sales Funnel Data
C09/9 Financial Report detailed commentary
C09/10 Campus Masterplan Report

4 Item for Information

C09/11 Hokule’a Project: Institute Business Model

5 Any Other Business

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

C09/12  Confirmation of Council Open Session Minutes 15 August 2019
C09/12a Academic Board Open Session Minutes 4 September 2019
C09/13 Minutes of PCAB meeting held 30 July
C09/14 Matters Arising
C09/15 Correspondence

7  Items for Decision

C09/16  Granting of Awards
C09/17  PCAB Nominations for Chair and Deputy Chair and new name for PCAB

8  Regular Reports

C09/18  Chief Executive Open Session Report
C09/19  Health & Safety
C09/20  Financial Report
C09/21  Reporting on Maori Strategic Plan

9  Item for Information

C09/22  Revised Academic Policies marked for Special Council Interest

10  Any Other Business

C09/23  Discussion with PCAB at 3:30pm followed by light refreshments served at the conclusion of the meeting

11  Karakia and Close Meeting
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3. Council Members Terms of Appointment
4. Standing Committees
5. Council Members Register of Interests
## MEETING SCHEDULE FOR 2019

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<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>
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<td>June 27</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Council/Rūnanga</td>
<td>August 15</td>
<td>Tanoa Room, NO101</td>
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<tr>
<td>Audit (Risk only)</td>
<td>September 19</td>
<td>NQ212</td>
<td>11am – 1pm</td>
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<td>Council/PCAB</td>
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<td>NQ212</td>
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<tr>
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<td>Council</td>
<td>October 31</td>
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<tr>
<td>Council</td>
<td>December 12</td>
<td>Tanoa Room, NO101</td>
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<tr>
<td>Followed by Senior Leaders Function</td>
<td>December 12</td>
<td>Tanoa Room, NO101</td>
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### MEETING SCHEDULE FOR 2020

<table>
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<th>Venue</th>
<th>Time</th>
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<td>Council</td>
<td>February 27</td>
<td>tbc</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Audit</td>
<td>March 19</td>
<td>tbc</td>
<td>09am – 11am</td>
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<tr>
<td>Council</td>
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<td>tbc</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Council</td>
<td>April 30</td>
<td>tbc</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council</td>
<td>May 28</td>
<td>tbc</td>
<td>1pm – 5pm</td>
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<tr>
<td>Audit</td>
<td>June 18</td>
<td>tbc</td>
<td>09am – 11am</td>
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<tr>
<td>Council</td>
<td>June 25</td>
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<td>Council</td>
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<td>Council/PCAB</td>
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<td>Audit</td>
<td>October 29</td>
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<td>Council</td>
<td>October 29</td>
<td>tbc</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Council</td>
<td>November 26</td>
<td>tbc</td>
<td>11.45am – 4.30pm</td>
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<tr>
<td>Followed by Senior Leaders Function</td>
<td>November 26</td>
<td>tbc</td>
<td>04.30pm – 6.30pm</td>
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### 3. COUNCIL MEMBERS TERMS OF APPOINTMENT

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Position</th>
<th>Term Commenced</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Winder</td>
<td>Chairman</td>
<td>17 December 2013</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>Theresa Stratton</td>
<td>Deputy Chair</td>
<td>1 May 2018</td>
<td>30 April 2022</td>
</tr>
<tr>
<td>Uluomatootua Aiono</td>
<td></td>
<td>12 June 2017</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>John Hannan</td>
<td></td>
<td>26 February 2009</td>
<td>30 April 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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### 4. 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 Winder</td>
</tr>
<tr>
<td></td>
<td>T Stratton</td>
</tr>
<tr>
<td></td>
<td>J Hannan</td>
</tr>
<tr>
<td></td>
<td>K Schaffler</td>
</tr>
<tr>
<td>CE Review Committee</td>
<td>P Winder (or nominee) - Chairman P Winder (or nominee)</td>
</tr>
<tr>
<td></td>
<td>T Stratton</td>
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<tr>
<td></td>
<td>CE Nominee</td>
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<tr>
<td>Student Appeal Committee</td>
<td>J Hannan – Chairman</td>
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<td></td>
<td>K Schaffler</td>
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<tr>
<td></td>
<td>J Tattersall</td>
</tr>
<tr>
<td></td>
<td>R Tuwhangai</td>
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<tr>
<td>Audit &amp; Compliance Committee</td>
<td>T Stratton – Chair</td>
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<tr>
<td></td>
<td>J Hannan</td>
</tr>
<tr>
<td></td>
<td>U Aiono</td>
</tr>
<tr>
<td></td>
<td>K Schaffler</td>
</tr>
<tr>
<td></td>
<td>J Tattersall – permanent alternate</td>
</tr>
<tr>
<td>Council Membership Committee</td>
<td>P Winder – Chairman</td>
</tr>
<tr>
<td></td>
<td>P Parussini</td>
</tr>
<tr>
<td></td>
<td>T Stratton</td>
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<td></td>
<td>U Aiono</td>
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<tr>
<td></td>
<td>R Tuwhangai</td>
</tr>
</tbody>
</table>
## COUNCIL MEMBERS REGISTER OF INTERESTS

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Involvements with other entities</th>
<th>Last Updated</th>
</tr>
</thead>
</table>
| P Winder (Chairman) | Director, McGredy Winder and Co Limited  
Director, The Sound of Music Education Limited  
Crown Manager, Kaipara District Council  
Trustee, Silo Theatre Company  
Committee Member on State Services Commission’s Risk and Audit Committee  
Member of Advisory Committee supporting the Unitec Commissioner  
Board member NZIST Establishment Board | 1 September 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  
Board member Radio New Zealand                                                                                                                                                                                                    | 15 August 2019 |
| K Schaffler       |                                                                                                                                                                                                                                | 27 April 2017  |
| J Tattersall      | Chair, Kiwa Digital Limited  
Consultant, Cognition Education                                                                                                                                                                                                     | 27 April 2017  |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Tuwhangai</td>
<td>Chair, MIT Rūnanga</td>
</tr>
<tr>
<td></td>
<td>Managing Director, Maori and Pasifika Support Services</td>
</tr>
<tr>
<td></td>
<td>Board Trustee, Auckland Community Law Centre</td>
</tr>
<tr>
<td></td>
<td>New School’s Governance Facilitator, Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>Board of Education New Zealand</td>
</tr>
</tbody>
</table>

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
C09/12 CONFIRMATION OF COUNCIL OPEN SESSION MINUTES

Author: Michelle Hubble, Council Secretary
Endorser: Peter Winder, Chairman
Date: 9 September 2019

Request to Council

Please approve the minutes of the open session of the ordinary meeting of the Council held on Thursday, 15 August 2019.

Your formal approval is required as set out in 18.3 of the Manukau Institute of Technology Council Standing Orders.
Preliminaries

Welcome

P Winder welcomed everyone to the meeting.

C08/01 Apologies

It was resolved that the Council accept the apology from Jill Tattersall

Proposed: P Winder
Seconded: T Stratton
Carried

C08/02 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.
Items for Discussion

C08/03 Kōrero MIT Council with Rūnanga
The Kōrero was held during the CE and Council only session which commenced at 12.30pm and concluded at 1:54pm. No minutes were recorded.

C08/04 – C08/19 Closed Session

It was resolved that the Council exclude the public from agenda items C08/04 – C08/19:
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: K Schaffler
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: U Aiono
Carried

Preliminaries

C08/20 Confirmation of Council Open Session Minutes 27 June 2019

It was resolved that the Council confirm the minutes of the Open Session of the Ordinary Meeting of the Council held on Thursday 27 June 2019.

Proposed: P Winder
Seconded: R Tuwhangai
Carried

C08/21 Confirmation of Rūnanga 4 July 2019

It was resolved that the Council confirm the minutes of the Rūnanga meeting held on Thursday 4 July 2019.
Action: The CE to come back to Council with a recommendation at the next meeting regarding the role of Kaumatua at MIT which was a matter raised at the Rūnanga meeting held on 4 July.

Proposed: R Tuwhangai  
Seconded: P Winder  
Carried

C08/22 Matters Arising

The Council noted the matters arising.

Proposed: P Winder  
Seconded: K Schaffler  
Carried

C08/23 Correspondence

It was resolved that the Council receive the inwards correspondence and note the outwards correspondence.

Proposed: P Winder  
Seconded: J Hannan  
Carried

Items for Decision

C08/24 Granting of Awards

The CE briefed the Council on the revoking of the two qualifications that were conferred in error. It was confirmed that the two impacted students will be issued with the correct qualifications in due course.

The normal academic robustness around the granting of the awards since the last Council meeting held 27 June 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 27 June 2019 and revoke the two qualifications that were conferred in error.

Proposed: P Winder  
Seconded: R Tuwhangai  
Carried
C08/25  Academic Board

It was resolved that the Council
• receive the open session minutes of the monthly Academic Board meeting held on Wednesday 24 July 2019
• receive the 2019 review of the MIT Student Regulations and
• approve the 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.

Proposed: P Winder  
Seconded: J Hannan  
Carried

Regular Reports

C08/26  Chief Executive Report

The report updated Council on relevant issues and opportunities.

Action: Council to reflect on the process and timing for the appointment of student and staff representation at the next Council meeting.

It was resolved that the Council receive the Report.

Proposed: P Winder  
Seconded: T Stratton  
Carried

C08/27  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 month of June 2019.

Proposed: P Winder  
Seconded: K Schaffler  
Carried

C08/28  Financial Report for the period ended 30 June 2019

The report was taken as read.

It was resolved that the Council receive the report for the period ended 30 June 2019.

Proposed: P Winder  
Seconded: J Hannan  
Carried
C08/29  Reporting against the Māori Strategic Plan

The report was taken as read.

R Sullivan updated Council on the Progress of the Bachelor of Nursing Māori. There is a dual accreditation process required with Nursing Council and NZQA. It was confirmed the programme has been submitted to NZQA for approval. The Programme development team are beginning work on the digital elements.

**It was resolved that the Council receive the report.**

**Proposed:** P Winder  
**Seconded:** R Tuwhangai  
**Carried**

10 Any Other Business

R Sullivan closed the meeting with a karakia.

P Winder declared the meeting closed at 4:34pm

Chairman: [Signature]  
Date: 07-10-2019 4:37 PM
Request to Council

1. Please note the minutes of the monthly Academic Board (Open Session) meeting held on Wednesday, 04 September 2019.
COUNCIL OF THE MANUKAU INSTITUTE OF TECHNOLOGY

ACADEMIC BOARD MEETING

HELD ON WEDNESDAY, 4 SEPTEMBER 2019
AT 1.00 PM IN THE MANUHIRI ROOM (NT108)

OPEN SESSION MINUTES

PRESENT
M Carroll (Chair)  C Park  P Liao
A Manu (Proxy for P Lotu-liga)  C Theunissen  R Arts
B Laycock  L Deehan-Owen  R Sullivan
C Bell  N Kusari  S Eickhoff (proxy for L van der Sluis-Rose)
C Dickey  N Pillay  P Hollings (late)
C Handscomb  P Liao
C McCormick

IN ATTENDANCE
T Prins  S Casford  P Chan

APOLOGIES
D Ahmed  L van der Sluis-Rose  P Lotu-liga
G Gilmore  N Pandey

WELCOME
R Sullivan opened the meeting with a karakia.

AB09/1 APOLOGIES

IT WAS RESOLVED THAT THE ACADEMIC BOARD ACCEPT THE APOLOGIES FROM D AHMED, G GILMORE, L VAN DER SLUIS-ROSE, N PANDEY AND P LOTU-LIGA.

PROPOSED: M CARROLL
SECONDED: B LAYCOCK  CARRIED

AB09/2 CONFIRMATION OF MINUTES

It was noted that e-Meeting Protocols were approved by the Council and arrangement would be made with Property and ICTS to set up proper infrastructure to facilitate e-Meetings.


PROPOSED: M CARROLL
SECONDED: B LAYCOCK  CARRIED
AB09/3 **MATTERS ARISING**

a. **Review of Academic Board and its Sub-Committees**
   Expected to be provided for the next meeting.

b. **Process to motivate students and acknowledge work completed**
   Papers with proposed awards was received by the Chair of the working group and is expected to be presented at the next meeting.

c. **Review of quarter’s system used at MIT Manukau**
   An update report was received by the Chair and will be circulated for the next meeting.

d. **Draft Conduct of Assessment Procedures**
   To be discussed under Agenda item AB09/15.

e. **Komiti Tangata Whenua Membership**
   To be discussed under Agenda item AB09/17.

AB09/4 **CORRESPONDENCE**

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

PROPOSED:  M CARROLL  
SECONDED:  B LAYCOCK  
CARRIED

**REGULAR REPORTS**

AB09/5 **ACADEMIC BOARD CHAIR UPDATE**

The Board noted and received the following updates from M Carroll:

M Carroll extended his appreciation to those who participated in the NZQF workshop to prepare an MIT response which is due to NZQA by 9 September. The latest draft response of the NQZF qualifications changes was received and certain high-level issues were highlighted.

To construct a review process for programmes submitted to the Academic Standards Committee with end to end activity from conceptualisation to submission to NZQA. B Laycock noted that the NZQA deadlines were unclear and this will have an impact on the delivery date.

The powers of the Academic Board as delegated by Council via the Education Act will be repealed effective 31 March 2020 and replaced with new legislation which is currently with a Parliamentary Select Committee. This Board may wish to make a submission on the Bill.

A draft proposal relating to hosting or co-hosting the Construction Cove would be prepared for members’ feedback.
**ACTION**: A report of all meetings of the Academic Board and its Sub-Committees held throughout the year with attendance details would be furnished as a part of the Academic Board’s Annual Report.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD RECEIVE THE EXTERNAL EVALUATION REVIEW UPDATE.

PROPOSED: P LI AO  
SECONDED: N KUSARI  
CARRIED

**AB09/6 EXTERNAL EVALUATION REVIEW UPDATE**

S Casford provided a verbal update to the Board that the Council had approved the continuation of the EER preparation. Visiting various working groups to discuss their progress and any constraining issues.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD RECEIVE THE EXTERNAL EVALUATION REVIEW UPDATE.

PROPOSED: R ARTS  
SECONDED: R SULLIVAN  
CARRIED

**AB09/7 ACADEMIC STANDARDS SUB-COMMITTEE REPORT**

B Laycock spoke to the report and it was taken as read. The Academic Standards Sub-Committee had been facing a challenging time and had held four meetings to approve and process the new postgraduate and degree programmes. Panel visit was confirmed for the Bachelor of Nursing Maori and the team would work together for the preparation.

The board discussed the removal of exit qualifications in PAD and the confusion of the necessity to surrender lower level qualifications if clustered.

**ACTION**: C Park to clarify with NZQA on surrendering of qualifications that are clustered with exit qualifications.

**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:

   - TE TOHU PAETAHITIKANGA RANGATIRA AA-TAPUHI, BACHELOR OF NURSING MAAORI LEADING TO THE BACHELOR OF NURSING MAAORI.
   - BACHELOR OF EDUCATION (PRIMARY, PACIFIC) (LEVEL 7) LEADING TO THE BACHELOR OF EDUCATION (PRIMARY, PACIFIC) (LEVEL 7).
   - MASTER OF APPLIED TECHNOLOGIES (LEVEL 9) LEADING TO THE MASTER OF APPLIED TECHNOLOGIES (LEVEL 9).
   - POSTGRADUATE DIPLOMA IN APPLIED TECHNOLOGIES (LEVEL 8) LEADING TO THE POSTGRADUATE DIPLOMA IN APPLIED TECHNOLOGIES (LEVEL 8).
• POSTGRADUATE CERTIFICATE IN APPLIED TECHNOLOGIES (LEVEL 8) POSTGRADUATE CERTIFICATE IN APPLIED TECHNOLOGIES.
• POSTGRADUATE DIPLOMA IN GLOBAL BUSINESS STUDIES) (LEVEL 8) [MN4558] LEADING TO THE POSTGRADUATE DIPLOMA IN GLOBAL BUSINESS STUDIES (LEVEL 8) [XXXX].

2. NOTE THAT THE FOLLOWING APPLICATIONS FOR TYPE 2 CHANGES WAS APPROVED:

• BACHELOR OF APPLIED COUNSELLING [MN4558] LEADING TO THE BACHELOR OF APPLIED COUNSELLING [MN4558].
• BACHELOR OF APPLIED MANAGEMENT (PROPERTY MANAGEMENT) (LEVEL 7) [MN4535] LEADING TO THE BACHELOR OF APPLIED MANAGEMENT (PROPERTY MANAGEMENT) (LEVEL 7) [MN4535].

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

PROPOSED: R SULLIVAN
SECONDED: R ARTS

IT WAS RESOLVED THAT THE ACADEMIC BOARD EXPRESS ITS APPRECIATION AND GRATITUDE TO THE MEMBERS OF THE ACADEMIC STANDARDS SUB-COMMITTEE FOR THEIR VALUABLE AND EXCEPTIONAL CONTRIBUTIONS OVER THE PAST FEW MONTHS.

PROPOSED: C PARK
SECONDED: N PILLAY

AB09/8 SELF-ASSESSMENT, EVALUATION AND REVIEW SUB-COMMITTEE REPORT

R Sullivan spoke to the report and it was taken as read.

R Sullivan noted that the practicality of the attendance requirement and that a draft proposal was expected to be provided for the next meeting. M Carroll advised that the first draft of the priority learners report analysing the main KPI school-by-school was primarily completed and will be presented to Board.

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

PROPOSED: M CARROLL
SECONDED: R SULLIVAN

AB09/9 ETHICS SUB-COMMITTEE REPORT (Closed Session)

IT WAS RESOLVED THAT THE ACADEMIC BOARD EXCLUDE THE PUBLIC FROM AGENDA ITEM AB09/09:

GENERAL SUBJECT: ETHICS SUB-COMMITTEE REPORT
REASON: TO PROTECT THE INFORMATION OF THE GRANT APPLICANTS.

PROPOSED: M CARROLL
SECONDED: C DICKEY CARRIED

IT WAS RESOLVED THAT THE ACADEMIC BOARD CONFIRM THE RESOLUTIONS PASSED IN CLOSED SESSION.

PROPOSED: M CARROLL
SECONDED: C DICKEY CARRIED

AB09/10 TE KOMITI TANGATA WHENUA REPORT

R Sullivan spoke to the report and it was taken as read.

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE REPORTS FROM TE KOMITI TANGATA WHENUA.

PROPOSED: R SULLIVAN
SECONDED: S EICKHOFF CARRIED

AB09/11 PASIFIKA ACADEMIC SUB-COMMITTEE REPORT

A Manu spoke to the report and it was taken as read.

A Manu proposed that a teaching excellence award that aligns with the Māori and Pasifika Strategic plans, be introduced to acknowledge a School as opposed to an individual staff member.

ACTION: M Carroll to address this as the EGMA with A Manu/ P Lotu-liga and N Pandey for consideration.

A Manu spoke of establishing a Tapasā working group for the tertiary sector and the Board wished to explore the feasibility of rewording the language of Tapasā to disseminate into MIT at a tertiary level.

ACTION: A Manu will liaise with team and bring their feedback to the Board for consideration.

P Hollings asked that the minutes be corrected to remove P Brothers as a member.

ACTION: A Manu will have the minutes amended.

C Dickey noted that Pasifika staff research outputs were not met due to time constraints and asked that the Institute look into time allowances for Pasifika staff. R Sullivan noted that Māori staff research outputs were unjustifiably low. Members then discussed recognition of support staff who were involved in academic research. It was suggested that a working group led by P Liao be established to review the recognition of non-academic staff involved in research.
IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE REPORT FROM THE PASIFIKA ACADEMIC SUB-COMMITTEE.

PROPOSED: A MANU  
SECONDED: C DICKEY  
CARRIED

AB09/12 INTERNATIONAL STUDENTS ADVISORY SUB-COMMITTEE REPORT (no report)

It was noted that the International Students Advisory Sub-Committee did not have a report for this meeting.

AB09/13 RESEARCH SUB-COMMITTEE REPORT (Closed Session)

IT WAS RESOLVED THAT THE ACADEMIC BOARD EXCLUDE THE PUBLIC FROM AGENDA ITEM AB09/13:

GENERAL SUBJECT: RESEARCH SUB-COMMITTEE REPORT

REASON: TO PROTECT THE INFORMATION OF THE RESEARCH GRANT APPLICANTS.

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

PROPOSED: N PILLAY  
SECONDED: C THEUNISSEN  
CARRIED

IT WAS RESOLVED THAT THE BOARD CONFIRM THE RESOLUTIONS PASSED IN CLOSED SESSION.

PROPOSED: N PILLAY  
SECONDED: C THEUNISSEN  
CARRIED

ITEMS FOR DECISION

AB09/14 RESEARCH POLICY (AC7) AND PROCEDURES

N Pillay spoke to this report and it was taken as read.

The Board discussed this and it was agreed that the protocol be adopted whereby the concerning Sub-Committee receives a track changes document and the Board will receive the document in its final version.

C Park asks about ethical approval and Misconduct in Research and whether this sufficiently covers student data. M Carroll suggested that Section 19.1 of the draft Research Policy (AC7) and Procedures be amended to reflect that disclosure of sensitive information to unauthorised persons be a misconduct in research. The wording is subject to advise from the Institute’s lawyer.

IT WAS RESOLVED THAT THE ACADEMIC BOARD:
1. APPROVE THE AMENDED RESEARCH POLICY (AC7) WITH IMMEDIATE EFFECT; AND
2. APPROVE THE AMENDED RESEARCH PROCEDURES (AC7/1) SUBJECT TO AMENDMENT OF SECTION 19.1 TO INCLUDE DISCLOSING OF SENSITIVE OR CONFIDENTIAL INFORMATION TO UNAUTHORISED PERSONS AS A MISCONDUCT IN RESEARCH.

PROPOSED: N PILPAY
SECONDED: C DICKEY
CARRIED

AB09/15 CONDUCT OF ASSESSMENT PROCEDURES

B Laycock spoke to this report and briefed the Board on the draft Conduct of Assessment Procedures (AC4/5) to address the needs of proper procedures guiding the conduct of assessment at MIT following a review of the Assessment and Moderation Policy (AC4) in 2018.

It was noted that the draft Conduct of Assessment Procedures (AC4/5) was drafted by the Academic Centre in consultation with Heads of School who were also asked to circulate the document to their respective teams for feedback. The procedures had also been reviewed by the Self-Assessment, Evaluation and Review (SAER) Sub-Committee.

IT WAS RESOLVED THAT THE ACADEMIC BOARD:
1. APPROVE THE CONDUCT OF ASSESSMENT PROCEDURES (AC4/5); AND
2. THE CONDUCT OF ASSESSMENT PROCEDURES WOULD COME INTO EFFECT FROM 1 JANUARY 2020.

PROPOSED: B LAYCOCK
SECONDED: C McCORMICK
CARRIED

Members of the Board expressed their gratitude to B Laycock and F Campbell for their valuable contributions in producing the Conduct of Assessment Procedures.

AB09/16 REVISION OF AM4 CANCELLATIONS, WITHDRAWALS AND TRANSFERS POLICY

C Park presented this to the Board for consideration and approval of the revised AM4 Cancellations, Withdrawals and Transfers policy. It was noted that consultation had been completed and the following broad amendments were proposed and incorporated in the draft revised policy:

<table>
<thead>
<tr>
<th>Section</th>
<th>Proposed amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.3</td>
<td>Amended to allow students to be withdrawn less than 10% of their course in line with the Student Regulations.</td>
</tr>
<tr>
<td>3.1.5</td>
<td>New clause facilitating those instances where a student advises MIT that they will not attend, prior to the start of their study.</td>
</tr>
<tr>
<td>Withdrawals under section 6.2.1 of the student regulations</td>
<td>Separated from withdrawals under 6.2.2 to provide clarity for schools wishing to withdraw students who have paid, but never attended course/s.</td>
</tr>
<tr>
<td>Section</td>
<td>Proposed amendments</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Withdrawals under section 6.2.2 of the student regulations</td>
<td>New section 3.1.13 – 3.1.17 seeks to provide clarity for schools wishing to withdraw students who have ceased attending course/s.</td>
</tr>
<tr>
<td>General</td>
<td>Alignment of titles following 2017 structural change to Schools and Campuses.</td>
</tr>
<tr>
<td>Glossary</td>
<td>Amended to include definitions of NRQ and WDC.</td>
</tr>
<tr>
<td>7.4.2</td>
<td>DELETED at request of CEO and ELT: The Chief Executive to relevant Heads of School or their nominees (Authorisation); Authority to exercise the discretion to charge administration fees as outlined in section 7.2 of the Student Regulations for transfers initiated by students.</td>
</tr>
</tbody>
</table>

Discussion was in place in relation to Sections 3.1.10 and 3.1.21 and members agreed to further polish the wordings at a later stage.

**IT WAS RESOLVED THAT** the Academic Board approve the revised AM4 Cancellations, Withdrawals and Transfer Policy.

PROPOSED: C PARK  
SECONDED: B LAYCOCK  
CARRIED

**AB09/17 APPOINTMENT OF TE KOMITI TANGATA WHENUA MEMBERS**

R Sullivan spoke to the report advising that nominations had been received for the appointment of Chris Skinner and Robert Tuwhare as members of Te Komiti Tangata Whenua.

**IT WAS RESOLVED THAT** the Academic Board approve the appointment of Chris Skinner and Robert Tuwhare as members of Te Komiti Tangata Whenua for a period until the end of 2020 subject to review in April 2020.

PROPOSED: R SULLIVAN  
SECONDED: L DEEHAN-OWEN  
CARRIED

**ANY OTHER BUSINESS**

B Laycock reported that Sheriff Ashaat had resigned from MIT and ceased to be a member of Academic Standards Sub-Committee and the Sub-Committee was requiring members and would ask for Campus nominations to fill the vacancies.

R Sullivan closed the meeting with a karakia. The meeting closed at 2.35 pm.

CONFIRMED: ____________________________ DATE: ______________
Request to Council

Please receive the minutes of the MIT Pasifika Community Advisory Board meeting held on Tuesday, 30 July 2019.
Minutes (v1.3) of the MIT Pasifika Community Advisory Board Meeting held on Tuesday 30 July 2019, Matu‘u Room, 9am to 11am

Present: Amatailevi Stella Muller, Rev Salafai Mika, Bernie Tovio, Letoa Henry Jenkins, Tunumafono Ava Fa‘amoe MNZM

MIT Present: Peseta Sam Lotu-Iiga, Blake Wong-Ling, Natalie Patterson, Dan Hadfield, Edmond Fehoko

Apologies: George Makapatama, Frances Topa-Fariu, Anae Arthur Anae, Sagaia Smith

Absent: Ps Eroni Dau, Rev Dr Sione Vaka

*Meeting Opened 9:18am*

Opening Prayer: Rev Salafai Mika

- Introductions

**Minutes Arising (George Makapatama)**

- Conflict of Interest Register presented for members to fill out before the end of the meeting
- Actions moved onto next meeting as per action list
- Action Point 13 (Cultural Event to recognise past and transitioning members) agreed to and positioned to be held on the MIT council meeting date of September 19th. Peseta will discuss this with Gus and update PCAB at the next meeting.

**Discussion PCAB Changes:**

**PCAB Nomination**

- Peseta updated the committee on discussions from the previous meeting regarding filling the last position of PCAB
- Members agreed to the 4 Members moving forward (2a ToR): Letoa Henry, Tunumafono Ava, Amatailevi Stella and George Mapakatama
- Members also agreed for (2B ToR) to nominate Rev Salafai Mika (2b (i) Faith), Frances Topa-Fariu (2b (ii) Community), Ps Eroni Dau (2b (iv) Counties Manukau Community Leader)
- Discussion about the remaining position (2b (iii) Education (whilst keeping an Ethnic representation in mind)
- Unanimous decision to confirm Rev Dr Sione Vaka removed from the nomination list
- Rev Mika spoke of the importance of respecting members who are clergy who have served as members
- Letoa suggested the nomination should be a female, perhaps representation from the LGBTI community but someone specifically with an education background
- Some suggestions were put forward; Vaivai Kailahi (by Edmond), Vaiolupe Talakai (by Peseta)
- **ACTION:** Committee to nominate names and send to Blake via email by midday Tuesday 31 July. This will then be sent by Blake to the Chairs who will process this with PCAB offline and come with a unanimous nomination to Peseta by 3pm Thursday 1 August.
- Chair accepts the frustration of the process

**PCAB Chairperson/Deputy Chairperson Selection**

- Amatailevi Stella has resigned as Chair in the transition to the new committee
- Bernie advised that in order to be fair and transparent that we also include the vote of members currently not present at the meeting
- Peseta spoke of the importance that the Chair as having a great relationship with the
- Peseta also suggested that the new Chair should also remunerated in an appropriate way as they do more work than the rest of members
- **Nomination by received Amatailevi:** Letoa Henry Jenkins as Chairperson
- **Nomination by received Tunumafono:** George Mapakatama as Deputy Chair
- Letoa suggested having a deputy female chair / Amatailevi
- **ACTION:** Amatailevi to email out the nominations for Chair / Chairperson to members for a vote via email. Decision is to be made known by 3pm, Thursday 1 August 2019.

**DCE Pasifika Update**

- Thank you to Amatailevi for serving as Chair
- **RoVE Update:** Thursday’s announcement by Minister Hipkins will be very important to MIT’s future. A lot of the changes will most probably impact on our staff and students but we will keep PCAB up to date
- **PDO Staffing:** Introduction of Natalie (Temp EA), Dan (Permanent Ops Support) and Audrey (Temp Administrator). The fourth role (Senior Pasifika Manager) has been recruited Aiono Manu Fa’ae’a-Semeatu will begin on 19th August. Dr Benita Simati-Kumar from PDO will be leaving us on 2 August 2019 to lecture the Masters programme at Te Wananga o Aotearoa.
- **Finance:** continuing to work in recruiting EFTs. Business is developing three new Post-Grad products. These products are currently ready to go to NZQA and is hoping to be good to go Semester 1, 2020.

**General Pasifika Updates**

**Transform Pasifika Student Success (Edmond Fehoko)**

- Student Dashboard: As per appendix 1

**Establish Powerful Connections (Blake Wong-Ling)**

- **Community Forums:** held this week, we need support of PCAB members to utilise their networks to boost numbers
- **Pasifika Fale:** Peseta and Blake held a meeting with Creative Spaces and two of the original designers of the Gathering Hall. The next step will be to have an internal meeting to discuss an
updated feasibility plan on today’s estimates. We need to reassess the aspirations of the Fale but also ensure it is fit for purpose (e.g. multipurpose for MIT programme use, etc). Members commented that something that has not changed is the dreams for this building to be built
- **Alumni Launch**: will send invites and asking
- **Community Perceptions**: See appendix 2

**Strengthen Academic Quality (Edmond Fehoko)**
- Maori & Pasifika Talent Strategy
- 318 Academic Staff at MIT with only 37 of Pacific descent (9 in Manukau, 20 in Otara, 12 in Tech Park)

**Grow Pasifika Capability (Blake Wong-Ling)**
- MIT Pasifika Staff get together was a success so we will have more informal get together to boost morale.

**General Business:**
- Tunumatano thanked Amatailevi for her leadership and contribution

*Meeting Closed 10:55am*

**Prayer:** Rev Salafai Mika

**ACTION LIST**

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Responsible</th>
<th>Date</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare a paper for Sam to present to Council on the summary of nominations for appointment; Resumes to be sent to Michèle by Friday;</td>
<td>All</td>
<td>14 June</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Michèle</td>
<td>14 June</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Deputy Chair to phone the Chair to seek her participation going forward;</td>
<td>George</td>
<td>12 June</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>George to email remainder of committee and find out if they wish to proceed; if not then shoulder tap interested parties who would seek a nomination;</td>
<td>George</td>
<td>12 June</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>Send invite to PCAB members for the Pacific Engagement Fono on 21 June with TEC</td>
<td>Michèle</td>
<td>14 June</td>
<td>Completed</td>
</tr>
<tr>
<td>5</td>
<td>Agenda items for next meeting: MIT Pasifika Alumni Assoc launch (in September); and launch new PCAB members</td>
<td>Blake</td>
<td>28 June</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Responsible/Purpose</td>
<td>Due Date</td>
<td>Status</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------</td>
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</tr>
<tr>
<td>6</td>
<td>Dashboard: Add CES data as part of dashboard Regular update in numbers CES</td>
<td>Blake / Utu / Maureen (CES)</td>
<td>June 2019</td>
<td>Defer to August Meeting 2019</td>
</tr>
<tr>
<td>7</td>
<td>Register of PCAB members and their start dates</td>
<td>Blake</td>
<td>June 2019</td>
<td>Completed</td>
</tr>
<tr>
<td>8</td>
<td>Invite Julie Prentice for first 2019 PCAB meeting</td>
<td>Blake</td>
<td>July 2019</td>
<td>Defer to August Meeting 2019</td>
</tr>
<tr>
<td>9</td>
<td>PDO to look at Budget regarding future PLD opportunities to develop PCAB governance skills</td>
<td>Blake &amp; Utu*</td>
<td>July 2019</td>
<td>Defer to August Meeting 2019</td>
</tr>
<tr>
<td>10</td>
<td>Kara Hiron to come back to PCAB with more information around Honorarium Fees</td>
<td>Kara Hiron</td>
<td>July 2019</td>
<td>Defer to August Meeting 2019</td>
</tr>
<tr>
<td>11</td>
<td>Amatailevi Stella to send an email by Friday 03 May 2019 to ask if they intend to move forward or not and then the nomination process will begin</td>
<td>Amatailevi</td>
<td>May 2019</td>
<td>Completed</td>
</tr>
<tr>
<td>12</td>
<td>The organisation of a subcommittee of PCAB and PDO to work out a process on moving this development work forward and to meet in May</td>
<td>Amatailevi &amp; PDO</td>
<td>May 2019</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>(Members: Amatailevi, George, Letoa/Blake, Benita, Edmond)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(PCAB sub committee will meet in May to establish item 1 which four existing members of PCAB will be selected to move forward and item 2 who are four people to nominate for the other roles in reference to 2(b). Aim is to submit for the June Council meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Public cultural event to say goodbye to PCAB (and the departing members) and to usher in the new journey with Council. Peseta to speak to Gus regarding an event on 19 September</td>
<td>Peseta Sam</td>
<td>August 2019</td>
<td>In Progress</td>
</tr>
<tr>
<td>14</td>
<td>Committee to send PCAB vacancy nominations to Blake</td>
<td>Blake</td>
<td>31 July 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Responsible</td>
<td>Date</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Blake to send compiled list of PCAB nominations to Chair</td>
<td>Blake</td>
<td>01 August 2019</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Amatailevi to send out vote via email to PCAB members to confirm proposed Chair and Deputy Chair</td>
<td>Amatailevi</td>
<td>01 August 2019</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>PDO to prepare paper and nomination for Council to consider</td>
<td>PDO</td>
<td>02 August 2019</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 1.0

### SEMESTER ONE RESULTS – MIT AREAS OF PRACTICE

<table>
<thead>
<tr>
<th>AREA OF PRACTICE</th>
<th>SUCCESS RATE</th>
<th>MAORI SUCCESS RATE</th>
<th>PASIFIKA SUCCESS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>82.7%</td>
<td>91.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>85.5%</td>
<td>90.0%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Health and Counselling</td>
<td>78.8%</td>
<td>76.7%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Business</td>
<td>87.7%</td>
<td>88.3%</td>
<td>78.9%</td>
</tr>
<tr>
<td>Professional Engineering</td>
<td>79.3%</td>
<td>79.8%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>65.8%</td>
<td>70.3%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Horticulture</td>
<td>72.5%</td>
<td>82.1%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Specialist Trades</td>
<td>45.3%</td>
<td>73.8%</td>
<td>33.8%</td>
</tr>
<tr>
<td>Automotive</td>
<td>72.0%</td>
<td>68.1%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Social Work and Sport</td>
<td>78.4%</td>
<td>77.2%</td>
<td>77.4%</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>83.6%</td>
<td>89.7%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Services Industries</td>
<td>80.4%</td>
<td>86.7%</td>
<td>87.4%</td>
</tr>
<tr>
<td>NZ Maritime</td>
<td>82.2%</td>
<td>89.3%</td>
<td>74.0%</td>
</tr>
<tr>
<td>Languages</td>
<td>82.6%</td>
<td>82.9%</td>
<td>74.5%</td>
</tr>
<tr>
<td>Arts and Education</td>
<td>82.2%</td>
<td>82.7%</td>
<td>73.8%</td>
</tr>
</tbody>
</table>
Appendix 1.2

Community Perceptions Project Update
July 2019

BACKGROUND

The aim of this project was to establish an understanding of the wider community’s perceptions of MIT and to explore how MIT can enhance existing relationships and grow a wider network of connections that will be of benefit to communities and MIT.

Core project team: Cara McCarthy, Charles Chu, Fiona Sykes, Geneva Harrison, Julie Prentice, Utufaisilili Rosemary Mose and Blake Wong-Ling

Specific areas of focus:

- How MIT is viewed in general by our various communities.
- How our communities currently interact with MIT, what works and doesn’t.
- Understand and explore the opportunities to develop a closer and more meaningful interaction with MIT

A cross-section of communities was identified as essential to ensure we could report on the needs of our culturally and ethnically diverse community. The project team were asked to identify and help overcome any barriers to community involvement.

Suggested groups to engage with: community groups, church groups, employers, industry bodies, MIT students (past and present), parents of school age children, school guidance counsellors.

As this was a sizeable research project it was decided that it would be best to break it down into several phases:

- **Phase One**: A literature review of information relevant to the topic was selected to gain an overall view of a broad ranging definition of community and influencers, their interaction with educational institutions and their influence on student decision making.
- **Phase Two**: Pasifika Communities – the rationale for starting with the Pasifika community was centred on that we have a student resource whose industry project tied in with this project. Then unfortunately due to a change in circumstances the student was no longer available to assist us.
- **Subsequent phases to be agreed upon after Phase Two**

APPROACH

Based on discussions with members of the project team, a short questionnaire was devised to gather initial feedback from community groups (a mixture of community organisations, churches and government bodies) that met in the PCC. In addition, visiting school students and a cohort of SSTS students completed a brief questionnaire.
Engagement with the paper based survey was low but it has given us a high level snapshot of the Pasifika community and youth perceptions of MIT.

**DISCOVERIES**

**COMMUNITY FEEDBACK**

*Caveat:* These discoveries are based on a small sample size, so can only be considered as indicative.

- **MIT is a valuable resource for the local community (n=26)**
  88% either strongly agreed or agreed

- **I feel like MIT understands the local community (n=26)**
  85% either strongly agreed or agreed

- **MIT has strong connections to the local community (n=34)**
  79% either strongly agreed or agreed

*What could MIT do differently to work or engage with the community more effectively?*

The themes were about more collaboration and partnerships with the community, and engagement with external organisations to provide more opportunities for the students and wider community.

*What do you think MIT does well?*

Engaging with the community and focus on Pasifika peoples.

*In your opinion what could MIT do better and/or more of?*

This is a newly added question. Engaging with youth, supporting students and job placement were the most frequently mentioned topics.

**YEAR 10 STUDENTS**

A large group of Year 10 Pasifika students from a number of local schools and from schools further afield visited MIT and were asked to complete a brief questionnaire at the end of their visit.

**Visiting schools**

- Alfiston College
- Botany Downs Secondary College
- De La Salle College
- Glendowie College
- Howick College
- James Cook High
- Manurewa High School
- Otahuhu College
- Pakuranga College

“Through more engagement work with the Pasifika community, it will help us understand the needs and difficulties, challenges and thus will be able to help them in a better way.”

“Professional, connected, listens, engages to strengthen partnerships/shared outcomes”

“Provide what your school has to offer, academic wise.”
Sancta Maria College
Saint Kentigern College
Wesley College

What job/careers are you thinking about doing when you finish school, the most frequently mentioned jobs/careers were:

- Doctor
- Lawyer
- Pro rugby player/other professional sports
- Business Owner
- Nurse
- Teacher
- Engineer
- Army
- Art/music/dancer/singer
- Builder/carpenter/trades

Where are you thinking of studying? Top three:

- University of Auckland
- Auckland University of Technology
- Manukau Institute of Technology

Before your visit today, did you know anything about MIT? (n=92)

- 46% felt that knew a little about MIT
- 41% had only heard of MIT
- 2% felt they knew a lot about MIT
- 1% had never heard of MIT before
- 10% did not answer

Now that you have visited MIT, will you think about studying here?

- Yes =28%
- No =9%
- Maybe =63%

We’d love to hear your ideas about what MIT could do so students like you would choose to study here?

Most of the comments centred on keeping on doing what we are currently doing, and a few were about making people aware of what we have to offer.

SSTS Students
A small cohort of students (n=16) completed the same survey as the Year 10 student from local schools

What job/careers are you thinking about doing when you finish school, the most frequently mentioned jobs/careers were:

- tourism
- construction
- mechanic
Where are you thinking of studying?

- Unsurprisingly, the majority mentioned MIT

We’d love to hear your ideas about what MIT could do so students like you would choose to study here?

- Hear about more studies/opportunities in different areas in MIT

**WHAT NEXT?**

Suggest that the original project group meet and invite other interested parties to discuss the way forward for this project. There is considerable value in monitoring and measuring community engagement however the current approach is not necessarily the most appropriate way of collecting feedback. Different frameworks and approaches could be considered when looking to gather data, such as Appreciative Inquiry which focusses on strengths and assets rather than problems and deficits.
**C09/16**

**MATTERS ARISING – OPEN SESSION**

**Author**  
Michelle Hubble, Council Secretary

**Date**  
19 August 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>15/08/19</td>
<td>C08/21</td>
<td>Recommendation regarding the role of Kaumatua at MIT</td>
<td>G Gilmore</td>
<td>19 Sept</td>
<td>Refer Item C09/21</td>
</tr>
<tr>
<td>15/08/19</td>
<td>C08/25</td>
<td>Appointment of student and staff representation to Council</td>
<td>Council</td>
<td>24 April 2020</td>
<td>In progress</td>
</tr>
</tbody>
</table>
## C09/15 CORRESPONDENCE - OPEN SESSION

**Author**
Michelle Hubble, Council Secretary

**Date**
12 September 2019

### Request to Council

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

### INWARDS

- **19.08.2019** From Barry Jordan re Appointment of Establishment Board Interim Executive Director
- **03.09.2019** From Nursing Council re Appointment for Acting Head of Nursing at MIT
- **11.09.2019** From IST Establishment Board re Co-Design Working Groups
- **11.09.2019** From TEC re Advice to ITP Councils
- **12.09.2019** From Education and Workforce Committee re Submissions for Education (Vocational Education and Training Reform) Amendment Bill

### OUTWARDS

- **26.08.2019** To Immigration NZ re Credit Recognition at MIT
C09/16

Granting of Awards

Author
Michelle Hubble, Council Secretary
Endorser
Gus Gilmore, Academic Board Chair
Date
9 September 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 15 August 2019

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

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

Summary of Graduand Numbers:

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>2019/1125</td>
<td>Bachelor of Applied Management</td>
<td>1</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>2019/1117</td>
<td>Diploma in Applied Sport and Recreation</td>
<td>1</td>
</tr>
<tr>
<td>2019/1124</td>
<td>New Zealand Diploma in Engineering</td>
<td>1</td>
</tr>
<tr>
<td>2019/1126</td>
<td>Diploma in Foreign going Master</td>
<td>1</td>
</tr>
<tr>
<td>2019/1127</td>
<td>Certificate in Automotive and Mechanical Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

Signed: ________________________ Date: 12 September 2019

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)
It was resolved at the MIT Council meeting of 28 March 2019 that the Council establish the Pasifika Community Advisory Board (PCAB) as a committee of Council.

Request to Council

Please approve the following recommendations:

Recommendation I
MIT Council approve the new name of ‘MIT Pasifika Community Council” as the new title of the former Pasifika Community Advisory Board (PCAB) moving forward.

Summary of Recommendation I
The board members felt that with new membership on the advisory board and the renewed purpose about their work, that a new title for the group was essential. It was difficult to land on a generic Pasifika title as a consensus cannot be reached with the diversity of Pasifika languages.

The rationale for the new title of PCAB is also a commitment from the advisory board to consolidate a direct link to the MIT Council. To also reflect that this group is not part of the MIT internal committees or subcommittees, the inclusion of the term “community” preceding council was deemed crucial. This is so that there in the structure of the MIT Council, the advisory board would like to be known as Pasifika community council that is directly linked to the decision making body of MIT.

Point II
MIT Council to approve the following appointments to this committee:
1) Letoa Henry Jenkins as Chairperson
2) George Makapatama as Deputy Chairperson
3) Dr Michelle Johannsson as member, fulfilling 2(b)iii of the Terms of Reference for representation of someone from the Pasifika Education sector

These appointments will be made effective immediately

Summary of Recommendation Point II
Letoa Henry Jenkins
MBA, CA

Letoa is a game-changer with demonstrated history and success of working in multiple sectors who is of Samoan descent. Letoa has held CEO, CFO and Country Marketing Manager Roles and is a skilful strategist who can innovate, design and execute plans to achieve competitive growth.
Some past roles Letoa has served in are CEO of Pacific Media Network and currently General Manager of Village Education Trust. Letoa is of Samoan descent.

George Makapatama  
*BMS, PGDip, MBA & MPP*

George is a proud New Zealander of Niuean descent. He migrated to New Zealand in the 1980s with his grandparents and sisters in search of education and new opportunities. Currently as the Deputy Chairman of the Board, George is committed to the success of Pacific students and communities at MIT. George is currently the TSI Health Families MMP Manager and was Manager of Strategic Brokers with Auckland Council. George currently works in the education sector and previously worked for Child Youth and Family for over 10 years. George is of Niuean descent.

Dr Michelle Johannsson  
*BA, DipTchg, MA (Hons), GradDipTESSOL, PGradDip (with Merit) Drama, MProfStud (Hons), PhD (Creative Practice) and currently EdD candidate at the University of Auckland*

As a Polynesian Arts professional and educator, Michelle is committed to creating and implementing equitable, high-quality teaching and learning programmes at all levels, as well as a confident practitioner of and advocate for culturally intelligent pedagogy. Michelle has a proven record of strong administration, management and communication skills and has taught in tertiary and secondary contexts. In these contexts Michelle has worked in quality assurance, programme development, management and governance, as well as in the day to day running of several organisations. In addition, Michelle has worked for the Ministry of Education as an NCEA marker; as Pasifika Advisor for the development of Teaching and Learning Guidelines in English and in research for Pasifika Professional Learning and Development. She is currently the creative director of the critically acclaimed Black Friars theatre company who exists to foster performance places and practices that honour the principles of Teu Le Vā/Tauhi Vā. In this role Michelle has written and directed productions and programmes in theatres, schools, youth prison and communities around Aotearoa. Michelle is committed to the pursuit of academic excellence and advancement, with a particular focus on performance, equity, education, and young Pasifika people. She is excited to serve MIT and the Pasifika Community. Michelle is of Tongan and Maori descent.
Request to Council

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

Information to note

Update from Deputy Chief Executive Pasifika and Student Journey

- **MIT Alumni**
  We successfully launched our MIT Alumni last month. We had over 300 people gather to launch MIT Alumni at MIT Manukau. The alumni contributions included a keynote speech by award winning chef Bridget Davis-Foliaki and an outstanding musical performance by Pasifika Music Award winner Raze. There was largely positive feedback from participants about the launch and how graduates could help in mentoring, offering jobs and generally giving back to MIT in future. Future alumni engagements would include school specific events and the possibility of a Pasifika Alumni function.

- **MIT Careers Fair**
  Our 2nd careers fair was a real success with over 300 students attending alongside 30 employers. The fair brought together students and employees to look at opportunities for permanent jobs as well as internships. Some of the employers included Coca Cola Amatil, Auckland Council and Treescape.

- **MIT Open Day**
  We are holding the first open day for the first time in 4 years. These days are designed to inspire new students and allow people to discover their study options and career opportunities. We’ll have our academic teams, support teams and industry experts there to answer questions, give feedback and encourage people to further explore our programs. The open day will be held at MIT Manukau on 19 October 2019 from 10am till 3pm.

- **Pasifika External Engagement**
  Our PDO team has been actively seeking partnerships with external agencies that increase student enrolments in Pasifika specific programmes. We have been working alongside Corrections NZ,
Pasifika Medical Association and Auckland District Health Board to meet their Pasifika professional learning needs. We have also worked to connect with other schools who are delivering similar Pasifika cultural intelligence work as part of their external offerings to generate revenue. PDO met with Kylie Smith and Ricky Versteeg to learn about the series of Pasifika success strategy workshops that is currently offered by the School of Education.

- **Tapasa Workshop**
  The PDO team delivered a Tapasa Cultural Competencies Framework workshop to staff at Edgewater College. The framework is primarily a culturally responsive tool for engaging with Pasifika learners, parents, families and communities. There is no current tertiary adaptation of this framework that could help tertiary lecturers and tutors understand the Pasifika learners that we have enrolled at MIT. This is something that was raised in Academic Board by the Pasifika Academic Committee, and something that PDO will look to implement as part of its action plan for the MIT Pasifika Strategic Plan.

- **Pasifika Cultural Intelligence**
  PDO is offering two external workshops that focus on increasing Pasifika Cultural Intelligence in the workplace. Marketing and advertising will be launched next week for registration. The suite of Pasifika workshops will also include opportunities for customised, tailored and personalised learning that is needs based. The internal workshops will be offered in-school as part of an approach that focuses specifically on curriculum and course programmes. Initial meetings have taken place with Heads of Schools to discuss the state of Pasifika input and responsiveness in relation to curriculum content with academic rigor.

**Update from GM Otara and City Campus**

- **School of Arts and Education:**
  The Bachelor of Education (Primary, Pacific) was endorsed for approval and accreditation by Academic Standards Committee on the 30th July. The programme has since been sent to NZQA and the NZ Teaching Council for review. We have a tentative panel date for the 18 and 19th of November.

- **School of Social Work and Sport - Open Polytechnic Partnership**
  The School of Sport has combined with the Open Polytechnic to deliver their NZ Certificate in Exercise (level 4) through the iQualify online platform.

- **Diploma in Sport, Recreation and Exercise (level 5) in Whanganui:**
  The School of Sport have a draft MoA with the Whanganui Rugby Union to deliver our Diploma, with a rugby contextualisation. On the back of our delivery this year at Navigation Stadium, Pukekohe with the Counties Manukau Rugby Union, we were asked to visit WRU to discuss a cohort based in Whanganui. We deliver the same content but contextualise the courses and particularly, the practical application to the rugby context. The union are able to have access to more community groups and schools through the practice based learning of the students visiting those groups as part of their learning. We currently have another draft MoA with Auckland Basketball Ltd to deliver a basketball contextualisation based at Bruce Pulman Park, Takanini.
C09/19

Health and Safety July 2019

Author
Kirsten Sargent, Executive General Manager, People and Culture

Endorser
Gus Gilmore, Chief Executive

Date
September 2019

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 July and August 2019.

Information to note

Incidents

<table>
<thead>
<tr>
<th></th>
<th>July 19</th>
<th>July 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>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>August 19</th>
<th>August 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Student</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Update on significant event in July
A floristry student slipped into a small pond behind NH block and fractured her leg, requiring an operation. The details of this event were addressed in the June report due to the timing of the council meeting.

Update:
Work safe have reported back to MIT that they are comfortable with our actions and have closed the case. Actions included raising the pond edge, posting warning notices and examining ways of supporting non-English speaking students. The student is out of hospital and at home. Her lecturer is in touch with her.

Security Incident in August
SSTS and the School of Sport went into lockdown due to a dispute between students. The lock down was initiated due to a report of weapons being present. MIIT Security and the NZ Police were contacted. Students were moved to their classrooms and remained there until the all clear was given. Teachers were informed that there was a lockdown. Upon investigation it was found there were no weapons.

Students who had any involvement with the situation were identified and will be subject to an initial interview by the SSTS Principal. As a result 5 students were stood down. Investigation into the incident is ongoing and SSTS is working alongside the Police.

A review of the lock down process is underway.
Student Village Measles Case – September
Whilst this occurred in September, we have been able to capture and update in the July/August report. On 4 September MIT’s Safety and Wellbeing team were alerted to a reported and confirmed case of the measles. Patient 0 was a student at the Student Village. MIT set up a response group and went through the process of risk mitigation, action planning and addressing patient 0’s pastoral care and that of others in the village. Immediate actions out of this group included, temporarily quarantining the village whilst we ascertained vaccination status for those residing at the village, communications to students that had been in classes with patient 0 to remain away for 24hrs and to please check they had been vaccinated. Staff communications with messages around the event, what to do and vaccination information. The process around ongoing communication to staff and students with updates and actions and monitoring of the student village continued for the rest of that week – the response group met daily. Outcomes from the week included, vaccinations for a number of student village residents, key messages communicated around measles and we believe a containment of the case.

ACC Claims

<table>
<thead>
<tr>
<th></th>
<th>July 19</th>
<th>July 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>0</td>
<td>2</td>
<td>↓ 14</td>
<td>21 ↓</td>
</tr>
<tr>
<td>Costs</td>
<td>$0.00</td>
<td>$190.41</td>
<td>↓ $4,540.01</td>
<td>$23,891.30 ↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>August 19</th>
<th>August 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>1</td>
<td>5</td>
<td>↓ 14</td>
<td>21 ↓</td>
</tr>
<tr>
<td>Costs</td>
<td>$0.00</td>
<td>$2,466.12</td>
<td>↓ $4,829.99</td>
<td>$26,357.42 ↓</td>
</tr>
</tbody>
</table>

Progress against Health and Safety Strategy

<table>
<thead>
<tr>
<th>Key Result Areas</th>
<th>Status</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MIT’s Health and Safety strategy is clearly communicated to and</td>
<td></td>
<td>• Safety and Wellbeing team have updated staff and student inductions to reflect the safety and wellbeing component of the new strategy.</td>
</tr>
<tr>
<td>understood by staff and students</td>
<td></td>
<td>• The updated Health and Safety Policy is available to all staff on MITnet.</td>
</tr>
<tr>
<td>2. MIT out-performs comparable industry benchmarks</td>
<td></td>
<td>• ACC claim costs continue to stay relatively low compared to previous years YTD.</td>
</tr>
<tr>
<td>3. Develop a reporting culture</td>
<td></td>
<td>• 6 near misses reported in July 2019 vs 10 in July 2018.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1 near misses reported in August 2019 vs 9 in August 2018.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 22 near misses have been reported July YTD in 2019 vs 39 YTD in 2018.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 23 near misses have been reported August YTD in 2019 vs 48 YTD in 2018.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A MIT wide communication reminding staff to report near misses and incidents is planned for September</td>
</tr>
<tr>
<td>4. Students graduating from MIT consistently demonstrate Health and</td>
<td></td>
<td>• Student health, safety and wellbeing pages have been published on Canvas (our student learning system.) Student Journey will communicate</td>
</tr>
<tr>
<td>Safety skills and knowledge</td>
<td></td>
<td>• Orientation material will be updated to refer to the information in Canvas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The publication of this resource to students via their electronic media channels.</td>
</tr>
<tr>
<td>5. Health and Safety Leadership is effectively role modelled by</td>
<td></td>
<td>• All new leaders appointed since July 2017 have received a 1:1 induction with the Safety and Wellbeing Manager.</td>
</tr>
<tr>
<td>MIT’s Council and Leadership team</td>
<td></td>
<td>• People leaders are being invited to attend a health and safety refresher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The safety and wellbeing team audited H&amp;S committees in July to check for their compliance with H&amp;S system requirements. Findings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• will be reported to ELT in September.</td>
</tr>
<tr>
<td>6. MIT’s high-risk areas are identified and effectively controlled</td>
<td></td>
<td>• Staff flu vaccinations have been completed. 108 staff had vaccinations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2019 hazard register reviews are underway.</td>
</tr>
</tbody>
</table>
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

- 98% of rep roles filled (56/57).
- 89% of H&S representatives are trained (50/56). 5 new reps are booked for training in September and October. One rep remains unregistered for training.

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

- Annual AS/NZ4801:2001 surveillance audit took place 12-16 November 2018. There were no major non-conformances identified by the auditor.
- July audits conducted by the Safety and Wellbeing team show all committees are progressing their health and safety reviews and updating their documentation. These activities require completion by mid-October. ELT are communicating the need for this work to be completed.
- The safety and wellbeing team are supporting all areas to ensure they are prepared for the audit.

**Security Report**

<table>
<thead>
<tr>
<th></th>
<th>Burglary and Attempts</th>
<th>MV theft, Theft ex.MV, Attempts</th>
<th>Vandalism, Graffiti</th>
<th>Theft (inc all Attempts)</th>
<th>People (ie Assaults, Robbery)</th>
<th>Threatening Behaviour/Trespass</th>
<th>Significant Events</th>
<th>Apprehensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 19</td>
<td>0</td>
<td>5</td>
<td>7*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>July 18</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

* These incidents were due to a spike of vandalism and graffiti at the Manukau Campus. Security have increased their patrols of these areas.

**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. MIT will continue independent certifier inspections of this area on an annual basis.</td>
</tr>
<tr>
<td>Moving parts and equipment</td>
<td>360 Safety Solutions Limited</td>
<td>May 2019</td>
<td>The audit was conducted on 29 August. The audit involved checking all Technology Park plant and equipment scheduled</td>
</tr>
</tbody>
</table>
Rescheduled to August 2019 for relocation to the new site. The safety and wellbeing team are awaiting the audit report.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeboat training</td>
<td>Safety and Wellbeing Manager March 2019 Deferred to November</td>
<td>An audit of lifeboat training is scheduled for 7 November.</td>
</tr>
<tr>
<td>Working from height/ scaffolding</td>
<td>Scaffolding Consultants Limited 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 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>
</tbody>
</table>
| Motor vehicles                    | MIT Safety and Wellbeing Manager July 2019 | The motor vehicle audit was conducted in July. There were two minor recommendations for improvement.  
1. To phase out the 1 star safety rated Suzuki vehicles.  
2. That brightly coloured vehicles are purchased in future so they are highly visible (This is a NZTA recommendation for commercial fleets). |
| 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 implemented include five-yearly testing of all MIT building electrical earthing systems, six monthly testing of all RCD’s in 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. |
| Fire training (Maritime)          | 360 Safety Limited October 2019 | Scheduled for 30 October 2019.                                                                                                         |
| Manukau Campus Laboratory         | HazTech October 2019 | Not yet scheduled.                                                                                                                      |
| Manukau Open balconies            | MIT Legal team March 2019 | Review found low risk & identified some opportunities to consider for further risk reduction. Awaiting costing options for possible options. |
| Review of Emergency Lock Down procedures | MIT’s Safety and Wellbeing Manager Before End of 2019 | A review of the emergency procedure flipchart has been completed and the revised copies are being distributed to all areas.  
Planning for lockdown drills at Otara South & North Campuses and Manukau campus is in progress.  
Risklogic, is working with the Safety and Wellbeing and Campus Services Security teams to prepare for the deployment of the drills. |
| Psychosocial risks                | Cases to be monitored by the Safety and Wellbeing team March, June, September, & December reporting | Council reports will include updates on the number of stress, harassment, and bullying cases and associated lost time. |
Request to Council

Please note the Financial Report for the period ended 31 July 2019 attached.
## CONTENTS

<table>
<thead>
<tr>
<th>Statement of Financial Performance</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Financial Performance by Service Directorates</td>
<td>9-11</td>
</tr>
<tr>
<td>Statement of Financial Position</td>
<td>12</td>
</tr>
<tr>
<td>Statement of Cash Flows &amp; Covenants</td>
<td>13</td>
</tr>
<tr>
<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 31 JULY 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>27,843</td>
<td>27,862</td>
<td>(19)</td>
<td>47,718</td>
<td>47,662</td>
<td>47,662</td>
<td>56</td>
<td>49,317</td>
</tr>
<tr>
<td>Domestic student receipts</td>
<td>10,898</td>
<td>9,149</td>
<td>1,749</td>
<td>18,032</td>
<td>15,564</td>
<td>15,564</td>
<td>2,468</td>
<td>17,795</td>
</tr>
<tr>
<td>International student receipts</td>
<td>9,163</td>
<td>9,803</td>
<td>(640)</td>
<td>13,974</td>
<td>16,728</td>
<td>16,728</td>
<td>(2,754)</td>
<td>17,617</td>
</tr>
<tr>
<td>Other base income</td>
<td>4,038</td>
<td>4,200</td>
<td>(162)</td>
<td>6,871</td>
<td>7,174</td>
<td>7,174</td>
<td>(303)</td>
<td>7,645</td>
</tr>
<tr>
<td>Non base income</td>
<td>3,965</td>
<td>5,341</td>
<td>(1,376)</td>
<td>8,574</td>
<td>9,688</td>
<td>9,688</td>
<td>(1,114)</td>
<td>9,356</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>55,907</strong></td>
<td><strong>56,355</strong></td>
<td><strong>(448)</strong></td>
<td><strong>95,169</strong></td>
<td><strong>96,816</strong></td>
<td><strong>96,816</strong></td>
<td><strong>(1,647)</strong></td>
<td><strong>101,730</strong></td>
</tr>
<tr>
<td>Academic Operations base staff costs</td>
<td>17,384</td>
<td>15,834</td>
<td>(1,550)</td>
<td>29,567</td>
<td>28,326</td>
<td>27,101</td>
<td>(2,466)</td>
<td>31,958</td>
</tr>
<tr>
<td>Academic Operations base other expenditure</td>
<td>3,691</td>
<td>4,091</td>
<td>400</td>
<td>7,110</td>
<td>7,481</td>
<td>7,187</td>
<td>77</td>
<td>8,242</td>
</tr>
<tr>
<td>Service Directorates base staff costs</td>
<td>15,481</td>
<td>16,317</td>
<td>836</td>
<td>28,153</td>
<td>26,949</td>
<td>28,773</td>
<td>620</td>
<td>31,565</td>
</tr>
<tr>
<td>Service Directorates base other expenditure</td>
<td>8,828</td>
<td>9,946</td>
<td>1,118</td>
<td>16,866</td>
<td>17,385</td>
<td>17,299</td>
<td>433</td>
<td>16,430</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>2,138</td>
<td>2,316</td>
<td>178</td>
<td>3,775</td>
<td>3,992</td>
<td>3,972</td>
<td>197</td>
<td>4,405</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>282</td>
<td>424</td>
<td>142</td>
<td>536</td>
<td>526</td>
<td>526</td>
<td>390</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>47,804</strong></td>
<td><strong>48,928</strong></td>
<td><strong>1,124</strong></td>
<td><strong>86,007</strong></td>
<td><strong>85,059</strong></td>
<td><strong>85,258</strong></td>
<td><strong>749</strong></td>
<td><strong>89,512</strong></td>
</tr>
<tr>
<td>Net Operating Surplus / (Deficit) (EBITDA)</td>
<td>8,103</td>
<td>7,427</td>
<td>676</td>
<td>9,162</td>
<td>11,757</td>
<td>11,558</td>
<td>(2,396)</td>
<td>12,217</td>
</tr>
<tr>
<td>Contribution Margin %</td>
<td>14%</td>
<td>13%</td>
<td>10%</td>
<td>12.1%</td>
<td>11.9%</td>
<td>(19%)</td>
<td>12.0%</td>
<td></td>
</tr>
<tr>
<td>Depreciation expense</td>
<td>6,621</td>
<td>6,712</td>
<td>91</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>1,482</td>
<td>715</td>
<td>767</td>
<td>(2,179)</td>
<td>352</td>
<td>153</td>
<td>(2,332)</td>
<td>169</td>
</tr>
<tr>
<td>Interest expense</td>
<td>768</td>
<td>890</td>
<td>122</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>714</td>
<td>(175)</td>
<td>889</td>
<td>(3,614)</td>
<td>(1,174)</td>
<td>(1,373)</td>
<td>(2,241)</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>1,717</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>(75)</td>
<td>0</td>
<td>75</td>
<td>(75)</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>(461)</td>
</tr>
<tr>
<td>Net Surplus / (Deficit)</td>
<td>789</td>
<td>(175)</td>
<td>964</td>
<td>(3,539)</td>
<td>(1,174)</td>
<td>(1,373)</td>
<td>(2,166)</td>
<td>(2,516)</td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>641</td>
<td>641</td>
<td>0</td>
<td>626</td>
<td>610</td>
<td>610</td>
<td>(16)</td>
<td>608</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
<td>67</td>
<td>67</td>
<td>0</td>
<td>69</td>
<td>72</td>
<td>72</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>Casual FTE</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>36</td>
<td>43</td>
<td>43</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td><strong>731</strong></td>
<td><strong>731</strong></td>
<td><strong>0</strong></td>
<td><strong>732</strong></td>
<td><strong>726</strong></td>
<td><strong>726</strong></td>
<td><strong>0</strong></td>
<td><strong>720</strong></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 31 JULY 2019

### YTD Actual | YTD Target | YTD Variance | Full Year Forecast | Full Year Budget | Full Year Target | FY Forecast vs FY Target Variance | Full Year Last Year Actual
--- | --- | --- | --- | --- | --- | --- | ---

### OTARA & CITY

| SAC L1-2 | 195 | 177 | 10% | 215 | 218 | 218 | (1%) | 212 |
| SAC L3+ | 1,355 | 1,383 | (2%) | 1,379 | 1,399 | 1,399 | (1%) | 1,406 |
| Youth guarantee | 19 | 33 | (42%) | 21 | 36 | 36 | (43%) | 49 |
| International | 166 | 140 | 19% | 163 | 148 | 148 | 11% | 216 |
| **Total EFTS** | **1,736** | **1,733** | **0%** | **1,778** | **1,801** | **1,801** | **(1%)** | **1,883** |

### TECHNOLOGY PARK

| SAC L1-2 | 5 | 29 | (82%) | 6 | 34 | 34 | (83%) | 70 |
| SAC L3+ | 818 | 725 | 13% | 805 | 718 | 717 | 12% | 743 |
| Youth guarantee | 133 | 142 | (6%) | 132 | 142 | 142 | (7%) | 177 |
| International | 315 | 301 | 5% | 305 | 316 | 316 | (3%) | 349 |
| **Total EFTS** | **1,271** | **1,196** | **6%** | **1,248** | **1,211** | **1,210** | **3%** | **1,341** |

### MANUKAU

| SAC L1-2 | 26 | 47 | (46%) | 23 | 39 | 39 | (40%) | 20 |
| SAC L3+ | 1,720 | 1,588 | 8% | 1,715 | 1,572 | 1,572 | 9% | 1,568 |
| Youth guarantee | 14 | 50 | (73%) | 13 | 44 | 44 | (70%) | 49 |
| International | 306 | 412 | (26%) | 300 | 452 | 452 | (34%) | 461 |
| **Total EFTS** | **2,064** | **2,096** | **(2%)** | **2,051** | **2,106** | **2,106** | **(3%)** | **2,097** |

### GRAND TOTAL

| SAC L1-2 | 226 | 253 | (11%) | 244 | 291 | 291 | (16%) | 302 |
| SAC L3+ | 3,893 | 3,696 | 5% | 3,899 | 3,689 | 3,688 | 6% | 3,717 |
| Youth guarantee | 166 | 225 | (26%) | 166 | 222 | 222 | (25%) | 275 |
| International | 797 | 853 | (7%) | 768 | 916 | 916 | (16%) | 1,025 |
| **Total EFTS** | **5,072** | **5,027** | **1%** | **5,077** | **5,118** | **5,117** | **(1%)** | **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 31 JULY 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>322</td>
<td>321</td>
<td>0%</td>
<td>307</td>
<td>315</td>
<td>315</td>
<td>(3%)</td>
<td>317</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>213</td>
<td>259</td>
<td>(18%)</td>
<td>227</td>
<td>272</td>
<td>272</td>
<td>(16%)</td>
<td>270</td>
</tr>
<tr>
<td>NZ Maritime School</td>
<td>283</td>
<td>313</td>
<td>(10%)</td>
<td>294</td>
<td>328</td>
<td>328</td>
<td>(11%)</td>
<td>351</td>
</tr>
<tr>
<td>Languages and Community Education</td>
<td>267</td>
<td>207</td>
<td>29%</td>
<td>274</td>
<td>258</td>
<td>258</td>
<td>6%</td>
<td>259</td>
</tr>
<tr>
<td>Services Industries</td>
<td>275</td>
<td>251</td>
<td>10%</td>
<td>298</td>
<td>284</td>
<td>284</td>
<td>5%</td>
<td>319</td>
</tr>
<tr>
<td>Social Work and Sport</td>
<td>377</td>
<td>382</td>
<td>(1%)</td>
<td>379</td>
<td>344</td>
<td>344</td>
<td>10%</td>
<td>367</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,736</td>
<td>1,733</td>
<td>0%</td>
<td>1,778</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>158</td>
<td>182</td>
<td>(13%)</td>
<td>159</td>
<td>176</td>
<td>176</td>
<td>(10%)</td>
<td>202</td>
</tr>
<tr>
<td>Construction and Horticulture</td>
<td>442</td>
<td>439</td>
<td>1%</td>
<td>425</td>
<td>446</td>
<td>446</td>
<td>(5%)</td>
<td>505</td>
</tr>
<tr>
<td>Professional Engineering</td>
<td>400</td>
<td>365</td>
<td>10%</td>
<td>0</td>
<td>374</td>
<td>374</td>
<td>(100%)</td>
<td>402</td>
</tr>
<tr>
<td>Specialist Trades</td>
<td>271</td>
<td>211</td>
<td>29%</td>
<td>385</td>
<td>214</td>
<td>214</td>
<td>80%</td>
<td>231</td>
</tr>
<tr>
<td>Campus GM</td>
<td>0</td>
<td>11</td>
<td>(100%)</td>
<td>279</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,271</td>
<td>1,208</td>
<td>5%</td>
<td>1,248</td>
<td>1,211</td>
<td>1,210</td>
<td>3%</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>701</td>
<td>780</td>
<td>(10%)</td>
<td>686</td>
<td>806</td>
<td>806</td>
<td>(15%)</td>
<td>768</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>325</td>
<td>346</td>
<td>(6%)</td>
<td>323</td>
<td>346</td>
<td>346</td>
<td>(7%)</td>
<td>370</td>
</tr>
<tr>
<td>Health and Counselling</td>
<td>400</td>
<td>327</td>
<td>22%</td>
<td>398</td>
<td>322</td>
<td>322</td>
<td>24%</td>
<td>317</td>
</tr>
<tr>
<td>Nursing</td>
<td>637</td>
<td>646</td>
<td>(1%)</td>
<td>645</td>
<td>633</td>
<td>633</td>
<td>2%</td>
<td>642</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>2,063</td>
<td>2,099</td>
<td>(2%)</td>
<td>2,051</td>
<td>2,106</td>
<td>2,106</td>
<td>(3%)</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>1,736</td>
<td>1,733</td>
<td>0%</td>
<td>1,778</td>
<td>1,801</td>
<td>1,801</td>
<td>(1%)</td>
<td>1,882</td>
</tr>
<tr>
<td>Technology Park</td>
<td>1,271</td>
<td>1,208</td>
<td>5%</td>
<td>1,248</td>
<td>1,211</td>
<td>1,210</td>
<td>3%</td>
<td>1,341</td>
</tr>
<tr>
<td>Manukau</td>
<td>2,063</td>
<td>2,099</td>
<td>(2%)</td>
<td>2,051</td>
<td>2,106</td>
<td>2,106</td>
<td>(3%)</td>
<td>2,097</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>5,071</td>
<td>5,040</td>
<td>1%</td>
<td>5,077</td>
<td>5,118</td>
<td>5,117</td>
<td>(1%)</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.
## OTARA & CITY

<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>14,933</td>
<td>14,673</td>
<td>260</td>
<td>25,125</td>
<td>25,332</td>
<td>25,592</td>
<td>(467)</td>
<td>26,931</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>6,928</td>
<td>5,988</td>
<td>(940)</td>
<td>11,612</td>
<td>10,945</td>
<td>10,307</td>
<td>(1,305)</td>
<td>13,101</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>1,463</td>
<td>1,220</td>
<td>(243)</td>
<td>2,497</td>
<td>2,314</td>
<td>2,321</td>
<td>(176)</td>
<td>2,622</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>6,542</td>
<td>7,465</td>
<td>(923)</td>
<td>11,016</td>
<td>12,073</td>
<td>12,964</td>
<td>(1,948)</td>
<td>11,208</td>
</tr>
<tr>
<td><strong>Base Contribution Margin %</strong></td>
<td>44%</td>
<td>51%</td>
<td></td>
<td>44%</td>
<td>48%</td>
<td>51%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td><strong>Non base revenue</strong></td>
<td>2,429</td>
<td>2,297</td>
<td>132</td>
<td>3,939</td>
<td>4,124</td>
<td>4,124</td>
<td>(185)</td>
<td>4,069</td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>790</td>
<td>972</td>
<td>(182)</td>
<td>1,582</td>
<td>1,653</td>
<td>1,653</td>
<td>71</td>
<td>1,348</td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>131</td>
<td>88</td>
<td>(43)</td>
<td>156</td>
<td>302</td>
<td>302</td>
<td>146</td>
<td>123</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>520</td>
<td>551</td>
<td>31</td>
<td>834</td>
<td>939</td>
<td>939</td>
<td>105</td>
<td>1,186</td>
</tr>
<tr>
<td><strong>Non base Surplus/(Deficit)</strong></td>
<td>988</td>
<td>686</td>
<td>302</td>
<td>1,367</td>
<td>1,230</td>
<td>1,230</td>
<td>137</td>
<td>1,412</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>17,362</td>
<td>16,970</td>
<td>392</td>
<td>29,064</td>
<td>29,456</td>
<td>29,716</td>
<td>(652)</td>
<td>31,000</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>7,718</td>
<td>6,960</td>
<td>(758)</td>
<td>13,194</td>
<td>12,598</td>
<td>11,960</td>
<td>(1,234)</td>
<td>14,449</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>1,594</td>
<td>1,308</td>
<td>(286)</td>
<td>2,653</td>
<td>2,616</td>
<td>2,623</td>
<td>(30)</td>
<td>2,745</td>
</tr>
<tr>
<td><strong>Total Overhead</strong></td>
<td>520</td>
<td>551</td>
<td>31</td>
<td>834</td>
<td>939</td>
<td>939</td>
<td>105</td>
<td>1,186</td>
</tr>
<tr>
<td><strong>Campus Surplus/(Deficit)</strong></td>
<td>7,530</td>
<td>8,151</td>
<td>(621)</td>
<td>12,383</td>
<td>13,303</td>
<td>14,194</td>
<td>(1,811)</td>
<td>12,620</td>
</tr>
<tr>
<td><strong>Total Contribution Margin %</strong></td>
<td>43%</td>
<td>48%</td>
<td></td>
<td>43%</td>
<td>45%</td>
<td>48%</td>
<td>41%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MIT $'000s</th>
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<tbody>
<tr>
<td>Permanent FTE</td>
<td>129</td>
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</tr>
<tr>
<td>Fixed Term FTE</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Casual FTE</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Total FTE</td>
<td>155</td>
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</table>

MIT Council Agenda Papers - 19 September 2019 - OPEN SESSION
## FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 31 JULY 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>Full Year FY Target vs Full Year Forecast Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
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<tbody>
<tr>
<td><strong>MIT</strong></td>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
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<tr>
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<td>8,242</td>
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<td>7,564</td>
<td>(678)</td>
<td>8,696</td>
</tr>
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<td>1,533</td>
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<td>2,490</td>
<td>2,472</td>
<td>(548)</td>
<td>3,149</td>
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<td>347</td>
<td>10,135</td>
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<td>50%</td>
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<td>418</td>
<td>847</td>
<td>429</td>
<td>1,307</td>
<td>1,549</td>
<td>1,549</td>
<td>242</td>
<td>1,431</td>
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<td>(722)</td>
<td>(753)</td>
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<td>895</td>
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<td>3,101</td>
<td>3,083</td>
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<tr>
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<td>847</td>
<td>429</td>
<td>1,307</td>
<td>1,549</td>
<td>1,549</td>
<td>242</td>
<td>1,431</td>
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<td><strong>Campus Surplus/(Deficit)</strong></td>
<td>5,867</td>
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<td>10,804</td>
<td>10,887</td>
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<td>42%</td>
<td>43%</td>
<td>40%</td>
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<td>93</td>
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<td>88</td>
<td>82</td>
<td>82</td>
<td>(5)</td>
<td>97</td>
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<tr>
<td>Fixed Term FTE</td>
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<td>28</td>
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<td>22</td>
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<td>12</td>
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<td>118</td>
<td>123</td>
<td>123</td>
<td>5</td>
<td>126</td>
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## FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 31 JULY 2019

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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>
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<td>9,492</td>
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<td>(484)</td>
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<td>746</td>
<td>1,593</td>
<td>2,677</td>
<td>2,395</td>
<td>802</td>
<td>2,471</td>
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<td>680</td>
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<td>18,657</td>
<td>19,202</td>
<td>(563)</td>
<td>18,412</td>
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<td>63%</td>
<td>62%</td>
<td>61%</td>
<td>62%</td>
<td>59%</td>
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</tr>
<tr>
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<td>399</td>
<td>399</td>
<td>(126)</td>
<td>317</td>
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<td>75</td>
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<td>209</td>
<td>78</td>
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<td>(1)</td>
<td>70</td>
<td>13</td>
<td>13</td>
<td>(57)</td>
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<td>41</td>
<td>75</td>
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<td>82</td>
<td>7</td>
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<td>38</td>
<td>(91)</td>
<td>(9)</td>
<td>75</td>
<td>95</td>
<td>(98)</td>
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<td>18,634</td>
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<td>30,218</td>
<td>31,225</td>
<td>31,225</td>
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<td>26</td>
<td>9,844</td>
<td>9,721</td>
<td>9,438</td>
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<td>745</td>
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<td>41</td>
<td>75</td>
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<td>82</td>
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<td>Campus Surplus/(Deficit)</td>
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<td>11,622</td>
<td>589</td>
<td>18,636</td>
<td>18,732</td>
<td>19,297</td>
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<td>Total Contribution Margin %</td>
<td>66%</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
<td>62%</td>
<td>59%</td>
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<tr>
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<td>103</td>
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<td>104</td>
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<tr>
<td>Fixed Term FTE</td>
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<td>4</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Casual FTE</td>
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<td>6</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>8</td>
</tr>
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<td>117</td>
<td>10</td>
<td>120</td>
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</table>
## FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 31 JULY 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>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
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<tr>
<td><strong>CAMPUS TOTAL</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>28,326</td>
<td>27,100</td>
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<td>31,958</td>
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<td>7,188</td>
<td>78</td>
<td>8,242</td>
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<td>40,639</td>
<td>42,158</td>
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<td>39,990</td>
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<td>55.1%</td>
<td>55.1%</td>
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<td>2,570</td>
<td>2,570</td>
<td>354</td>
<td>2,649</td>
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<td>(511)</td>
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<td>86,134</td>
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<td>33,270</td>
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<td>1,443</td>
<td>501</td>
<td>2,216</td>
<td>2,570</td>
<td>2,570</td>
<td>354</td>
<td>2,649</td>
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<tr>
<td>Campus Surplus/(Deficit)</td>
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<td>26,015</td>
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<td>41,907</td>
<td>42,839</td>
<td>44,378</td>
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<td>49%</td>
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<td>304</td>
<td>314</td>
<td>314</td>
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<td>343</td>
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<td>47</td>
<td>51</td>
<td>51</td>
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<td>39</td>
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<tr>
<td>Casual FTE</td>
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<td>15</td>
<td>0</td>
<td>24</td>
<td>31</td>
<td>31</td>
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<td>396</td>
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<td>421</td>
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### ACADEMIC SERVICE DEPARTMENTS

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<tr>
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<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>1,892</td>
<td>1,698</td>
<td>194</td>
<td>3,078</td>
<td>2,907</td>
<td>2,907</td>
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<td>2,871</td>
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<td>6,710</td>
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<td>494</td>
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<td>782</td>
<td>849</td>
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<td>620</td>
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<td><strong>Base Surplus/(Deficit)</strong></td>
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<td>(2,503)</td>
<td>(4,652)</td>
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</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>(72)</td>
<td>0</td>
<td>(72)</td>
<td>(72)</td>
<td>0</td>
<td>0</td>
<td>(72)</td>
<td>(177)</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>1,892</td>
<td>1,698</td>
<td>194</td>
<td>3,078</td>
<td>2,907</td>
<td>2,907</td>
<td>171</td>
<td>2,871</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>3,707</td>
<td>3,784</td>
<td>77</td>
<td>6,622</td>
<td>4,628</td>
<td>6,710</td>
<td>88</td>
<td>4,880</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>334</td>
<td>494</td>
<td>160</td>
<td>1,074</td>
<td>782</td>
<td>849</td>
<td>(225)</td>
<td>620</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(2,149)</td>
<td>(2,580)</td>
<td>431</td>
<td>(4,618)</td>
<td>(2,503)</td>
<td>(4,652)</td>
<td>34</td>
<td>(2,629)</td>
</tr>
<tr>
<td><strong>Total Contribution Margin %</strong></td>
<td>(114%)</td>
<td>-152%</td>
<td>-150%</td>
<td>-86%</td>
<td>-160%</td>
<td>(92%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Permanent FTE</strong></td>
<td>83</td>
<td>83</td>
<td>0</td>
<td>88</td>
<td>47</td>
<td>47</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>99</td>
<td>55</td>
<td>55</td>
<td>43</td>
<td>49</td>
</tr>
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</table>
### FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
FOR THE PERIOD ENDING 31 JULY 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>Base revenue</strong></td>
<td>4,017</td>
<td>4,533</td>
<td>(516)</td>
<td>7,051</td>
<td>7,775</td>
<td>7,775</td>
<td>(724)</td>
<td>9,313</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>11,847</td>
<td>12,533</td>
<td>686</td>
<td>21,604</td>
<td>22,321</td>
<td>22,063</td>
<td>459</td>
<td>23,332</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>8,494</td>
<td>9,453</td>
<td>959</td>
<td>15,792</td>
<td>16,603</td>
<td>16,450</td>
<td>658</td>
<td>15,810</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>(942)</td>
<td>(1,443)</td>
<td>(501)</td>
<td>(2,216)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(355)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>(15,382)</td>
<td>(16,010)</td>
<td>628</td>
<td>(28,129)</td>
<td>(28,579)</td>
<td>(28,167)</td>
<td>38</td>
<td>(27,181)</td>
</tr>
<tr>
<td><strong>Non base revenue</strong></td>
<td>27</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>2</td>
<td>0</td>
<td>(2)</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>0</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>4,044</td>
<td>4,533</td>
<td>(489)</td>
<td>7,051</td>
<td>7,775</td>
<td>7,775</td>
<td>(724)</td>
<td>9,328</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>11,849</td>
<td>12,533</td>
<td>684</td>
<td>21,604</td>
<td>22,321</td>
<td>22,063</td>
<td>459</td>
<td>23,334</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>8,492</td>
<td>9,453</td>
<td>961</td>
<td>15,790</td>
<td>16,603</td>
<td>16,450</td>
<td>660</td>
<td>15,812</td>
</tr>
<tr>
<td><strong>Total overhead</strong></td>
<td>(942)</td>
<td>(1,443)</td>
<td>(501)</td>
<td>(2,216)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(355)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(15,355)</td>
<td>(16,010)</td>
<td>655</td>
<td>(28,127)</td>
<td>(28,579)</td>
<td>(28,167)</td>
<td>40</td>
<td>(27,170)</td>
</tr>
<tr>
<td><strong>Permanent FTE</strong></td>
<td>236</td>
<td>236</td>
<td>0</td>
<td>234</td>
<td>249</td>
<td>249</td>
<td>(15)</td>
<td>218</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>14</td>
<td>14</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td><strong>Casual FTE</strong></td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>(1)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>258</td>
<td>258</td>
<td>0</td>
<td>258</td>
<td>274</td>
<td>274</td>
<td>(17)</td>
<td>250</td>
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</tbody>
</table>
### FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
FOR THE PERIOD ENDING 31 JULY 2019

<table>
<thead>
<tr>
<th>GRAND TOTAL</th>
<th>MIT $000s</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>51,945</td>
<td>51,013</td>
<td>932</td>
<td>86,596</td>
<td>87,128</td>
<td>87,128</td>
<td>(532)</td>
<td>92,374</td>
<td></td>
</tr>
<tr>
<td>Base staff costs</td>
<td>32,867</td>
<td>32,151</td>
<td>(716)</td>
<td>57,721</td>
<td>55,275</td>
<td>55,873</td>
<td>(1,848)</td>
<td>59,993</td>
<td></td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>12,519</td>
<td>14,039</td>
<td>1,520</td>
<td>23,976</td>
<td>24,866</td>
<td>24,467</td>
<td>511</td>
<td>24,672</td>
<td></td>
</tr>
<tr>
<td>Overhead</td>
<td>(942)</td>
<td>(1,443)</td>
<td>(501)</td>
<td>(2,216)</td>
<td>(2,570)</td>
<td>(2,571)</td>
<td>(355)</td>
<td>(2,649)</td>
<td></td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>7,501</td>
<td>6,266</td>
<td>1,235</td>
<td>7,115</td>
<td>9,557</td>
<td>9,339</td>
<td>(2,224)</td>
<td>10,358</td>
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</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>14%</td>
<td>12%</td>
<td>8.2%</td>
<td>11.0%</td>
<td>10.7%</td>
<td>11.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>3,964</td>
<td>5,343</td>
<td>(1,379)</td>
<td>8,575</td>
<td>9,688</td>
<td>9,688</td>
<td>(1,113)</td>
<td>9,356</td>
<td></td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>2,137</td>
<td>2,316</td>
<td>179</td>
<td>3,775</td>
<td>3,992</td>
<td>3,972</td>
<td>197</td>
<td>4,405</td>
<td></td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>282</td>
<td>425</td>
<td>143</td>
<td>537</td>
<td>926</td>
<td>926</td>
<td>389</td>
<td>442</td>
<td></td>
</tr>
<tr>
<td>Overhead</td>
<td>942</td>
<td>1,443</td>
<td>501</td>
<td>2,216</td>
<td>2,570</td>
<td>2,570</td>
<td>354</td>
<td>2,649</td>
<td></td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>603</td>
<td>1,159</td>
<td>(556)</td>
<td>2,047</td>
<td>2,200</td>
<td>2,220</td>
<td>(173)</td>
<td>1,860</td>
<td></td>
</tr>
<tr>
<td>Total revenue</td>
<td>55,909</td>
<td>56,356</td>
<td>(447)</td>
<td>95,171</td>
<td>96,816</td>
<td>96,816</td>
<td>(1,645)</td>
<td>101,730</td>
<td></td>
</tr>
<tr>
<td>Total staff costs</td>
<td>35,004</td>
<td>34,467</td>
<td>(537)</td>
<td>61,496</td>
<td>59,267</td>
<td>59,845</td>
<td>(1,651)</td>
<td>64,398</td>
<td></td>
</tr>
<tr>
<td>Total other expenditure</td>
<td>12,801</td>
<td>14,464</td>
<td>1,663</td>
<td>24,513</td>
<td>25,792</td>
<td>25,413</td>
<td>900</td>
<td>25,114</td>
<td></td>
</tr>
<tr>
<td>Total overhead</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>(1)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Total Surplus/(Deficit)</td>
<td>8,104</td>
<td>7,425</td>
<td>679</td>
<td>9,162</td>
<td>11,757</td>
<td>11,560</td>
<td>(2,398)</td>
<td>12,218</td>
<td></td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>14%</td>
<td>13%</td>
<td>10%</td>
<td>12.1%</td>
<td>11.9%</td>
<td>12.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Permanent FTE | 641       | 641        | 0          | 626          | 610                | 610              | 16                | 608                              |
| Fixed Term FTE | 67        | 67         | 0          | 69           | 72                 | 72               | (3)               | 58                               |
| Casual FTE | 23        | 23         | 0          | 36           | 43                 | 43               | (7)               | 54                               |
| Total FTE | 731       | 731        | 0          | 732          | 726                | 726              | 6                 | 720                              |
## STATEMENT OF FINANCIAL POSITION
FOR THE PERIOD ENDING 31 JULY 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>
</tr>
</tbody>
</table>

### ASSETS

#### Current Assets
- **Cash and Cash Equivalents**: 1,593 $'000s, 2,600 $'000s, 2,189 $'000s, 2,189 $'000s, 410 $'000s, 1,304 $'000s
- **Student Fees, prepayments and Other Receivables**: 5,734 $'000s, 3,650 $'000s, 3,714 $'000s, 3,714 $'000s, (63) $'000s, 5,664 $'000s
- **Inventory**: 1,176 $'000s, 1,176 $'000s, 762 $'000s, 762 $'000s, 414 $'000s, 809 $'000s
- **Assets Held for Sale**: 42,989 $'000s, 42,989 $'000s, 0 $'000s, 42,989 $'000s, 0 $'000s

**Total Current Assets**: 51,492 $'000s, 50,415 $'000s, 6,665 $'000s, 49,655 $'000s, 761 $'000s, 50,766 $'000s

#### Non Current Assets
- **Property, Plant and Equipment**: 229,065 $'000s, 236,170 $'000s, 279,699 $'000s, 236,709 $'000s, (539) $'000s, 235,657 $'000s
- **Intangible Assets - Computer Software**: 5,200 $'000s, 5,200 $'000s, 3,862 $'000s, 3,862 $'000s, 1,338 $'000s, 4,685 $'000s

**Total Non Current Assets**: 234,265 $'000s, 241,370 $'000s, 283,561 $'000s, 240,571 $'000s, 799 $'000s, 240,342 $'000s

**Total ASSETS**: 285,757 $'000s, 291,785 $'000s, 290,226 $'000s, 290,226 $'000s, 1,559 $'000s, 291,108 $'000s

### LIABILITIES

#### Current Liabilities
- **Trade and Other Payables**: (7,642) $'000s, (12,310) $'000s, (11,152) $'000s, (11,152) $'000s, (1,159) $'000s, (9,719) $'000s
- **Employee Benefit Liabilities**: (5,077) $'000s, (3,981) $'000s, (3,837) $'000s, (3,837) $'000s, (144) $'000s, (4,587) $'000s
- **Revenue Received in Advance**: (15,362) $'000s, (8,525) $'000s, (9,495) $'000s, (9,495) $'000s, 970 $'000s, (10,325) $'000s
- **Borrowings**: (18,000) $'000s, (29,861) $'000s, 0 $'000s, (30,058) $'000s, 197 $'000s, (25,787) $'000s
- **Trust Funds**: (644) $'000s, (644) $'000s, (633) $'000s, (633) $'000s, (11) $'000s, (612) $'000s
- **Other Current Liabilities**: 0 $'000s, 0 $'000s, 0 $'000s, 0 $'000s, 0 $'000s, 0 $'000s

**Total Current Liabilities**: (46,725) $'000s, (55,322) $'000s, (25,116) $'000s, (55,174) $'000s, (148) $'000s, (51,030) $'000s

#### Non Current Liabilities
- **Employee Benefit Liabilities**: (427) $'000s, (427) $'000s, (179) $'000s, (179) $'000s, (248) $'000s, (427) $'000s
- **Long-term Debt**: 0 $'000s, 0 $'000s, (30,058) $'000s, 0 $'000s, 0 $'000s, 0 $'000s
- **Derivative Financial Instruments**: (1,026) $'000s, (1,026) $'000s, (1,234) $'000s, (1,234) $'000s, 208 $'000s, (1,101) $'000s

**Total Non Current Liabilities**: (1,453) $'000s, (1,453) $'000s, (31,470) $'000s, (31,470) $'000s, (41) $'000s, (1,528) $'000s

**Total LIABILITIES**: (48,177) $'000s, (56,774) $'000s, (56,586) $'000s, (56,586) $'000s, (188) $'000s, (52,558) $'000s

### NET ASSETS

- **Working Capital**: 4,767 $'000s, 4,906 $'000s, (18,451) $'000s, (5,519) $'000s, 613 $'000s, (264) $'000s
- **Net Non Current Assets**: 232,813 $'000s, 239,917 $'000s, 252,091 $'000s, 239,159 $'000s, 758 $'000s, 238,814 $'000s

**NET ASSETS**: 237,580 $'000s, 235,012 $'000s, 233,640 $'000s, 233,640 $'000s, 1,371 $'000s, 238,550 $'000s

### EQUITY

- **General Equity**: 76,580 $'000s, 74,263 $'000s, 73,182 $'000s, 73,182 $'000s, 1,081 $'000s, 77,801 $'000s
- **Crown Asset Reserve**: 29,957 $'000s, 29,957 $'000s, 29,957 $'000s, 29,957 $'000s, 0 $'000s, 29,957 $'000s
- **Revaluation Reserves**: 131,043 $'000s, 130,792 $'000s, 130,502 $'000s, 130,502 $'000s, 290 $'000s, 130,792 $'000s

**Total EQUITY**: 237,580 $'000s, 235,012 $'000s, 233,640 $'000s, 233,640 $'000s, 1,371 $'000s, 238,550 $'000s
CASHFLOW POSITION
FOR THE PERIOD ENDING 31 JULY 2019

<table>
<thead>
<tr>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td>Net cash inflows/(outflow) from operations</td>
<td>10,825</td>
<td>9,591</td>
<td>9,628</td>
</tr>
<tr>
<td>Net investment cashflows</td>
<td>(2,500)</td>
<td>(12,369)</td>
<td>(11,900)</td>
</tr>
<tr>
<td>Cashflow before borrowings</td>
<td>8,325</td>
<td>(2,779)</td>
<td>(2,272)</td>
</tr>
<tr>
<td>Increase/(decrease) in gross debt</td>
<td>(6,000)</td>
<td>4,074</td>
<td>3,401</td>
</tr>
<tr>
<td>Movement in cash and cash equivalents</td>
<td>2,325</td>
<td>1,296</td>
<td>1,129</td>
</tr>
<tr>
<td>(Net debt) / Cash on hand</td>
<td>(16,407)</td>
<td>(27,262)</td>
<td>(27,869)</td>
</tr>
</tbody>
</table>

MIT net debt position is $16.4 million, below the debt position at year end December 2018 by $8.1 million.

We are forecasting to be within ANZ covenant requirements. MIT’s interest hedging at year end will be $27.3 million, therefore ratio is 69.6% which is within parameters.
# CAPITAL PROGRAMME
## FOR THE PERIOD ENDING 31 JULY 2019

### MAJOR INVESTMENT PROJECTS

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otara Upgrade (ND)</td>
<td>138</td>
<td>604</td>
<td>466</td>
<td>2,634</td>
<td>2,000</td>
<td>2,634</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Quad Upgrade Phase 3</td>
<td>173</td>
<td>398</td>
<td>226</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>60</td>
<td>906</td>
<td>846</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>79</td>
<td>0</td>
<td>(79)</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>81</td>
<td>81</td>
<td>0</td>
<td>81</td>
<td>0</td>
<td>3,617</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>449</strong></td>
<td><strong>1,908</strong></td>
<td><strong>1,459</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>
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</table>

### ANNUAL ALLOCATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property &amp; Campus Services Annual Replacement</td>
<td>318</td>
<td>1,264</td>
<td>946</td>
<td>866</td>
<td>2,000</td>
<td>866</td>
<td>0</td>
<td>1,559</td>
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<tr>
<td>Furniture Annual Allocation</td>
<td>17</td>
<td>0</td>
<td>(17)</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>Motor Vehicles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>105</td>
<td>180</td>
<td>75</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>0</td>
<td>308</td>
</tr>
<tr>
<td>Information Technology Allocation</td>
<td>454</td>
<td>1,592</td>
<td>1,138</td>
<td>1,700</td>
<td>2,000</td>
<td>1,700</td>
<td>0</td>
<td>1,719</td>
</tr>
<tr>
<td>Academic Departments</td>
<td>96</td>
<td>490</td>
<td>394</td>
<td>505</td>
<td>750</td>
<td>505</td>
<td>0</td>
<td>420</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>Bachelor of Nursing Maori</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HRIS System Implementation</td>
<td>671</td>
<td>0</td>
<td>(671)</td>
<td>764</td>
<td>0</td>
<td>764</td>
<td>0</td>
<td>1,006</td>
</tr>
<tr>
<td>Timetabling optimisation</td>
<td>220</td>
<td>0</td>
<td>(220)</td>
<td>349</td>
<td>0</td>
<td>349</td>
<td>0</td>
<td>219</td>
</tr>
<tr>
<td>Fleximode</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>871</td>
<td>0</td>
<td>871</td>
<td>0</td>
<td>234</td>
</tr>
<tr>
<td>Contestable Capital Projects</td>
<td>0</td>
<td>453</td>
<td>453</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>1,881</strong></td>
<td><strong>3,979</strong></td>
<td><strong>2,098</strong></td>
<td><strong>5,766</strong></td>
<td><strong>6,900</strong></td>
<td><strong>5,766</strong></td>
<td><strong>0</strong></td>
<td><strong>5,755</strong></td>
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</tbody>
</table>

### TOTAL CAPITAL PLAN

<table>
<thead>
<tr>
<th>Category</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>TOTAL</strong></td>
<td><strong>2,330</strong></td>
<td><strong>5,886</strong></td>
<td><strong>3,557</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 31 JULY 2019

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni 2019</td>
<td>27</td>
<td>76</td>
<td>49</td>
<td>130</td>
<td>0</td>
<td>130</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hokule'a 2019</td>
<td>92</td>
<td>82</td>
<td>(10)</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>83</td>
<td>56</td>
<td>(27)</td>
<td>97</td>
<td>0</td>
<td>97</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pasifika Cultural Competency 2019</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ask Me! One Stop Shop enrolment model</td>
<td>112</td>
<td>62</td>
<td>(50)</td>
<td>106</td>
<td>0</td>
<td>106</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HRIS System Implementation</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Techpark programme feasibility</td>
<td>0</td>
<td>117</td>
<td>117</td>
<td>200</td>
<td>0</td>
<td>200</td>
<td>0</td>
<td>1,062</td>
</tr>
<tr>
<td>Investment projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1,062</td>
</tr>
<tr>
<td><strong>TOTAL OPEX</strong></td>
<td><strong>314</strong></td>
<td><strong>408</strong></td>
<td><strong>94</strong></td>
<td><strong>700</strong></td>
<td><strong>500</strong></td>
<td><strong>700</strong></td>
<td><strong>0</strong></td>
<td><strong>2,124</strong></td>
</tr>
</tbody>
</table>
### DEBTOR ANALYSIS

FOR THE PERIOD ENDING 31 JULY 2019

<table>
<thead>
<tr>
<th></th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2019 (5000s)</td>
<td>1,335</td>
<td>774</td>
<td>595</td>
<td>1,621</td>
<td>4,324</td>
</tr>
<tr>
<td>% Total</td>
<td>31%</td>
<td>18%</td>
<td>14%</td>
<td>37%</td>
<td></td>
</tr>
<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>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>June 2018</td>
<td>760</td>
<td>468</td>
<td>897</td>
<td>1,155</td>
<td>3,380</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>
</tbody>
</table>

#### Bad Debts Written Off

<table>
<thead>
<tr>
<th>Year to Date</th>
<th>Jun 19</th>
<th>May 19</th>
<th>Apr 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>($000s)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total debt has increased by $0.06m from last month. Debt 90 days and over has slightly decreased to 37% of total debt compared to 38% from last month.

July 2019 debt consists of the below:

<table>
<thead>
<tr>
<th></th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student debt</td>
<td>783</td>
<td>674</td>
<td>95</td>
<td>2,042</td>
<td>3,594</td>
</tr>
<tr>
<td>Other debtors and receivables</td>
<td>552</td>
<td>99</td>
<td>500</td>
<td>347</td>
<td>1,499</td>
</tr>
<tr>
<td>Provision for doubtful debts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-768</td>
<td>-768</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,335</td>
<td>774</td>
<td>595</td>
<td>1,621</td>
<td>4,324</td>
</tr>
</tbody>
</table>
C09/21  Report on Te Rautaki Mātauranga Māori

Author  Robert Sullivan, DCE Māori
Date  9 September 2019

Request to Council

Please agree with the recommendation to support the part-time hire of a Kaumatua to lead significant events for the paepae of Ngā Kete Wānanga Marae, and other MIT events.

We are requesting your agreement because this matter is important for engagement with Māori.

This matter does not require your formal approval.

Summary of recommendation

A Kaumātua on a part-time basis will provide regular spiritual and cultural protection in conjunction with Mana Whenua.

Te Rautaki Mātauranga Māori

Please also note the following information which I am supplying as a status report on Te Rautaki Mātauranga Māori because of our strategic interest in Māori achievement at MIT.
Koroneihana 2019

Koroneihana is a great community event. We had a presence promoting all of MIT’s programmes at the Koroneihana Expo. Marae team members including Priscilla, Whaea Helen and Luke participated in the event along with Gina and Sagaia from the schools and community liaison team. I joined the celebration and paid respects to Kiingi Tūheitia along with Dr Ash Puriri on the concluding day.

The King’s speech emphasized his recent discussions with Pope Francis in Rome about the significance of indigenous values which are centred on community, rather than individualism, which is the essence of kotahitanga or collaborative unity. He also spoke about our close connections with the Pacific and his work with other Pacific leaders. Cardinal John Dew gave the sermon, while many churches contributed with readings from scripture. Some of the best Māori speakers in Aotearoa were well supported with waiata from high schools and iwi. The feast afterwards was wonderful.

Since the 20th anniversary celebrations of our own Marae, which Waikato-Tainui supported, we have a number of milestone events ahead of us.

Māori and Pasifika Trades Training (MPTT) Whahaungatanga Day 28 August

Auckland Maori and Pasifika Trades Training held its whahaungatanga day at Ngā Kete Wānanga Marae. The new MPTT students, studying a diverse range of trades at MIT, NZMA, Unitec, and Te Wānanga o Aotearoa, came together to formally receive their scholarships, get mentoring from industry leaders, and share experiences with MPTT graduates.

Health Workforce NZ

MIT has received a Health Workforce Development Fund grant of $2.37M to boost the number of Māori and Pasifika students into health and nursing careers over the next three and a half years. The joint initiative with Counties Manukau Health addresses the regional shortage of Māori and Pasifika in the health workforce. It supports a direct employment pathway for Māori and Pasifika students to earn as they learn. Success will be achieved through a comprehensive wrap-around programme transforming the journey for Māori and Pasifika students from end to end recruitment to employment.

The wonderful team that put the application together contributed much of their own time, expertise and personal energy to get this project funding application across the line, including Luana Te Hira, Leigh Henderson from Counties Manukau Health, Luka Crosbie, Sandra Wilkinson, Rose Arts, Banson Yen, with acknowledgements to the wider teams from the Pasifika Development Office, Marketing, Tertiary Pathways, Tertiary High School, Student Journey, and ELT colleagues. Ngā mihi nui.
Te Wiki i te Reo Māori / Māori Language Week

Again this year’s focus will be Hikoia te Kōrero 2019 (Māori Language Parade) which will begin and end at Te Waonui o te Mātauranga (Manukau Campus) on Friday 13 September. Last year’s event was a wonderful surprise with in excess of 5,000 people.

Te Hono o Te Kahurangi Training on Friday 30 August

Two trainers from NZQA ran a workshop at our Marae about the Mātauranga Māori evaluative framework especially for members of our Academic Board, Academic Standards Committee, and Te Kōmiti Tangata Whenua.

Te Toi Tauira mō te Matariki 20th National Conference 2-4 October

We are also privileged to be hosting the national Māori Allied Staff conference, Te Toi Tauira mō te Matariki. It is the twentieth year of this significant gathering of Māori staff in our sector. We are receiving some welcome funding from MIT Rūnanga, Ako Aotearoa and Te Taura Whiri i te Reo Māori / Māori Language Commission. Our lead on this conference is Nippy Paea.

We encourage you to release and support Māori staff to attend the conference as the host organization. The conference theme this year is Te Whāriki or the Tapestry of Understanding.

Cultural Competency

Finally I’m also pleased to update you on the pilot stages of our work with Counties Manukau Health to train their staff in cultural competency. The first three workshops will be held over the next three months, and then all going well, we’ll commence rolling out the training scheme to the whole of their organization. They have in excess of 4,000 staff who will require training.

Ngā manaakitanga
Nā, Robert Sullivan
TARGETS

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

   I mentioned on the coversheet the Health Workforce NZ Development Fund grant of $2.37M to support Māori and Pasifika into health workforce careers, working from recruitment in high schools into a suite of MIT programmes and into guaranteed employment with Counties Manukau Health while studying. We had a very successful engagement with the Mana Whenua Board of CMH and a number of areas of shared interest are being followed up. They unanimously endorsed our cultural competency programme.

   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 on October 2-4. We secured sponsorship money from Te Taura Whiri i te Reo Māori, Ako Aotearoa, MIT Rūnanga and Te Puni Kōkiri for the conference.

   MIT was at the centre of the annual Māori Language Week Parade, Hīkoi Te Kōrero, on September 13. MIT was 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.

   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 including the role of Mana Whakahaere, and enhancing employment and apprenticeship opportunities. MPTT hosted a successful Whanaungatanga day at Ngā Kete Wānanga Marae.

   The Bachelor of Nursing Māori programme development has been submitted for approval to NZQA and Nursing Council of NZ. The accreditation panel visit is in mid-October.

   The new BDM and Iwi Liaison is securing more cultural competency training work from Martin Jenkins Wellington based team on November 7-8, and the Civil Contractors Association. A competency taster breakfast was well attended by industry including Fisher and Paykel Appliances, Springboard Trust, ARA Jobs and Skills Hub, Corrections, Allied Workforce, Datacom, Abe Equipment, Fisher and Paykel Healthcare, Chinese New Settlers Services Trust, Heb Construction, Bupa, Project Management Institute. We are following up on leads.

   Cultural Competency training for Counties Manukau Health commences this month which is premised on training initially sixty of their staff including CMH’s Executive Leadership Team, and then phasing in the next 100 staff at the beginning of 2020, with other cohorts of 100 throughout the year. This is an exciting revenue opportunity which enhances our relationship with CMH.

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 and Waikato-Tainui owned businesses.

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. This will be part of the regular reporting Dashboard under development.

As reported above, the National Māori allied staff conference in October, Māori language week events, Koroneihana and Kiingitanga 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.

We have begun discussions with Ngāti Whātua ki Orākei about our programme offerings.
MIT Council Paper

C09/22 ACADEMIC POLICY REVIEW

Author Bob Laycock, Academic Quality Leader
Contributor Fiona Campbell, Quality Analyst
Endorser Martin Carroll, Executive General Manager, Academic
Date 5 September 2019

Request to Council

Please provide feedback on the following Academic Policies and associated procedures which are identified for special Council interest and feedback (Council Minute C06/15, 2014):

1. Learning and Teaching Policy (AC1)
   - Learning and Teaching Excellence Procedures (AC1/1)
   - Information and Advice to Students Procedures (AC1/2)
   - Learning and Pastoral Support Procedures (AC1/3)

2. Academic Development and Approvals Policy (AC3)
   - Academic Development and Approvals Procedures (AC3/1)
   - Procedures for the Negotiation and Approval of Academic Agreements (AC3/2)
   - Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3).

These documents (with the exception of AC3/1, AC3/2 and AC3/3) are existing policies and procedures which have been extensively amended, updated and refreshed to better reflect current practices at MIT.

The Academic Development and Approvals Procedures (AC3/1), Procedures for the Negotiation and Approval of Academic Agreements (AC3/2) and Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3) are new documents developed to provide clarity around academic development and sub-contracting processes.

These documents have been reviewed or developed in consultation with MIT Staff and the Self-Assessment, Evaluation and Review Sub-Committee of the Academic Board. Once Council feedback is received, the documents will be finalised and forwarded to the Academic Board for consideration and approval.
### Appendix 1: Names of Graduands and their relevant awards - as of 03/08/2019 - 06/09/2019

<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>Major 1</th>
<th>Date on Certificate</th>
<th>Early Issue Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/1117</td>
<td>180002628</td>
<td>Henriette Alexandra</td>
<td>Gummert</td>
<td>MN4436</td>
<td>Diploma in Applied Sport and Recreation</td>
<td>(Level 5)</td>
<td></td>
<td>14 August 2019</td>
<td>Early Release of Parchment - received</td>
</tr>
<tr>
<td>2019/1118</td>
<td>150007999</td>
<td>Trevor William Raymond</td>
<td>Williams</td>
<td>MN0568</td>
<td>Certificate in Tertiary Teaching</td>
<td>(Level 5)</td>
<td></td>
<td>12 August 2019</td>
<td></td>
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Learning and Teaching Policy

Audience and scope:

This policy and associated procedures are relevant to all staff involved in the delivery and support of learning and teaching at Manukau Institute of Technology (MIT).

Document management and control

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Learning and Teaching Policy

Purpose

Learning and teaching are MIT’s core activities. This policy outlines MIT’s commitment to excellence in learning and teaching. It provides direction regarding MIT’s required standards for learning and teaching, and for the provision of information, advice, and learning and pastoral support to students.

Policy

1. Learning and teaching

1.1 Learning and teaching at MIT will:

a) be consistent with MIT’s Strategic Plan 2018-2023, Te Rautaki Mātauranga Māori, and Pasifika Strategic Plan 2018-2023, and other relevant institutional strategies

b) will support MIT’s accepted approaches to learning and teaching

c) effectively engage students in learning

d) be planned and structured for the benefit and needs of students (including priority learners), industry and other stakeholders

e) provide students with opportunities to apply knowledge and skills in a variety of contexts

f) reflect Māori pedagogy and Te Tiriti o Waitangi

g) be inclusive and promote Māori and Pasifika cultural responsiveness

h) enable kaupapa Māori research methodologies to underpin cultural research

i) enable Pasifika cultural research methodologies to underpin cultural research considering the Fonofale model (Samoan), Talanoa research method (Tongan), Fa’afaletui (Samoan), Tivaevae (Cook Island/Maori), Vanua model (Fijian), Fonua model (Tongan)

j) appropriately integrate learning technology and resources

k) equip students with meaningful knowledge, skills, and attributes:

- for success in their learning
- for immediate and future workplace performance
- to ensure competency in the use of contemporary and emerging practices for their discipline
- to become life-long learners

l) foster student wellbeing

m) enhance student literacy and numeracy, with a focus on foundation level programmes

n) actively pursue continuous improvement through responding to student feedback and needs in real time

o) actively engage with observations of teaching practice.

Specific requirements for Learning and Teaching are set out in the Learning and Teaching Excellence Procedures (AC1/1) and Learning and Pastoral Support Procedures (AC1/3).

1.2 MIT will support and recognise excellence in learning and teaching. Specific requirements for supporting and recognising excellence in learning and teaching are set out in the Learning and Teaching Excellence Procedures (AC1/1).
2. Information and advice to students

2.1 MIT students will be provided with comprehensive and timely information and advice to enable them to make informed and effective decisions regarding their learning and future pathways. Specific requirements for the provision of student information and advice are set out in the Information and Advice to Students Procedures (AC1/2).

3. Learning and pastoral support

3.1 MIT students will have access to learning and pastoral support which is timely, effective, appropriate, and fosters wellbeing. Specific requirements for the provision of learning and pastoral support are set out in the Learning and Pastoral Support Procedures (AC1/3).

Procedures

See the following MIT procedures approved by the Academic Board (available on MITNet):

- Learning and Teaching Excellence Procedures (AC1/1)
- Information and Advice to Students Procedures (AC1/2)
- Learning and Pastoral Support Procedures (AC1/3)

Evaluation/Outcomes

The extent to which the implementation of this policy and associated procedures achieve their intended outcomes will be subject to evaluation and review by the Self-Assessment, Evaluation and Review (SAER) Committee (see the Evaluation Review and Monitoring Policy (AC8) and associated procedures).
Additional Information

Glossary
See the Glossary for Academic Policies, Procedures and Associated Documents (available on MITNet).

Exemptions and dispensations
Not applicable

Delegations
The Academic Board sub-delegates the following authorities (under its delegated authority from the Council – see the Council Register of Permanent Delegations and Authorisations):

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Relevant Legislation
- Education Act 1989
- Health and Safety at Work Act 2015
- Human Rights Act 1993
- Public Records Act 2005
- All subsequent amendments

Legal Compliance
This policy complies with MIT statutes, regulations and relevant legislation.

Associated documents
- Manukau Institute of Technology Strategic Plan 2018 - 2023
- Te Rautaki Mātauranga Māori 2018 -2023
- Pasifika Strategic Plan 2018-2023
- Council Register of Permanent Delegations and Authorisations
- Evaluation, Review and Monitoring Policy (AC8) and associated procedures
- Learning and Teaching Excellence Procedures (AC1/1)
- Information and Advice to Students Procedures (AC1/2)
- Learning and Pastoral Support Procedures (AC1/3)
- Glossary for Academic Policies, Procedures and Associated Documents.
LEARNING AND TEACHING EXCELLENCE PROCEDURES

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PURPOSE
This document sets out Manukau Institute of Technology (MIT) procedures for supporting and recognising teaching excellence. It should be read in conjunction with the Learning and Teaching Policy (AC1) and its associated Information and Advice to Students Procedures (AC1/2) and Learning and Pastoral Support Procedures (AC1/3) (available on MITNet).

These procedures do not cover academic staff education or professional learning opportunities that support learning and teaching excellence, and which are the subject of a separate policy and procedures (see the Academic Staff Education Policy (AC2) and Academic Staff Education and Professional Learning Procedures (AC2/1) - available on MITNet).

PROCEDURES
1. Peer observation and coaching
   1.1. Heads of School are to ensure that peer observation and coaching opportunities are made available to staff, as a professional learning tool. Peer observation and coaching involves an identified staff member observing the teaching practice of another staff member and providing feedback and ongoing coaching and support.
   1.2. As part of their professional learning, Academic staff are to participate as required in peer observation and coaching
   1.3. Peer observation and coaching is to take place in accordance guidelines developed by the Academic Centre and approved by the General Manager Academic Services (available on MITNet).
   1.4. Education and support for peer observation and coaching is available from the Academic Centre. Further information is available on the Academic Centre MITNet pages.
2. Learning and teaching resources

2.1. The Academic Centre is responsible for providing staff with access to a selection of up-to-date and effective learning and teaching resources to support learning and teaching practice. These resources are to be made available to staff on the Academic Centre MITNet pages and through Canvas.

3. Communities of practice

3.1. The Academic Centre is responsible for facilitating and providing education and support for communities of practice (made up of academic staff from Schools across MIT) to share practice across the organisation.

3.2. Heads of School are responsible for ensuring effective practice is shared within their School and for supporting professional development.

4. Teaching Excellence Awards

4.1. The Academic Centre is responsible for coordinating annual MIT Teaching Excellence Awards that acknowledge and reward teaching excellence.

4.2. MIT Teaching Excellence Awards will be offered annually with categories determined by the General Manager, Academic Services. Award categories may include:
   a. advancement of Kaupapa Māori
   b. the practice of Teu Le Vā
   c. technology enabled learning
   d. assessment initiatives
   e. industry partnerships
   f. innovative practice.

Awards in other categories may also be offered as deemed appropriate by the General Manager, Academic Services.

4.3. MIT Teaching Excellence Awards are to be awarded in accordance with Teaching Excellence Award Guidelines developed and approved by the General Manager, Academic Services. The Guidelines (available on MITNet) set out eligibility criteria, and nomination, application and selection processes for the MIT Teaching Excellence Awards.

4.4. MIT Teaching Excellence Awards will be presented at an annual awards ceremony.

4.5. Recipients of MIT Teaching Excellence Awards may be considered by the General Manager, Academic Services for nomination to the national Ako Aotearoa Teaching Excellence Awards as outlined in the Teaching Excellence Award Guidelines (available on MITNet).

GLOSSARY

See the Glossary for Academic Policies, Procedures and Associated Documents.
ASSOCIATED DOCUMENTS

- Learning and Teaching Policy (AC1)
- Information and Advice to Students Procedures (AC1/2)
- Learning and Pastoral Support Procedures (AC1/3)
- Academic Staff Education Policy (A2)
- Academic Staff Education and Professional Learning Procedures (AC2/1)
- Glossary for Academic Policies, Procedures and Associated Documents
- Peer Observation and Coaching Guidelines
- Teaching Excellence Award Guidelines

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INFORMATION AND ADVICE TO STUDENTS PROCEDURES

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PURPOSE
This document sets out Manukau Institute of Technology (MIT) procedures for the provision of information and advice to students. It should be read in conjunction with the Learning and Teaching Policy (AC1) and its associated Learning and Teaching Excellence Procedures (AC1/1) and Learning and Pastoral Support Procedures (AC1/3) (available on MITNet).

PROCEDURES
1. Information and advice to students

1.1. Schools and relevant service centres are to ensure that prospective and current students are provided with easily accessible, clear, accurate and up-to-date information and advice on all academic provision offered by MIT including:

a. pathways

b. programme regulations, including entry and selection criteria, availability of credit recognition, credit transfer and recognition of prior learning (see the Assessment and Moderation Policy (AC4) and Credit Recognition, Credit Transfer and Recognition of Prior Learning Procedures (AC4/2) – available on MITNet), requirements for any off-site activities, the likely level of fees and associated costs

c. relevant MIT statutes, regulations, policies and procedures

d. available student support services

e. enrolment information, including how to apply, the material required to be submitted for consideration for a place and associated deadlines

f. requirements for completion

g. where delivered under a sub-contracting arrangement, information and advertising is to clearly show that the study or training involved is provided under a subcontracting arrangement.
Information is to be made available to students on the MIT website, Learning Management System (or other platforms which are supported by the Academic Centre and ICTS) and in student handbooks and information.

1.2. Schools are to ensure that when a course begins, students are advised of:
   a. all relevant regulations
   b. course requirements (including assessment - see the Assessment and Moderation Policy (AC4) and Assessment Procedures (AC4/1) (available on MITNet)
   c. procedures for resolving concerns and complaints
   d. support available to them when a course begins.

1.3. Schools are to ensure that a summary of the regulations for each programme or training scheme for which they are responsible is accessible to students from the Campus Office.

2. Orientations for new students

2.1. Schools and the Student Experience and Success Team are to ensure that an orientation/induction programme is made available to all new students. This will:
   a. focus on preparing students for their study at MIT
   b. include a programme introduction and assistance with accessing the MIT computer network, student email, Learning Management System etc.
   c. introduce students to available student support services
   d. include a formal Pōwhiri and/or a Mihi Whakatau to provide an introduction to Kīngitanga and the manākitanga of the Kīngitanga and Tainui Waka.

3. MIT publicity material

3.1. All MIT publicity material is to be produced in compliance with the Media Communications Policy (MC1) and Advertising/Brochure Production Policy (MC2) (available on MITNet).

GLOSSARY

- See the Glossary for Academic Policies, Procedures and Associated Documents

ASSOCIATED DOCUMENTS

- Learning and Teaching Policy (AC1)
- Learning and Teaching Excellence Procedures (AC1/1)
- Learning and Pastoral Support Procedures (AC1/3)
- Assessment and Moderation Policy (AC4)
- Assessment Procedures (AC4/1)
- Credit Recognition, Credit Transfer and Recognition of Prior Learning Procedures (AC4/2)
- Media Communications Policy (MC1)
- Advertising/Brochure Production Policy (MC2)
- Glossary for Academic Policies, Procedures and Associated Documents.
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PURPOSE

This document sets out Manukau Institute of Technology (MIT) procedures for fostering student wellbeing and ensuring students have access to appropriate learning and pastoral support. It should be read in conjunction with the Learning and Teaching Policy (AC1) and its associated Learning and Teaching Excellence Procedures (AC1/1) and Information and Advice to Students Procedures (AC1/2) (available on MITNet).

PROCEDURES

1. Wellbeing

1.1. Schools and service centres are to ensure that teaching and learning activities:
   a. promote student wellbeing and manākitanga through the provision of a positive and responsive curriculum, and effective teaching and learning environment
   b. value the heritage languages, cultures and identities that honour the wellbeing students
   c. respond effectively to wellbeing issues and concerns.

2. Learning environment and resources

2.1. Schools and relevant service centres are to ensure that the MIT learning environment and resources support sustained delivery and:
   a. MIT’s accepted approaches to learning and teaching as set out in the MIT Strategic Plan 2018-2020, Te Rautaki Mātauranga Māori 2018-2023, and the Pasifika Strategic Plan 2018-2023 (available on MITNet)
   b. meet student needs and support engagement
   c. provide opportunities for students to apply their knowledge in a variety of contexts
   d. are well maintained, up-to-date and meet health and safety requirements
   e. function as intended.

   New permanent and temporary teaching locations must be approved as set out in the Academic Development and Approvals Policy (AC3) and procedures (available on MITNet).
3. Te Tiriti o Waitangi responsiveness

3.1. Schools and service centres are to ensure that, as far as practicable, teaching, facilities, and learning and pastoral support are reflective of a Māori pedagogy and MIT’s commitment to Te Tiriti o Waitangi, Māori student success, and Whānau support.

Schools are to consult with Te Kaiārahi Ako or the campus Māori Partners in the first instance, and then Te Komiti Tangata Whenua in responding to this responsibility in a culturally appropriate way.

4. Cultural responsiveness

4.1. Schools and service centres are to ensure that, as far as practicable, teaching, facilities, and learning and pastoral support are reflective of Pasifika pedagogy and MIT’s commitment to Pasifika student success as outlined in the Pasifika Strategic Plan 2018-2023 (available on MITNet). Schools are to consult with the Senior Pasifika Manager around meeting this responsibility.

4.2. Schools and service centres are to ensure that teaching, facilities, and learning and pastoral support respect and value all cultures.

5. Inclusive education

5.1. Schools and relevant service centres are to ensure that, as far as practicable, teaching, facilities, and learning and pastoral support provide an inclusive learning environment.

5.2. Campus Management is responsible for ensuring all new buildings have reasonable disability access, and that disability access to existing buildings is reviewed annually. Outcomes from the review will be forwarded to the Executive General Manager Strategy and Support Services who, in conjunction with the Facilities Manager, is responsible for ensuring that any identified issues are addressed.

6. Learning and pastoral support

6.1. Schools and service centres are to actively seek to identify the specific learning and pastoral support needs of students and ensure that, as far as practicable, they have access to support which is timely, effective and appropriate.

6.2. Learning and pastoral support provided to students is to include, but is not limited to, services and resources provided by the:
   a. Learning Centre, including literacy and numeracy support
   b. Library
   c. Careers and Employment Solutions
   d. Student Advisors
   e. Ask Me Centre
   f. International Centre
   g. Counselling Service
   h. Disability Support Service.
6.3. Schools are to ensure that Literacy and Numeracy is effectively embedded in foundation level programmes and that TEC Adult Literacy and Numeracy assessment requirements (including pre and post-testing) are met in accordance with MIT Literacy and Numeracy Testing Guidelines (available on the Academic Centre pages on MITNet).

6.4. Heads of School are to ensure that where appropriate learning and pastoral support staff are invited to programme committee meetings to provide input on relevant issues.

7. Student concerns and complaints

7.1. Staff are to ensure that:
   a. students have access to fair, effective and culturally appropriate procedures for resolving concerns and complaints
   b. all concerns and complaints are dealt with in accordance with the Student Regulations, Student Complaints Resolution Policy (AM7), and any other relevant MIT policies (available on MITNet).

7.2. Staff are to take all reasonable steps to ensure that students are protected from harassment and that any concerns or complaints about harassment are dealt with in accordance with the Student Regulations and Student Complaints Resolution Policy (AM7), and any other relevant policies available on MITNet).

7.3. Procedures for raising a concern or complaint are to be published:
   a. on the MIT website by Student Experience and Success
   b. in student handbooks and information by Schools.

GLOSSARY

- See the Glossary for Academic Policies, Procedures and Associated Documents

ASSOCIATED DOCUMENTS

- Student Regulations
- Learning and Teaching Policy (AC1)
- Learning and Teaching Excellence Procedures (AC1/1)
- Information and Advice to Students Procedures (AC1/2)
- Academic Development and Approvals Policy (AC3)
- Academic Development and Approvals Procedures (AC3/1)
- Academic Development and Approval Policy (AC3/1)
- Student Complaints Resolution Policy (AM7)
- Harassment, Discrimination and Bullying Policy (HR14)
- Glossary for Academic Policies, Procedures and Associated Documents
- MIT Strategic Plan 2018 - 2023
- Te Rautaki Mātauranga Māori 2018 -2023
- Pasifika Strategic Plan 2018-2023
- MIT Literacy and Numeracy Testing Guidelines
DOCUMENT MANAGEMENT AND CONTROL

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AMENDMENT HISTORY

<table>
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<tr>
<th>Version</th>
<th>Effective Date</th>
<th>Created/Reviewed by</th>
<th>Reason for review/Comment</th>
</tr>
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<tr>
<td>V 1.0</td>
<td>15 June 2016</td>
<td>Academic Director</td>
<td>New version</td>
</tr>
<tr>
<td>V 2.0</td>
<td>25 August 2017</td>
<td>Academic Board</td>
<td>Minor changes to position titles</td>
</tr>
<tr>
<td>V 3.0</td>
<td>1 May 2019</td>
<td>Academic Board</td>
<td>Minor changes to position titles</td>
</tr>
<tr>
<td>V 4.0</td>
<td></td>
<td>Academic Board</td>
<td>Scheduled review</td>
</tr>
</tbody>
</table>
Academic Development and Approvals Policy

Audience and scope:

This policy and associated procedures are relevant to all Manukau Institute of Technology (MIT) staff involved in academic development and delivery.

It covers the development and approval of new qualifications, programmes, training schemes (including micro-credentials), and short courses (whether delivered to enrolled students or through contracts with schools, ITOs or employers) and any changes to these forms of delivery. The policy also covers the approval of new teaching locations and agreements with third parties that involve academic matters.

Document management and control

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Consultation Scope</th>
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<tbody>
<tr>
<td>AC3</td>
<td>All staff</td>
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<table>
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<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Academic</td>
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</table>

<table>
<thead>
<tr>
<th>Policy Owner</th>
<th>Approval Body/ies</th>
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</thead>
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<tr>
<td>Academic Board Chair</td>
<td>Academic Board</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Policy Contact Person</th>
<th>Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Manager, Academic Services</td>
<td>XX</td>
</tr>
</tbody>
</table>

Amendment history

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<tbody>
<tr>
<td>V 1.0</td>
<td>1 January 2010</td>
<td>Director Academic</td>
<td>New version</td>
</tr>
<tr>
<td>V 2.0</td>
<td>14 August 2015</td>
<td>Director Strategy</td>
<td>Replacement policy to align with new external requirements</td>
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<tr>
<td>V 3.0</td>
<td>13 November 2015</td>
<td>Academic Board</td>
<td>Amendment to section 5 – delegation for the delivery of a programme for which external approval from NZQA and TEC has been obtained</td>
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<td>V 4.0</td>
<td>25 August 2017</td>
<td>Academic Director</td>
<td>Minor changes to position titles</td>
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<td>V 5.0</td>
<td>1 May 2019</td>
<td>Academic Board</td>
<td>Minor changes to titles</td>
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<td>Academic Board</td>
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<tr>
<td>ASSOCIATED DOCUMENTS</td>
<td>8</td>
</tr>
</tbody>
</table>
Academic Development and Approvals Policy

Purpose
The purpose of this policy is to ensure that MIT programmes, training schemes (including micro-credentials), and short courses, are consistent with MIT’s Strategic Plan, Te Rautaki Mātauranga Māori, and Pasifika Strategic Plan, designed and developed to meet the needs of stakeholders, achieve high quality outcomes for learners, and meet external regulatory and standard-setting body requirements.

Policy
1. Development
1.1. MIT qualifications, programmes, training schemes (including micro-credentials), and short courses will be developed in accordance with:
   a) relevant legislative requirements
   b) New Zealand Qualifications Authority (NZQA) requirements
   c) Tertiary Education Commission (TEC) and other relevant funding body requirements
   d) any other relevant external regulatory or standard-setting body requirements
   e) MIT procedures, processes and guidelines.

1.2. All programmes, training schemes and short courses will include a clear focus on teaching and learning that has as its outcome:
   a) relevance and excellence in delivery
   b) retention and success for students
   c) employment for graduates.

1.3. All development will be supported by:
   a) the Academic Centre to ensure NZQA and other regulatory and standard setting body requirements are met and that there is a clear focus on teaching and learning
   b) the Academic Registry to ensure that design and structure reflects TEC funding requirements and is accurately set up in the SMS
   c) Te Komiti Tangata Whenua to ensure the advancement of Mātauranga Māori, Te Tiriti o Waitangi and the application of ako through the embedding of te reo Māori me ōna tikanga
   d) Pasifika Academic Committee to ensure the inclusion of Pasifika pedagogy and the application of cultural responsiveness.

1.4. All development will be consistent with the Government’s Tertiary Education Strategy, MIT’s Strategic Plan 2018-2023, Te Rautaki Mātauranga Māori 2018-2023, and Pasifika Strategic Plan 2018-2023 and other relevant institutional strategies.

1.5. The intention to develop a new qualification or programme will be agreed by Executive General Manager, Academic in consultation with the relevant Campus General Manager, Head of School, marketing and international prior to development commencing and will take into account domestic and international demand.
2. Approval

2.1. New and changes to existing MIT programmes, training schemes (including micro-credentials), and short courses will be approved prior to delivery in accordance with:

a) current MIT procedures, processes and guidelines
b) the delegated authorities stated in the Delegations section of this policy
c) the requirements of NZQA, TEC and any other relevant external regulatory and standard setting bodies.

This includes approval and or accreditation of new qualifications, programmes, training schemes (including micro-credential), and short courses, consent to assess against standards, new teaching locations, sub-contracted delivery, memoranda of understanding and changes to approved provision.

2.2. Applications for external approval will be approved by the Academic Board (or its delegated authority – see Delegations section below) prior to submission to the appropriate external body. Applications may be approved for submission to the relevant external body where the application is believed to meet the requirements of that body even though additional MIT requirements may not yet have been fully addressed. In such cases, all outstanding MIT requirements are to be addressed and approved prior to delivery commencing.

2.3. NZQA approval must be obtained prior to delivery commencing for:

<table>
<thead>
<tr>
<th>New qualifications (including MIT qualifications at Level 7 and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmes leading to qualifications listed on the New Zealand Qualifications Framework</td>
</tr>
<tr>
<td>Training schemes (including micro-credentials) where NZQA approval is required under current NZQA and MIT guidelines</td>
</tr>
<tr>
<td>Accreditation to deliver programmes leading to qualifications listed on the New Zealand Qualifications Framework (including awards of the institute)</td>
</tr>
<tr>
<td>Consent to assess against unit or achievement standards</td>
</tr>
<tr>
<td>New teaching locations for degrees and related qualifications at levels 7-10</td>
</tr>
<tr>
<td>Type 2 changes to programmes and NZQA approved training schemes</td>
</tr>
<tr>
<td>Sub-contracted delivery of programmes, NZQA approved training schemes and assessment standards where MIT proposes to engage a subcontractor who does not hold accreditation for the programme / training scheme approval / consent to assess against assessment standards.</td>
</tr>
</tbody>
</table>

2.4. NZQA must be notified prior to delivery of:

<table>
<thead>
<tr>
<th>Type 1 changes to programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New permanent and temporary teaching locations for programmes at levels 1 to 6, and level 7 diplomas.</td>
</tr>
<tr>
<td>Sub-contracted delivery of programmes, NZQA approved training schemes (including micro-credentials) and assessment standards where MIT proposes to engage a subcontractor where both parties hold accreditation for the programme / training scheme approval / consent to assess against assessment standards.</td>
</tr>
</tbody>
</table>
2.5. TEC approval is required:

| Before any student is enrolled in a programme or course to be funded through the TEC |
| Before any sub-contracted delivery of SAC funded programmes is undertaken (noting that sub-contracting is not permitted under other TEC funding) |

3. **Review, redevelopment, replacement and withdrawal**

3.1. All programmes, training schemes (including micro-credentials), and short courses will be regularly reviewed (see *Evaluation, Review and Monitoring Policy (AC8)* and associated procedures – available on MITNet), and will be redeveloped, replaced or withdrawn in response to significant changes in knowledge and industry training/learning requirements, any changes in legislative requirements, advances in relevant teaching methods, student and stakeholder needs and interests, and the strategic direction of MIT.

4. **Academic agreements**

4.1. All arrangements with an external organisation or third party for the delivery of learning and teaching activities (including sub-contracting and consortium arrangements) will be described in a formal agreement between the parties involved and approved in compliance with NZQA and TEC requirements.

4.2. Academic agreements are to be negotiated and approved in accordance with the *Contract Approval and Management Policy (LC1)* and *Procedures for the Negotiation and Approval of Academic Agreements (AC3/2)* (available on MITNet).

4.3. Sub-contracting arrangements are to be managed on an ongoing basis in accordance with the *Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3)*.

5. **Ongoing compliance**

5.1. Once approved, MIT programmes, training schemes (including micro-credentials), and short courses will continue to comply with the requirements set out in this policy and associated procedures, processes and guidelines.

5.2. All marketing or publicity in advance of internal and external approvals outlined in this policy being obtained will include a clear notice that the programme is “pending approval”.

**Procedures**

See the following MIT procedures approved by the Academic Board:

- Academic Development and Approvals Procedures (AC3/1)
- Procedures for the Negotiation and Approval of Academic Agreements (AC3/3)
- Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3).

**Evaluation/Outcomes**

The extent to which the implementation of this policy and associated procedures achieve their intended outcomes will be subject to evaluation and review by the Self-Assessment, Evaluation and Review (SAER) Committee (see the *Evaluation Review and Monitoring Policy (AC8)* and associated procedures - available on MITNet).
Additional Information

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

Exemptions and dispensations
Not applicable

Delegations
The Academic Board sub-delegates the following authority to approve:

<table>
<thead>
<tr>
<th>Authority</th>
<th>Final Internal Approval Body</th>
<th>Required Supporting Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intention to develop a new qualification or programme, or to add a new major to an existing degree programme (Approval in Principle)</td>
<td>Executive General Manager, Academic</td>
<td>Campus General Manager, Academic</td>
</tr>
<tr>
<td>New qualifications (including awards of the institute at Level 7 and above) (internal approval of applications to NZQA for new qualifications)</td>
<td>Academic Board¹</td>
<td>Academic Standards Committee, Academic</td>
</tr>
<tr>
<td>Programmes leading to qualifications on the New Zealand Qualifications Framework (internal approval of applications to NZQA for programme approval)</td>
<td>Academic Board¹</td>
<td>Academic Standards Committee, Academic</td>
</tr>
<tr>
<td>Accreditation to deliver approved programmes leading to qualifications on the New Zealand Qualifications Framework (internal approval of applications to NZQA for programme accreditation)</td>
<td>Academic Board¹</td>
<td>Academic Standards Committee, Academic</td>
</tr>
<tr>
<td>Letters in support of accreditation to deliver programmes leading to qualifications on the New Zealand Qualifications Framework at Levels 1-6 where MIT can demonstrate a successful history of provision in a subject area leading to qualifications at or above the level of the qualification to which the accreditation application relates.</td>
<td>Chief Executive</td>
<td>General Manager, Academic Services</td>
</tr>
<tr>
<td>Consent to assess against assessment standards (internal approval of applications to NZQA for consent to assess against standards)</td>
<td>General Manager, Academic Services</td>
<td>Head of School, Academic Services</td>
</tr>
</tbody>
</table>

¹MIT Council Agenda Papers - 19 September 2019 - Appendices - Open Session
<table>
<thead>
<tr>
<th>Authority</th>
<th>Final Internal Approval Body</th>
<th>Required Supporting Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training schemes (including micro-credentials) for which NZQA approval is required (internal approval of applications for NZQA training scheme approval)</td>
<td>Academic Standards Committee</td>
<td>Head of School Programme Committee</td>
</tr>
<tr>
<td>Training schemes and short courses for which NZQA approval is not required (Final approval)</td>
<td>Head of School</td>
<td>Programme Committee</td>
</tr>
<tr>
<td>Type 1 changes to programmes (Final approval – NB all Type 1 changes are to be notified to NZQA through the Academic Centre prior to delivery)</td>
<td>Head of School</td>
<td>Programme Committee</td>
</tr>
<tr>
<td>Type 2 changes to programmes (Internal approval of applications to NZQA for Type 2 changes)</td>
<td>Academic Standards Committee</td>
<td>Head of School Programme Committee</td>
</tr>
<tr>
<td>New permanent and temporary teaching locations for programmes (Final approval sub-degree, internal approval of applications to NZQA for new teaching locations for degree and related programmes)</td>
<td>Academic Quality Leader</td>
<td>Head of School</td>
</tr>
<tr>
<td>New permanent and temporary teaching locations for training schemes and short courses (Final Approval)</td>
<td>Head of School</td>
<td>NA</td>
</tr>
<tr>
<td>Memoranda of understanding (dealing with academic matters), excluding external moderation agreements using MIT’s unchanged moderation agreement template (Refer Assessment and Moderation Policy (AC4) and Moderation Procedures AC4/3)</td>
<td>General Manager, Academic Services</td>
<td>Head of School</td>
</tr>
<tr>
<td>External moderation agreements using MIT’s unchanged moderation agreement template (Refer Assessment and Moderation Policy (AC4) and Moderation Procedures AC4/3)</td>
<td>Head of School</td>
<td>Academic Leader (Curriculum) and/or Academic Leader (Quality) (in consultation with the Programme Committee)</td>
</tr>
<tr>
<td>Sub-contracting (including where MIT is either the principal or the sub-contractor under the agreement)</td>
<td>Executive General Manager, Academic Services</td>
<td>General Manager Academic Services Campus GM Head of School</td>
</tr>
<tr>
<td>To temporarily suspend delegations to Heads of School and Programme Committees where the Head of School and/or Programme Committee temporarily lacks expertise required to ensure that approvals are made in accordance with MIT procedures, processes and guidelines, e.g., in the case of a new appointment with limited academic experience. In such cases, the required approval may be made by the, Chief Executive, Executive General Manager, Academic or General Manager, Academic Services as so determined.</td>
<td>Chief Executive</td>
<td>Executive General Manager, Academic Services</td>
</tr>
</tbody>
</table>
These sub-delegations are extended to the Executive General Manager, Academic to be exercised in circumstances where the period of time until the next scheduled Academic Board meeting would create an undue delay in programme delivery commencing, provided that required supporting endorsements have been obtained and:

a) the Executive General Manager, Academic believes that the award, programme and/or accreditation meets the standards and requirements of the Academic Board

b) the approval exercised by the Executive General Manager, Academic is to be advised at the next scheduled Academic Board meeting.

Relevant Legislation
- Education Act 1989

Legal Compliance
This policy complies with MIT statutes, regulations and relevant legislation.

Associated documents
- MIT Strategic Plan 2018-2023,
- Te Rautaki Mātauranga Māori 2018-2023,
- Pasifika Strategic Plan 2018-2023
- Statute 2 The Delegations and Authorisations Statute
- Assessment and Moderation Policy (AC4)
- Moderation Procedures (AC4/3)
- Evaluation, Review and Monitoring Policy (AC8)
- Contract Approval and Management Policy (LC1)
- MIT Academic Development and Approvals Procedures (AC3/1)
- Procedures for the Negotiation and Approval of Academic Agreements (AC3/2)
- NZQF Qualification Listing and Operational Rules (Current)
- NZQF Programme Approval and Accreditation Rules (Current)
- NZQA Guidelines for Approval of Programmes Leading to Qualifications on the New Zealand Qualifications Framework and accreditation of tertiary education providers (Current)
- NZQA Training Scheme Rules (Current)
- NZQA Guidelines to the approval of Training Schemes (Current)
- Consent to Assess Against Standards on the Directory of Assessment Standards Rules (Current)
ACADEMIC DEVELOPMENT AND APPROVALS PROCEDURES

Including Qualifications, Programmes, Training Schemes (including micro-credential and customised and corporate training), Short Courses, Assessment Standards, Associated Changes and Approval of New Permanent and Temporary Teaching Locations

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PURPOSE

This document sets out Manukau Institute of Technology (MIT) procedures for academic development and approvals. It should be read in conjunction with the Academic Development and Approvals Policy (AC3) and the associated Procedures for the Negotiation and Approval of Academic Agreements (AC3/2), and Procedures for the Operation and Management and Operation of Sub-Contracting Agreements (AC3/3) (available on MITNet).

These procedures cover:

- the development and approval of:
  - qualifications
  - Programmes (including programme approval and accreditation)
  - Training schemes and short courses (including micro-credentials, customised and corporate training)

- obtaining consent to assess against standards

- making changes to qualifications, programmes, training schemes (including micro-credentials) and short courses

- approval of new permanent and temporary teaching locations.
These procedures do not cover the negotiation and approval of academic agreements or the ongoing management of sub-contracting arrangements which are the subject of separate related procedures (see Procedures for the Negotiation and Approval of Academic Agreements (AC3/2) and Procedures for the Management and operation of Sub-Contracting Arrangements (AC3/3) – available on MITNet)

PROCEDURES

1. Academic development

1.1. Schools are responsible for academic development in their disciplines. They will be supported by the Academic Centre, Academic Registry, Te Komiti Tangata Whenua and the Pasifika Academic Committee with an ethos of shared responsibility.

1.2. Academic development is to be consistent with the Government’s Tertiary Education Strategy, MIT’s Strategic Plan 2018-2023, Te Rautaki Mātauranga Māori 2018-2023, and Pasifika Strategic Plan 2018-2023 and other relevant institutional strategies.

1.3. Academic development is to be undertaken using a project methodology. The Academic Centre will support academic development projects. The development process will vary depending on the form of academic provision being developed and the needs and capability of the School and the development team.

1.4. Academic Centre involvement in qualification and programme development commences upon receipt of Approval in Principle (see section 2). Other forms of academic development (i.e. training schemes, short courses and consent to assess against standards) do not require Approval in Principle.

1.5. The Academic Centre will provide and/or facilitate the relevant support (including from Academic Registry, Te Komiti Tangata Whenua, the Pasifika Academic Committee and others) in accordance with strategic priorities. The extent of support required will be discussed with each development team.

1.6. Regular updates and progress meetings are to be scheduled throughout the development project to ensure that appropriate progress is made, workloads are manageable, documentation is available and consistent, and the overall management of the project is transparent.

1.7. Document templates are to be developed and provided by the Academic Centre and will include guidance on specific development aspects. While the templates may be amended to meet the particular needs of the development, requirements stated in the templates must be addressed.

1.8. Applications for NZQA approval and/or accreditation of programmes, training schemes (including micro-credentials), and consent to assess against standards may be developed and sought under the NZQA Te Hono o Te Kahurangi Framework on a case by case basis in consultation with the Academic Centre and Te Komiti Tangata Whenua.

1.9. Additional processes are required for degree and related programme applications. Where required, these processes are noted throughout the Programme Approval Document template (available on MITNet).
1.10. At the completion of academic development projects, the Academic Centre may undertake a review to determine lessons learned from the process and identify good practice and areas for improvement.

2. Programme development, approval, and accreditation process – the Programme Approval Document template is available on MITNet: Academic Centre Forms and Documents page.

3.1. Programme development, approval, and accreditation is to be undertaken in accordance with the following process:

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>WHO</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| Approval in Principle        | School / Executive General Manager, Academic in consultation with the relevant Campus General Manager, marketing and international | Approval in Principle Application template completed, endorsed by the Head of School and Campus General Manager and forwarded to Executive General Manager Academic for approval and then on to Academic Centre so the project and development can begin.  
**NB:** A Business Case may also be required by the Executive General Manager Academic. |
| Programme Development       | School in consultation with Academic Centre, Academic Registry, Te Komiti Tangata Whenua, Pasifika Academic Committee & other relevant stakeholders (Including the Student Experience and Success and the Library) | Programme developed using the Programme Approval Document (PAD) and SMS sheet templates.  
Once completed, the development team complete the Programme Evaluation Tool template. This is used by the Programme Committee and the Academic Standards Committee to evaluate the programme. |
| Peer Review                  | Development Team and Academic Partner - Educational Design          | Programme reviewed and comments and recommendations provided to writer for updating of the document prior to submission to the Programme Committee (PC) and Head of School for their review and endorsement.                                                                                                                                                   |
| Endorsement                  | Head of School and Programme Committee                              | If the Programme Committee and Head of School are satisfied with the application, the Head of School completes the Head of School Memo of Support template (see note 1 below), which is endorsed by the Programme Committee.  
A final edit is to be completed prior to final submission to Academic Standards Committee. |
| PAD Submission to ASC        | School                                                              | Programme Approval Document, SMS sheets, Programme Evaluation Tool, any other agreements (signed) and Head of School Memo of Support (endorsed by the Programme Committee), provided to the Academic Standards Committee (asc@manukau.ac.nz):  
- 8 working days prior to the scheduled ASC meeting for programmes at levels 1 to 6, or a diploma at level 7 |
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>WHO</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 13 working days for degree or post-graduate programmes Where a suite of programmes are required to be considered together (“nested programmes” e.g. master, postgraduate diploma and postgraduate certificate up to 18 working days may be required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Standards Committee member review</td>
<td>Academic Standards Committee members</td>
<td>Allocated Academic Standards Committee members review and provide feedback on the application within a given period prior to the next ASC meeting. Feedback is recorded in the Programme Evaluation Tool.</td>
</tr>
<tr>
<td>Development Team respond to the ASC feedback</td>
<td>Development Team</td>
<td>Prior to the Academic Standards Committee meeting, the Development Team are given the opportunity to consider and respond to the feedback on the Programme Evaluation Tool.</td>
</tr>
<tr>
<td>Academic Standards Committee endorsement (may include some recommendations)</td>
<td>Academic Standards Committee The Academic Standards committee meets weekly on a Tuesday – where an application is not approved, it is rescheduled to the next available slot.</td>
<td>The Academic Standards Committee considers the application at its scheduled meeting (including the feedback and the development team’s responses to feedback) and if satisfied with the application the ASC endorses and recommends it to the Academic Board (or delegate) for approval (see note 2 below). NB: Members of the development team may be invited to the Academic Standards Committee meeting to speak to the application and answer any questions.</td>
</tr>
<tr>
<td>Academic Board Approval</td>
<td>Academic Board (AB) or delegated approval</td>
<td>Academic Board Approval memo prepared by the Academic Centre (see note 3 below). If satisfied with the application, the Academic Board or delegate approves the application for submission for external approval.</td>
</tr>
<tr>
<td>Application submitted to NZQA</td>
<td>Academic Centre</td>
<td>Application submitted to NZQA. For programmes at levels 1 to 6, or a diploma at level 7 allow up to 6 week turn around at NZQA. Higher level programmes (degree and post-graduate programmes) will take significantly longer for NZQA to turn around (in some cases, six months or more) Where MIT is seeking accreditation to deliver programmes leading to qualifications at level 1-6, and can demonstrate a successful history of provision in a subject area at the same level MIT need only supply a statement from the Chief Executive confirming ongoing capability and resources to effectively and sustainably provide the programme. Allow up to 5 working days following endorsement from the Academic Standards Committee and the General Manager, Academic Services (to obtain this letter). Otherwise a full documentation application is required.</td>
</tr>
<tr>
<td>PROCESS</td>
<td>WHO</td>
<td>ACTION</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>NZQA Panel Review (see note 4 below)</td>
<td>Panel (nominated by MIT and selected by NZQA) /Programme and Head of Academic Partnerships, Head of School, and Development Team</td>
<td>Where necessary, panel visits are co-ordinated by the Academic Centre in consultation with NZQA, Panel members and the School. Panel visits MIT and reviews application.</td>
</tr>
<tr>
<td>Requests for further information addressed</td>
<td>NZQA to Academic Centre</td>
<td>The Academic Centre will co-ordinate any required responses to NZQA requests for further information.</td>
</tr>
<tr>
<td>NZQA approval and Programme Details (RO482)</td>
<td>NZQA</td>
<td>NZQA send letter of approval and Programme Details (RO482) and the Academic Centre inform School, Academic Registry and Academic Board once approval has been obtained.</td>
</tr>
<tr>
<td>Academic Registry submit to TEC for funding approval, and loans and allowances</td>
<td>Academic Registry</td>
<td>Applications should be submitted at least 6 weeks prior to the intended enrolment date.</td>
</tr>
<tr>
<td>Academic Registry will notify all relevant parties once approval obtained</td>
<td>Academic Registry</td>
<td>Programme implementation/delivery can begin once SMS set-up is complete.</td>
</tr>
</tbody>
</table>

**Note 1 - Head of School Memo of Support**
The Head of School Memo of Support confirms that the application has been endorsed by the Programme Committee and stipulates the type of application and whether an application for accreditation will be supported by:

a. full documentation; or
b. confirmation of capability to deliver the programme through a letter from the Chief Executive.

**Note 2 - Academic Standards Committee (ASC) endorsement**
There are three possible outcomes from any application considered by the ASC:

a. the application is endorsed and recommended to the Academic Board for approval
b. the application is endorsed subject to stated conditions being met
c. the application is not endorsed -- a resubmission will be required.

Where any conditions or requirements are to be met, ASC will clearly state what these are and the process to be followed. Where the ASC endorses an application subject to conditions being met, the Academic Centre will work with the School to assist it to meet the conditions. The Academic Centre will then confirm to the ASC that the stated conditions have been met.

Upon ASC endorsement, outcomes will be communicated to the development team and the Academic Centre will facilitate seeking approval from the Academic Board and NZQA.

**Note 3 - Academic Board approval**
In situations where the period of time until the next scheduled Academic Board meeting would create an undue delay in programme delivery commencing, applications may be approved by the Executive General Manager, Academic under the delegated authority of the Academic Board, provided that required supporting endorsements have been obtained and:
a. they are satisfied that the application meets the standards and requirements of the Academic Board
b. the approval is advised to the next scheduled Academic Board meeting.

The Academic Board Secretary will advise the applicant of the outcome.

Applications may be approved for submission to the relevant external body where the application is believed to meet the requirements of that body even though additional MIT requirements may not yet have been fully addressed. In such cases, all outstanding MIT requirements are to be addressed and approved prior to delivery commencing.

**Note 4 - Applications requiring a panel evaluation**

Applications for degrees and related programmes usually require consideration by a panel of experts nominated by MIT and selected by NZQA. NZQA may also consider other applications by panel at its discretion. The need for a panel visit will be negotiated by the Academic Centre with NZQA on a case by case basis. The School will be kept informed.

Where NZQA requires a panel to consider an application, significant additional time will be required. The need, or otherwise, for a panel evaluation will not be confirmed by NZQA until after the application has been submitted to NZQA.

The Academic Centre will facilitate any panel process and oversee the outcomes of the panel visit in terms of recommendations and requirements. Panel evaluations will be conducted in accordance with current NZQA Degree Guidelines.

Panel involvement typically requires the following steps:

a. School, via the Academic Centre, nominates appropriately qualified panel members who have had no involvement in the development of the programme (complete CVs for each nominee are required)

b. Academic Centre:
   - facilitates an agreed visit date with NZQA
   - provides documentation to NZQA for distribution to panel

c. Campus arranges transport and accommodation (and other logistical arrangements)

d. Panel visits MIT

e. Panel drafts report

f. School, via Academic Centre, confirms factual accuracy of report

g. Panel provides report to NZQA

h. NZQA considers report and provides an outcome (i.e. approves or declines the application).

As determined by the General Manager, Academic Services, a mock panel visit may be undertaken to prepare for the visit.

**Application outcomes**

All panel reports are considered by the Academic Standards Committee. Where there are:

a. Commendations - these will be acknowledged and celebrated

b. Recommendations – the School will be required respond to any recommendations made by NZQA

c. Requirements - the School will work with the Academic Centre to meet and respond to the requirements.

Where requirements are significant, the Academic Centre will schedule a planning meeting with the School development team to agree on actions, timelines and process. Regular updates and meetings will take place to ensure progress is made.

Responses to NZQA panel requirements are required to be considered by the Academic Standards Committee before submission to NZQA. Where NZQA requirements result in a change being made to the programme or accreditation documentation, MIT procedure for approving the relevant type of change (i.e. a Type 1 or Type 2 Change) are to be followed (see section 5).
3. Qualification development and approval process - the New Qualification Development template is available from the Academic Centre (academic.centre@manukau.ac.nz).

3.2. The development and approval of new qualifications follows the same process as for the development and approval of programmes set out in section 2 above.

4. Training scheme and short course development process (including micro-credentials, and customised and corporate training) - Training Scheme (including micro-credentials) and short course development templates is available on MITNet: Academic Centre Forms and Documents page.

4.1. Training scheme and short course development and approval is to be undertaken in accordance with the following process:

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>WHO</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval to develop from Programme Committee and Head of School</td>
<td>School</td>
<td>Consult and scope to ascertain need and present to Programme Committee and Head of School</td>
</tr>
<tr>
<td>Determine if NZQA approval required</td>
<td>School/Academic Centre</td>
<td>Follow the guidelines as outlined in the Training Scheme or Short Course (including Micro-credential, Customised Training, Corporate Training and other short courses e.g. STAR) Approval template</td>
</tr>
<tr>
<td>Training Scheme Development</td>
<td>School in consultation with Academic Centre, Academic Registry, Te Komiti Tangata Whenua, Pasifika Academic Committee and other relevant stakeholders</td>
<td>Application developed using the above template.</td>
</tr>
<tr>
<td>Endorsement</td>
<td>PC and Head of School</td>
<td>If satisfied with the application the PC and Head of School signs the Training Scheme template on final page</td>
</tr>
<tr>
<td>SMS set-up and stored in Programme Library</td>
<td>If NZQA approval not required</td>
<td>The Head of School approves the application and the Training Scheme Document and SMS sheets are sent to the Registry to be set-up and to the Academic Centre (<a href="mailto:asc@manuaku.ac.nz">asc@manuaku.ac.nz</a>) to be filed in the Programme Library</td>
</tr>
</tbody>
</table>

The following process applies where NZQA approval is required for the training scheme (including micro-credentials):

To be delivered to the Academic Centre 8 working days prior to the scheduled ASC meeting.

If NZQA approval required:

- Training Scheme submission to ASC
- Training Scheme Approval Document, SMS sheets, NZQA Approved Training Scheme Evaluation Tool template, and any other agreements (signed) provided to the Academic Standards Committee (asc@manuaku.ac.nz) 8 working days prior to the scheduled ASC meeting.

Academic Standards Committee review and approve the application, which is submitted to NZQA, TEC etc. as outlined in section 2 above for Programmes.
5. **Type 1 and Type 2 change process for programmes and NZQA approved training schemes (including micro-credentials)** - *Type 1 and Type 2 Change templates are available on MITnet: Academic Centre Forms and Documents page*

5.1. **Type 1 change**: Minor changes components which do not have an impact on learning hours, credit value, intent or the learning outcomes of the overall programme/training scheme. They are changes that do not impact upon NZQA data requirements.

   **NB:** Multiple Type 1 changes together may require a Type 2 change.

5.2. **Type 2 change**: Major changes to components that have an impact on the programme/training scheme as a whole, and include changes that will alter the approval and accreditation data held by NZQA. A Type 2 change must be approved prior to implementation.

   **NB:** Multiple Type 2 changes together may require a complete programme / training scheme redevelopment.

   Type 2 changes require approval from the Academic Standards Committee prior to submission to NZQA for approval. Please contact the Head of Academic Partnerships to make a booking with the Academic Standards Committee.

5.3. **Type 1 and 2 changes** are to be undertaken in accordance with the following process:

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<thead>
<tr>
<th>PROCESS</th>
<th>WHO</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>Consultation</td>
<td>School</td>
<td>Complete internal and external consultation with stakeholders on the proposed change/s.</td>
</tr>
</tbody>
</table>

*The following additional process applies where adding a new major to a degree:*

| Approval in Principle                        | School / Executive General Manager, Academic | Approval in Principle Application template completed and forwarded to Executive General Manager Academic for approval and then on to Academic Centre so that development can begin.  
*NB: A Business Case may also be required by the Executive General Manager, Academic.* |
| Prepare change memo and supporting documentation | School                                   | • Complete the appropriate Type 1 or Type 2 Change template indicating why and how the programme is changing.  
• Using ‘track changes’, make the changes to the latest approved version of the Programme Approval Document (PAD) or Training Scheme Document.  
*Latest versions of PADs and NZQA approved training scheme approval documents are available in the MIT Programme Library Y drive.*  
• Where necessary update the SMS sheets and obtain approval from Registry. |
| Peer review                                  | School and Academic Partner - Educational Design | Peers and Academic Partner - Educational Design review the documentation and recommend any changes. |
6. Process for seeking consent to assess against standards listed on the National Qualification Framework

- Consent to Assess against Standards templates are available from the Academic Centre (academic.centre@manukau.ac.nz).

6.1. Schools wishing to seek consent to assess against standards listed on the National Qualifications Framework are to contact the Head of Academic Partnerships, in the Academic Centre who will confirm whether MIT already holds Consent to Assess for the standard, and:

a. where MIT holds consent to assess for the standard, the Head of Academic Partnerships will direct the enquiry to the school that holds hosting responsibility (see Assessment and Moderation Policy (AC4) and Moderation Procedures (AC4/3) – available on MITNet) for the system in which the standard sits

b. where MIT does not hold consent to assess for the standard, the Head of Academic Partnerships will assign an Educational Developer to assist the school with an application for consent. Applications for consent to assess against standards must be endorsed by the Programme Committee and Head of School prior to being approved by the General Manager, Academic Services prior to being submitted to the relevant standard setting body and NZQA for external approval.
7. **Process for the approval of new permanent and temporary teaching locations** – the *New Teaching Location template is available on MITNet: Academic Centre Forms and Documents page.*

7.1. New Teaching Location approval is required for all teaching that is planned to occur at a new location or involves significant expansion of delivery at an existing location including:
   a. all delivery on a permanent or temporary basis at a location which has not previously been approved (including where the programme, training scheme or course is of short duration)
   b. delivery of an existing sub-degree programme or course or training scheme/short course/training at an existing location (except MIT Otara and MIT Manukau) where the programme has not previously been delivered at that location
   c. delivery of a new or existing degree or related programme where site approval has not been granted by NZQA for that programme (including MIT Otara and MIT Manukau campuses).
   d. A new application is to be completed for each site that a programme is delivered at.

7.2. New Teaching Location approval is obtained by completing the *Application for New Teaching Locations template.*
   a. New teaching locations for programmes are to be endorsed by the Head of School and forwarded to the Academic Centre (academic.centre@manukau.ac.nz) for approval by the Academic Quality Leader and notification to NZQA as required
   b. Approval of new teaching locations for degree and related programmes also requires separate NZQA site accreditation (see *Application for Degree Site Accreditation template – available on MITNet*)
   c. New teaching locations for training schemes and short course are to be approved by the Head of School with a copy forwarded to the Academic Centre (academic.centre@manukau.ac.nz).

7.3. The Academic Centre will maintain a register of approved teaching locations.

8. **Marketing and enrolments**

8.1. In accordance with the *Admission and Enrolment Policy (AM2)* (available on MITNet), programmes, NZQA approved training schemes and assessment standards cannot be delivered, and students cannot be enrolled, until all relevant NZQA and TEC approvals have been received.

7.4. Following Academic Standards Committee endorsement, programmes and NZQA approved training schemes may be marketed with a clear notice that the programme is “pending approval”.

9. **Programme Library**

9.1. Programme and associated documentation (including version control) is to be managed in accordance with *Programme Library Guidelines* (available on MITNet).

9.2. Where changes are made to application documentation following initial submission of the application, the School is responsible for providing a final version of the documentation to the Academic Centre.
GLOSSARY

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

ASSOCIATED DOCUMENTS

- Manukau Institute of Technology Strategic Plan 2018-2023
- Te Rautaki Mātauranga Māori 2018-2023
- Pasifika Strategic Plan 2018-2023
- Academic Development and Approvals Policy (AC3)
- Procedures for the Negotiation and Approval of Academic Agreements (AC3/2)
- Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3)
- Assessment and Moderation Policy (AC4)
- Assessment and Moderation Procedures (AC4/3)
- Admission and Enrolment Policy (AM2)
- Approval in Principle Application template
- Programme Approval Document template
- Student Management System (SMS) Sheets template
- Programme Evaluation Tool template
- Head of School Memo of Support (accreditation)
- Training Scheme (including micro-credentials) and short course document templates
- NZQA Approved Training Scheme Evaluation Tool template
- New Teaching Locations template
- New Qualification Development template
- Type 1 Change template
- Type 2 Change template
- Application for New Teaching Location template
- Programme Library Guidelines
- Glossary for Academic Policies, Procedures and Associated Documents.

DOCUMENT MANAGEMENT AND CONTROL

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>V1.0</td>
<td>New document.</td>
<td></td>
<td></td>
<td>Academic Board</td>
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</tbody>
</table>
PROCEDURES FOR THE NEGOTIATION AND APPROVAL OF ACADEMIC AGREEMENTS

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PURPOSE
This document sets out procedures for ensuring that all arrangements between Manukau Institute of Technology (MIT) and external organisations or third parties relating to learning and teaching activities are negotiated and entered into appropriately. This includes compliance with MIT requirements (including delegated authorities), and NZQA, TEC and other regulatory body requirements. This document should be read in conjunction with the Academic Development and Approvals Policy (AC3) and its associated Academic Development and Approvals Procedures (AC3/1), and Procedures for the Operation and Management of Sub-Contracting Arrangements (AC3/3), and the Contract Approval and Management Policy (LC1) (available on MITNet).

This procedure does not cover casual lecturers who are engaged under an independent contractor’s agreement. For further clarification on the status of an agreement, please check with Legal and Contracts Section.

PROCEDURES

1. General

  1.1. Due diligence must be completed prior to negotiating all academic agreements, including confirming that the arrangement takes into account the needs of both students and MIT, and will pose no risk to MIT’s reputation or quality assurance status.
1.2. All arrangements with an external organisation or third party relating to the delivery of learning and teaching activities (including sub-contracting and memoranda of understanding) are to be:
   a. negotiated and approved in accordance with the Process set out in Appendix One and Checklist set out in Appendix Two to this document
   b. described in a formal agreement between the parties involved.

2. **Negotiation and drafting of academic agreement documentation**

   2.1. The MIT Legal and Contracts Section is to be consulted in connection with the negotiation, drafting and review of all academic agreements. Documentation may either be supplied to MIT by the external party or may need to be drafted by MIT.

   2.2. Whenever practicable (subject to the requirements for sub-contracting set out in section 3.2 below), approved document templates (available from Legal and Contracts) and MIT standard terms and conditions are to be used.

   2.3. Academic agreements are only to be negotiated with the approval of MIT staff who hold the appropriate delegated authority and in consultation with Campus General Managers, Heads / Directors of School and other relevant staff.

   2.4. Academic agreements are to be negotiated taking into account:
       a. MIT’s strategic direction
       b. NZQA, TEC, and other regulatory body requirements (the Academic Centre and Academic Registry are to be consulted for advice and support with NZQA and TEC requirements)
       c. MIT requirements and delegated authorities set out in the *Academic Development and Approval Policy (AC3)* and the *Contract Approval and Management Policy (LC1)* (available on MITNet)
       d. any impact the agreement may have on financial or other resources of MIT

       *Where an agreement may have an impact on another campus, school, or service centre, the staff member negotiating the agreement must ensure that appropriate consultation takes place and approvals are sought prior to execution of the agreement*

       e. where an agreement involves delivery of an MIT programme, training scheme or short course (or part thereof) at a new location, New Teaching Location approval is required prior to delivery commencing (for more information see the *New Teaching Location Approval template* – available on MITNet).

3. **Specific requirements for sub-contracting**

   *Sub-contracting is where MIT uses another organisation to deliver all or part of a programme, training scheme, short course or assessment standard on its behalf.*

   3.1. **Capability requirements**

       Prior to entering into any sub-contracting arrangement, Campus General Managers and Heads of School must ensure that the sub-contractor has the capability to deliver the programme, training scheme, or short course or part thereof, including but not limited to, having appropriate:

       a. staffing
b. teaching facilities  
c. educational and physical resources  
d. support services.

3.2. Sub-contracting documentation requirements

The approved Sub-Contracting Agreement template (available from Legal and Contracts) must be used for all sub-contracting arrangements entered into by MIT (unless this is not appropriate in the circumstance and after taking advice from Legal and Contracts and the Academic Centre). This template contains all provisions that must be included in sub-contracting agreements in order to meet MIT, NZQA and TEC requirements.

3.3. NZQA sub-contracting requirements

This section relates only to sub-contracting of:

- Programmes
- NZQA approved training schemes (there are no NZQA requirements for non-NZQA approved training schemes)
- Assessment standards (unit standards and achievement standards).

Requirements for NZQA notification of sub-contracting arrangements:

a. Where MIT proposes to use a sub-contractor to provide all or part of an MIT offering approved by the NZQA (i.e., an NZQA approved programme, training scheme, or assessment standard) on its behalf, and where both MIT and the sub-contractor:
   - are accredited to provide the programme (or part); or
   - have been granted approval to provide the training scheme; or
   - hold consent to assess the standard;

then MIT must notify NZQA of the sub-contracting arrangement prior to delivery or assessment against the standard/s commencing.

b. NZQA notifications, including a copy of the signed sub-contracting agreement, are made by the Academic Centre (see section 5).

c. Sub-contractors may not further sub-contract delivery or assessment against the standard/s.

Requirements for NZQA approval of sub-contracting arrangements:

a. Where MIT proposes to use a sub-contractor to either:
   - provide all or part of an NZQA approved programme that MIT is accredited to provide and for which the sub-contractor does not itself hold accreditation; or
   - provide all or part of an NZQA approved training scheme for which MIT has been granted approval to provide, and the sub-contractor has not been granted approval; or
   - assess against an assessment standard for which MIT holds consent to assess, but the sub-contractor does not;

then MIT must obtain NZQA for approval to engage the sub-contractor prior to delivery or assessment against the standard commencing.
b. Applications to NZQA approval, including a copy of the signed sub-contracting agreement, are to be made by the Academic Centre (see section 5).

c. NZQA will grant approval for sub-contracting arrangements where it is satisfied that:
   • MIT remains responsible for the sub-contractor meeting all of MIT’s obligations that are relevant for programme accreditation, training scheme approval or consent to assess against standards
   • the sub-contractor will meet all relevant obligations in the Education Act 1989 and in rules made under section 253 of the Act in relation to the programme, training scheme or assessment standard
   • there is a formal documented arrangement between MIT and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the training scheme
   • information and advertising clearly states that it is provided through a sub-contracting arrangement
   • student enrolments are through MIT, and MIT maintains all student enrolment and academic information
   • (where relevant) MIT will report credits for the learners and pay the relevant credit reporting fee.

d. Sub-contractors may not further sub-contract delivery or assessment against the standard/s.

Note: where a sub-contracting arrangement is subject to NZQA approval, the agreement should specify this.

3.4. Academic Standards Committee requirements

Where a sub-contracting arrangement forms part of an application for programme or training scheme approval that requires Academic Standards Committee endorsement, a copy of the signed sub-contracting agreement must be included with the application.

3.5. Funding and TEC sub-contracting requirements

a. The TEC will not generally backdate funding approval for programme delivery. All sub-contracted delivery must therefore have finished internal MIT and sub-contractor approval processes, as well as attained external approval by the NZQA (where applicable) and TEC, before delivery commences.

b. TEC funding is accessed in response to academic delivery reported on the MIT Single Data Return (SDR). Sub-contracting agreements must set out an expectation that:
   • students are made aware that they are students of MIT and that MIT policies and regulations apply to their learning
   • sub-contractors comply with MIT policies, procedures and regulations concerning academic moderation and resulting processes
• sub-contractors engage with MIT’s programme committee to meet the required academic quality standards and undertake an annual Programme Evaluation Review; and that
• sub-contracted results and student achievement are reported to MIT within seven days of assessment completion or, (where the sub-contractor has access to MIT’s Student Management System (SMS)) that results are entered into the SMS within seven days of assessment.

4. Approving academic agreements

4.1. The staff member responsible for the agreement is to ensure an Agreement Authorisation Sheet (hardcopy and/or electronic version) is completed for each Agreement. Please contact the Legal and Contracts Section to prepare the Agreement Authorisation Sheet.

4.2. As part of completing the Agreement Authorisation Sheet, all academic agreements must be endorsed and approved in accordance with the delegated authorities set out in the Academic Development and Approval Policy (AC3) (available on MITNet). The policy requires that most academic agreements are endorsed by the General Manager Academic Services for compliance with NZQA and TEC requirements prior to approval.

5. Following the execution of academic agreements

5.1. Copies of all signed academic agreements (including renewals) are to be forwarded to the Academic Centre and Academic Registry by the staff member responsible for the agreement:
   a. the Academic Centre will:
      • save a copy of the agreement in the Programme Library;
      • where relevant, notify or seek approval from NZQA for the arrangements;
         (the Academic Centre will notify the Head of School and Academic Registry as soon NZQA approval is received)
      • record the details of the arrangement on MIT’s Academic Sub-Contracting Register.
   b. the Academic Registry will notify or seek approval from the TEC for the arrangement where relevant.
      The Academic Centre and Academic Registry will notify the Head of School as soon NZQA and/or TEC approval has been obtained, so that delivery or assessment against the standard/s can commence.

5.2. The original signed copy of all academic agreements must be forwarded by the staff member responsible for the agreement to the Legal and Contracts Section for filing.

6. Renewing academic agreements

6.1. The process set out above for the negotiation and approval of academic agreements is also to be followed for their renewal and any major variations. Minor variations can be managed directly with the MIT Legal and Contracts Section.
6.2. NZQA notification and approval of sub-contracting arrangements (see section 3.2) will expire with the term of the agreement and must be renewed upon renewal of the agreement. TEC notification or approval will also require renewal. So that this can occur, the Academic Centre and Academic Registry should be consulted as part of the process of renewing all sub-contracting arrangements, and a copy of the signed renewal or variation must be forwarded by the staff member responsible for the agreement to the Academic Centre and Academic Registry once executed.

7. Ongoing responsibilities under academic agreements

7.1. The MIT area responsible for the agreement (e.g. Directorate, Campus, school, service centre) is responsible for monitoring and managing the implementation of the arrangements set out in the agreement to ensure MIT’s rights and obligations are met.

7.2. Sub-contracting arrangements are to be managed in accordance with the MIT Procedures for the Management and Operation of Sub-Contracting Arrangements (available on MITNet), and:

a. to continue to maintain approval NZQA approval for sub-contracting arrangements, MIT must ensure the sub-contracting is conducted at all times in accordance with the sub-contracting agreement and requirements set out 3.3 above

b. where MIT sub-contracts all or part of a Programme / Training Scheme or Assessment Standard, MIT must maintain responsibility for all Quality Assurance requirements including moderation.

GLOSSARY

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

ASSOCIATED DOCUMENTS

▪ Academic Development and Approvals Policy (AC3)
▪ Academic Development and Approvals Procedures (AC3/1)
▪ Procedures for the Management and Operation of Sub-Contracting Arrangements (AC3/3)
▪ Contract Approval and Management Policy (LC1)
▪ MIT New Teaching Location template
▪ Sub-Contracting Agreement template

DOCUMENT MANAGEMENT AND CONTROL

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<tbody>
<tr>
<td>V1.0</td>
<td>New document</td>
<td></td>
<td></td>
<td>Academic Board</td>
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APPENDIX ONE – PROCESS FOR THE NEGOTIATION AND APPROVAL OF ACADEMIC AGREEMENTS

Process for the Negotiation and Approval of Academic Agreements

1. Opportunity identified (in consultation with relevant GM / Campus GM / Senior Managers)
2. Arrangements negotiated in consultation with Legal and Contracts Section / Academic Centre / Academic Registry
3. Agreement developed or reviewed
4. Required endorsements obtained and agreement signed in accordance with policy requirements
5. Copy of agreement forwarded to Academic Centre and Academic Registry
6. Academic Centre notifies or seeks NZQA approval / Academic Registry notifies or seeks TEC approval (as relevant)
7. NZQA / TEC approval required
8. NZQA and/or TEC consider application and notify the Academic Centre / Academic Registry of the outcome
9. Academic Centre / Academic Registry advises Head of School and other relevant parties of the outcome
10. Notification to NZQA / TEC
11. Delivery may commence
   - Sub-contracts
   - Other Academic Agreements

Approval declined
- Delivery may not commence
- Academic Centre / Registry advises relevant parties.

Original copy of agreement forwarded to Legal and Contracts

Academic Centre files documentation in Programme Library and enters details of sub-contracting arrangement in Sub-Contracting Register
## APPENDIX TWO – ACADEMIC AGREEMENT CHECKLIST

### Negotiation and approval

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Due diligence has been completed, including confirming that the arrangement is in the interests of students and MIT and will pose no risk to MIT’s reputation or quality assurance status. In the case of sub-contracting, the sub-contractor’s capability to deliver the programme, training scheme, or short course or part thereof, including but not limited to, having appropriate staffing, teaching facilities, educational and physical resources or support services.</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>2.</strong> Agreement negotiated in consultation with delegated authorities, Campus General Manager, Head of School, and other relevant staff.</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>3.</strong> Relevant Campus’, School/s, service centres consulted where agreement may have an impact on their finances or resources.</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>4.</strong> Legal and Contracts section consulted, re negotiation and drafting of agreement</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>5.</strong> Approved MIT document template used / approval obtained from legal and contracts to use alternative template</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>6.</strong> Agreement consistent with MIT’s strategic direction</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>7.</strong> Academic Centre consulted and has confirmed that agreement is consistent with NZQA and other regulatory and standard setting body requirements</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>8.</strong> Academic Registry consulted and has confirmed that agreement is consistent with TEC requirements</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>9.</strong> Agreement Authorisation sheet (obtained from the Legal and Contracts Section) completed and endorsed in accordance with delegated authorities</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>10.</strong> Copy of executed agreement forwarded to Academic Centre</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>11.</strong> Copy of executed agreement forwarded to Academic Registry</td>
<td>Yes ☐</td>
</tr>
<tr>
<td><strong>12.</strong> Original signed copy of the agreement forwarded to Legal and Contracts</td>
<td>Yes ☐</td>
</tr>
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</table>

### Sub-contracting – PRIOR TO DELIVERY / ASSESSMENT AGAINST STANDARDS COMMENCING

#### NZQA APPROVAL/NOTIFICATION

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>13.</strong> NZQA approval or notification required (see section 3 of the Negotiation and Approval of Academic Agreements procedures)</td>
<td>Approval ☐</td>
</tr>
<tr>
<td></td>
<td>Notify ☐</td>
</tr>
<tr>
<td></td>
<td>NA ☐</td>
</tr>
<tr>
<td><strong>14.</strong> NZQA notified or NZQA approval obtained</td>
<td>Yes ☐</td>
</tr>
<tr>
<td></td>
<td>NA ☐</td>
</tr>
<tr>
<td></td>
<td>Yes ☐</td>
</tr>
<tr>
<td></td>
<td>NA ☐</td>
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</tbody>
</table>

#### TEC APPROVAL/NOTIFICATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>15.</strong> TEC notified or TEC funding approval obtained</td>
<td>Yes ☐</td>
</tr>
<tr>
<td></td>
<td>NA ☐</td>
</tr>
<tr>
<td></td>
<td>Yes ☐</td>
</tr>
<tr>
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<td>NA ☐</td>
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</tbody>
</table>
# PROCEDURES FOR THE MANAGEMENT AND OPERATION OF SUB-CONTRACTING ARRANGEMENTS

(for situations where MIT is sub-contracting another organisation to deliver all or part of an MIT programme or training scheme)

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<td>2. Establishment of sub-contracting arrangements</td>
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</tr>
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## PURPOSE

This document sets out Manukau Institute of Technology (MIT) procedures for ensuring that MIT maintains quality oversight where a sub-contractor is delivering all or part of an MIT programme or training scheme. It should be read in conjunction with the Academic Development and Approvals Policy (AC3) and the associated Academic Development and Approvals Procedures (AC3/1) and Procedures for the Negotiation and Approval of Academic Agreements (AC3/2) (available on MITNet).

## PROCEDURES

### 1. Negotiation and approval of sub-contracting arrangements

1.1. Arrangements that involve the sub-contracted delivery of all or part of an MIT programme or training scheme are to be negotiated and approved in accordance with the MIT Academic Development and Approvals Policy (AC3) (available on the Policy pages on MITNet) and MIT Procedures of the Negotiation and Approval of Academic Agreements (AC3/2) (available on the Academic Centre pages on MITNet).

### 2. Establishment of sub-contracting arrangements

2.1. Sub-contracted delivery is not to commence until:

   a. There is a formal agreement in place between the parties and all required internal and external notification and approval requirements have been met (including NZQA approval where required) – see section 1.1.

   b. The sub-contracted teaching location is approved in accordance with MIT requirements and where required, notified or approved by NZQA and/or TEC.

2.2.  **PRIOR** to sub-contracted delivery commencing, the Head of School is to ensure that:

   a. An MIT Programme Committee has been assigned to oversee the programme or training scheme including its sub-contracted delivery.
Programme Committees are to be established and operate under the requirements set out in the Academic Board Sub-Committee and Programme Committee Membership and Terms of Reference document (available on MITNet under the Academic Board tab).

b. The sub-contractor has sufficient representation on the Programme Committee
   
   Membership of the Programme Committee must include a representative of the sub-contractor’s staff and a student representative. To ensure MIT maintains governance of the programme, the majority of the Programme Committee’s membership must be made up of MIT staff.

c. The assigned Programme Committee is provided with all necessary policies, procedures, regulations, materials etc. to enable it to have oversight of the academic quality of the programme or training scheme, this includes (but is not limited to):
   
   i. the MIT Quality Management System (Student Regulations and relevant statutes, policies, procedures and guidelines)
   ii. Programme or Training Scheme Document
   iii. Terms of Reference for Sub-Committees and Programme Committees and a draft annual work plan the Programme Committees operations
   iv. enrolment policies and procedures
   v. Assessment and Moderation Policy (AC4) and associated documents (procedures and templates etc.)
   vi. student handbooks
   vii. learning materials
   viii. assessments; assessment criteria and schedules, marking schedules, assessor guides
   ix. reporting requirements
   x. marketing materials.

d. The sub-contractor is provided with all relevant information relating to the delivery of the programme or training scheme, including but not limited to:
   
   i. The materials set out in 2.2b above
   ii. A clear understanding about MIT requirements for the delivery of the programme or training scheme, including information to be provided to students
   iii. information, advice and templates relating to MIT administrative processes for the delivery of the programme or training scheme (including, but not limited to: advertising; selection; enrolment; induction; recognition of prior learning; credit recognition; credit transfer; student information; pastoral care; literacy and numeracy testing; assessment and moderation; and resulting)
   iv. Guidance and training on MIT performance measures (including for priority learners), evaluation and review requirements, and mechanisms for collecting data (including, but not limited to: first impressions feedback; end of course and teaching evaluations; stakeholder feedback; and programme and training scheme evaluation and review).

e. An MIT staff member is assigned to oversee the day to day management of the sub-contracting arrangement and act as the first point of contact between MIT and the sub-contractor. The name and contact details for this person are to be provided to sub-
contractor. It may be appropriate for this responsibility to be retained by the Head of School.

f. Request and approve the sub-contractor’s plan for the delivery of the programme or training scheme.

g. The sub-contractor’s staff who will be teaching on the programme or training scheme have appropriate qualifications or experience in accordance with MIT’s *Academic Staff Education Policy (AC2)* and *Academic Staff Education and Professional Learning Procedures (AC2/1)* (available on MITNet) - all staff teaching on the programme or training scheme are to be formally approved by the Head of School (and notified to the Programme Committee).

3. On-going oversight of sub-contracting arrangements

3.1. Head of School responsibilities

Throughout the duration of the sub-contracting arrangement, the Head of School working with MIT’s nominated representative (see section 2.2e), is to ensure that the delivery of the programme or training scheme is monitored and that the following occurs:

*Programme or training scheme administration*

- The sub-contractor is provided with timely information and advice relating to MIT administrative processes for the delivery of the programme or training scheme.

- Access to the MIT Student Management System (SMS) is provided to relevant staff (where this is appropriate).

- Access to MIT’s online Canvas courses is provided to teaching staff and students (as appropriate).

- MIT professional development opportunities are made available to staff employed by the sub-contractor as appropriate (at the sub-contractor’s expense).

- Access to the MIT Library is provided to staff teaching on the programme or training scheme.

- The sub-contractor provides the premises and physical resources agreed between the parties for the purposes of delivering the programme or training scheme, and that:
  - They are adequate
  - Meet health and safety requirements.

- The sub-contractor has and maintains an approved Health and Safety Plan and Emergency / Evacuation procedures in place.

- First Impressions, End of Course and Teaching Evaluation Surveys are completed and stakeholder feedback is collected.

- The sub-contractor provides all information required by MIT in order to satisfy its internal programme or training scheme evaluation processes, and any external reporting obligations. Such information may include (but is not limited to) information relating to retention/success and achievement of students, the delivery of the programme or training scheme, student numbers, and details of the staff teaching on the programme or training scheme.

- Reporting to quality validating bodies (NZQA and TEC) is completed as required.
k. Appropriate information regarding delivery by the sub-contractor is included in all external
reporting and communications required as part of approval, accreditation, monitoring and
marketing of the programme or training scheme.

l. MIT’s logo appears on all material used in conjunction with the Programme or training
scheme, and information and advertising (including websites) clearly states it is provided
under a sub-contracting arrangement.

   Documents may be dual branded, provided it is clear that the programme or training
scheme belongs to MIT and is delivered on MIT’s behalf under a sub-contracting
arrangement.

m. The sub-contractor promotes and markets the programme or training scheme, and works
with relevant stakeholders to recruit students.

n. The sub-contracting arrangement is not further sub-contracted.

o. The agreement between the parties remains current and renewals are notified to or
approved by NZQA and TEC as required.

p. Renewal of and amendments to the agreement between the parties are to be negotiated
and approved accordance with the MIT Academic Development and Approvals Policy (AC3)
and MIT Procedures of the Negotiation and Approval of Academic Agreements (AC3/2)
(available on MITNet).

Compliance

a. The sub-contractor meets all relevant obligations in the Education Act 1989, and rules
made under section 253 of the Act in relation to provision of the programme, training
scheme, and/or assessment standard contained within.

b. The sub-contractor continues to meet all of MIT’s obligations in relation to programme or
training scheme approval and accreditation, or consent to assess, including but not limited
to participation in:
   ▪ ongoing assessment and review of the programme or training scheme (participation
     in the PER/TSR process and development and monitoring of an associated action
     plan), including monitoring the quality of outcomes for learners and other
     stakeholders, and for reviewing programme or training scheme regulations and
     content and updates the programme or training scheme accordingly
   ▪ processes for assuring the consistency of qualification achievement (programmes at
     levels 1 to 6, and diplomas at level 7)
   ▪ programme monitoring (programmes leading to degree and post-graduate
     qualifications at levels 7 to 10 or other programmes as required by NZQA)
   ▪ Moderation (see section below)
   ▪ Teaching location approval.

c. The sub-contractor continues to meet all of MIT’s requirements and obligations for literacy
and numeracy testing, including using the TEC Literacy and Numeracy Tool under MIT’s
provider logon, and complies with required timeframes.
**Selection and enrolment of students**

a. Prospective students are provided with appropriate application, enrolment, loans and allowances information and information relating to MIT’s administrative procedures.

b. Students must be enrolled using the MIT online enrolment form.

c. Students are selected and enrolled onto the programme or training scheme in accordance with MIT admission and entry requirements set the Student Regulations, the Programme or Training Scheme Regulations and relevant MIT policies.

d. All students are enrolled at MIT through the MIT SMS and MIT maintains all student enrolment and academic information. Copies of all enrolment and academic information are provided to MIT.

e. Registration details and academic records are maintained for each student.

f. Verification of study (VoS) is reported to Studylink.

g. Students are made aware that they are students of MIT and that MIT policies and regulations apply to their learning.

h. Confirmed enrolments are entered into the MIT Student Management System within ten (10) working days, and an up-to-date and accurate enrolment report is supplied to the sub-contractor on or before the 5th working day of the beginning of each calendar month.

**Programme or training scheme delivery**

a. The sub-contractor has a plan for the delivery of the programme or training scheme and forwards this to MIT for approval prior to commencement of delivery any changes are approved in advance by MIT.

b. The sub-contractor delivers the programme or training scheme in accordance with the MIT Quality Management System, Student Regulations and MIT Programme or Training Scheme Regulations (outlined in the Programme or Training Scheme Document), philosophy and stated outcomes, the delivery plan approved by MIT.

c. The sub-contractor engages with MIT’s programme committee to meet the required academic quality standards and undertake the annual Programme or Training Scheme Evaluation and Review process.

d. Delivery is monitored through student evaluations and observations of teaching practice, and annual review of the programme or training scheme.

e. The Head of School maintains full responsibility for dealing with student complaints, discipline and appeals.

**Assessment and moderation**

a. Students are assessed in accordance with MIT’s Assessment and Moderation Policy (AC4), Assessment Procedures (AC4/1), and Recognition of Prior Learning, Credit Recognition and Credit Transfer Procedures (AC4/2) (available on MITNet).

b. Students are assessed according to MIT’s assessment schedule. Passes and/or marks are awarded using the same criteria as set out in the Programme or Training Scheme Regulations.
c. The sub-contractor complies with MIT policies, procedures and regulations concerning assessment, moderation and resulting, and

- student assessment is marked and returned with constructive feedback within 10 working days of assessment.
- copies of all student work and assessment are retained for at least 12 months from the date of course completion as required by NZQA, or longer where required by a standard setting body, and are provided to MIT as required for the purposes of moderation.
- moderation materials are retained for at least 7 years from the last date of action relating to the moderation
- results and student achievement to be reported to MIT within seven days of assessment completion or, (where the sub-contractor has access to MIT’s Student Management System (SMS)) that results are entered into the SMS within seven days of assessment
- MIT reports credits for assessment standards for the learners (Where relevant)
- accurate academic records, and student results are maintained and forwarded to MIT following assessment in accordance with the MIT Assessment and Moderation Policy (AC4) and Results and Storage of Assessment Materials Procedures (AC4/4) (available on MITNet).

d. MIT maintains responsibility for moderation of student assessment in accordance with MIT’s policies and procedures, and the programme or training scheme has an Annual Moderation Plan and moderation takes place in accordance with the plan. MIT is to select which student assessment samples are to be moderated, and those samples are to be forwarded to MIT for moderation. Where MIT is unable to complete the moderation itself, an appropriately qualified independent party selected by MIT may be engaged to undertake this work.

e. Students receive a result slip and record of learning from MIT.

3.2. Programme Committee responsibilities

Throughout the duration of the sub-contracting arrangement, the Programme Committee is to maintain responsibility for the overall quality of the academic delivery of the programme or training scheme and ensure that:

a. It meets at least four times per year, or more frequently where required to provide adequate oversight of the programme or training Scheme. It is recommended that Programme Committees meet monthly.

b. Results are approved by the Programme Committee or Head of School in accordance with MIT’s Assessment and Moderation Policy (AC4) and Results and Storage of Assessment Materials Procedures (AC4/4) (available on MITNet).

c. Moderation is conducted in accordance with the programme’s Annual Moderation Plan and Assessment and Moderation Policy (AC4) and Moderation Procedures (AC4/3) (available on MITNet).
d. MIT maintains approval and/or accreditation to offer the programme or training scheme and any changes are made in accordance with MIT policies and procedures and approved or notified to NZQA as required.

e. Any new staff employed by the sub-contractor to teach on the programme or training scheme have appropriate qualifications or experience in accordance with MIT’s Academic Staff Education Policy (AC2) and Academic Staff Education and Professional Learning Procedures (AC2/1) (available on MITNet) - all teaching staff are to be formally approved by the Head of School (and notified to the Programme Committee) in advance of them commencing delivery.

f. Successful graduates are provided with an award following successful completion of the programme or training scheme.

g. The arrangement is reviewed annually, including consideration of:
   - student outcomes
   - staffing and confirmation that all have been approved by MIT
   - teaching facilities
   - educational and physical resources
   - support services
   - confirmation that the subcontractor has access to the latest versions of quality assurance and curriculum documentation
   - assessment and moderation practices
   - resulting
   - currency of site approvals
   - student feedback
   - misconduct processes.

4. Further information

4.1. The Academic Centre is available to provide advice on sub-contracting requirements.

GLOSSARY

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

ASSOCIATED DOCUMENTS

- Student Regulations
- Academic Staff Education Policy (AC2)
- Academic Staff Education and Professional Learning Procedures (AC2/1)
- Academic Development and Approval Policy (AC3)
- Academic Development and Approvals Procedures (AC3/1)
- Procedures for the Negotiation and Approval of Academic Agreements (AC3/2)
- Assessment and Moderation Policy (AC4)
- Assessment Procedures (AC4/1)
- Recognition of Prior Learning, Credit Recognition and Credit Transfer Procedures (AC4/2)
- Moderation Procedures (AC4/3).
- Results and Storage of Assessment Materials Procedures (AC4/4)
- Glossary for Academic Policies, Procedures and Associated Documents

**DOCUMENT MANAGEMENT AND CONTROL**

<table>
<thead>
<tr>
<th>Procedure Number</th>
<th>Consultation Scope</th>
<th>Associated Policy</th>
<th>Approval Date</th>
<th>Approval Body/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC3/3</td>
<td>All staff</td>
<td>Academic Development and Approval Policy (AC3)</td>
<td>XX</td>
<td>Academic Board</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure Owner</th>
<th>Contact Person</th>
<th>Review Dates</th>
<th>Approval Body/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board Chair</td>
<td>General Manager, Academic Services</td>
<td>XX</td>
<td>Academic Board</td>
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</table>

**AMENDMENT HISTORY**

<table>
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<tr>
<th>VERSION</th>
<th>DATE OF CHANGE</th>
<th>DESCRIPTION OF CHANGE</th>
<th>EFFECTIVE FROM</th>
<th>APPROVED BY</th>
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<tbody>
<tr>
<td>V1.0</td>
<td>New document</td>
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<td>Academic Board</td>
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CORRESPONDENCE
– OPEN SESSION
19 August 2019

COMMERCIAL IN CONFIDENCE: UNDER EMBARGO UNTIL 10 AM TUESDAY 20 AUGUST 2019

Tēnā koutou Institute of Technology and Polytechnic Chairs,

I am pleased to confirm that the Establishment Board (the Board) for the New Zealand Institute of Skills & Technology (the Institute) has today appointed Murray Strong as its Interim Executive Director.

Murray brings a wealth of understanding of the tertiary education sector to the Executive Director position, and holds enormous practical experience that the Board will draw on.

Many of you may have already worked with Murray in some capacity, or will be familiar with him in his current roles of Crown Commissioner for Unitec Institute of Technology and Crown Manager at Tai Poutini Polytechnic, and as the Chair of the New Zealand Qualifications Authority (NZQA) Board. While Murray will be continuing in his Crown Commissioner and Crown Manager roles, he will be standing aside from his responsibility as Chair of the NZQA Board for the duration of this appointment.

Murray’s as Executive Director is an interim appointment, until the 31st of March 2020. His appointment is effective immediately.

I am providing information to you on Murray’s appointment under embargo, and ahead of a public announcement, which is likely to be made on Tuesday 20 August 2019 at 10 AM. I ask that you do not share information on this announcement before a public press release is issued.

As Chair of the Board of the Establishment Unit, and on behalf of my Board, I look forward to working with Murray as we work towards the establishing of the Institute.

Nāku noa, nā

Barry Jordan

Board Chair
barry.jordan@istestablishment.ac.nz
+64 21 537 684
3 September 2019

Gus Gilmore
Chief Executive
Manukau Institute of Technology
gus.gilmore@manukau.ac.nz

Dear Gus

**Re: Change of Nursing Leadership at Manukau Institute of Technology**

At its meeting on 27 August 2019, the Registrant Quality Committee received the request to approve Rose Arts as Acting Head of Nursing at MIT.

The Committee is pleased to approve Rose Arts as the Acting Head of Nursing in accordance with the Nursing Council's Education programme standards for the registered nurse scope of practice *Standard 3.1 The person responsible for leading the programme must be a registered nurse with a current practising certificate and have a relevant master's degree.*

The Committee wishes Ms Arts well in her role.

Yours sincerely

Ana Shanks
Registrant Quality Manager

Cc. Rose Arts
11 September 2019

Gus Gilmore
Chief Executive, MIT
By email: Gus.Gilmore@manukau.ac.nz

Dear Gus

CO-DESIGN WORKING GROUPS FOR THE DEVELOPMENT OF NZIST

The Establishment Board has been tasked with a programme of work to support learners, employers and educators to transition to the new IST. As well as providing for the stand-up of the IST on day one (expected to be 1 April 2020), the work programme includes critical work to begin preparing for the short and medium-term development of the Institute.

ITP sector engagement in co-designing the work programme outputs will be critical to the success of these projects, which will put foundations in place for the long-term sustainability of NZIST.

Nominations sought by Friday 20 September

I am seeking your support to begin co-design work, through nominating staff with the experience, expertise and enthusiasm to be part of working groups for seven projects that the IST will take forward. Nominees should be innovative and deeply motivated to help build the new IST.

A table of the projects is included with this letter, and robust analytical skills and teamwork are needed for each workstream. You are welcome to make nominations for staff to be part of any or all of the projects.

We will review the long-list of nominees to ensure that we have the right mix on each of the various workstreams prior to final confirmation of members.

Working groups

The working group will be led by Establishment Board members. They will carry out this work programme and provide advice within the policy settings for the vocational education reforms agreed by Cabinet and the Minister of Education.

The product of each project will be an interim report to the Institute Council, providing analysis of options, which have been tested with relevant external stakeholders, for the NZIST to use.
The time commitment required for each person in a working group will be:

- One face to face meeting a month starting in October 2019 (approximately six meetings in total);
- Online communication with their project team using Microsoft Teams;
- Contributing to all of the project outcomes including drafting of the reports.

The projects are detailed in the attached appendix. They will commence when the nominees are appointed, which is planned to be by October, and will run to 3 April 2020.

Please send your nominations to the IST Establishment Executive Director, Murray Strong at murray.strong@isttestablishment.ac.nz. If you have any questions, Murray is available on 027 228 3613. We will inform you of the appointed nominees by Friday 27 September.

Thank you for your consideration of this request. I hope the Establishment Board will be able to draw on your institution’s expertise in the crucial work of co-designing a strong, capable NZIST.

Kind regards

Barry Jordan
Board Chair
barry.jordan@isttestablishment.ac.nz
<table>
<thead>
<tr>
<th>Workstream name</th>
<th>Description</th>
<th>Focus of reports to NZIST (purpose, what they aim to achieve, starting point for NZIST thinking)</th>
<th>Board Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student journey map</td>
<td>Map(s) real life scenarios of how learners can navigate vocational education to qualification completion and employment including movement between different modes of training delivery and providers.</td>
<td>Model learner journeys based on consultation with educators, students, whānau and communities. Include journeys for high priority learners, e.g. Māori, Pacific, students with disabilities, include trainee and apprentice journeys, with input and testing from ITOS and other industry expertise. What is needed operationally to support the identified student journeys barriers, e.g. at transition points, and what is needed to remove/reduce them. Better understanding of how NZIST may signal where NZIST may need closer working relationships.</td>
<td></td>
</tr>
<tr>
<td>2. Employer and community engagement model</td>
<td>Produce a framework for employer and community engagement that can be used by subsidiary councils, adaptable to requirements of different communities and employer/industry groups.</td>
<td>Clear understanding of NZIST’s brand of engagement in context of legislation and charter expectations, and fit with ISLOs and WDCs. Start to address question of how NZIST will utilise subsidiary councils – e.g. community engagement on local needs and delivery seems a good fit; engagement on policies may need different mechanism. Understanding of what good looks like, strategies shown to works well with a range of communities, with room to adapt locally. Include specific information on engagement with Māori, Pacific and learners with disabilities, industries.</td>
<td></td>
</tr>
<tr>
<td>3. Education products and services</td>
<td>Develop a strategy to support new products to services to support student and employer needs.</td>
<td>Develop a strategy of how education P&amp;S can give effect to expectations in legislation and charter, and build NZIST credibility. Use student journey maps to inform the strategy. Set of priorities for new education P&amp;S that will be useful to NZIST as it starts to form its own brand. Include impact of work-based learning transfer into education P&amp;S, with input from ITOs. Start of analysis of needs and priorities via regional and student group lenses – strategic approach to student development, identity any immediate needs / any quick wins.</td>
<td></td>
</tr>
<tr>
<td>4. Work-based learning development</td>
<td>Develop the framework and approach to NZIST supporting work-based learning, including planning for the transfer of trainees and apprenticeships currently supported by ITOs.</td>
<td>Support NZIST to understand what this new business means for its operating model, how to integrate it and enhance it in line with charter expectations. Initial thinking on how NZIST can position itself to deliver this important business effectively, with strong focus on support needed for transfer of trainees, apprentices and employers. How to bring this new group of students and employers on board without loss of participation, while addressing concerns, and building trust. What about the existing JTP system needs to be adapted to be ready? Potential of transfer to show “new world” identity and brand of NZIST.</td>
<td></td>
</tr>
<tr>
<td>5. New academic architecture for the IST, including establishment of Academic Board by 1 April 2020</td>
<td>“Quick win” opportunity to portray the future operating model in the first three months – what is going to be different.</td>
<td>Initial thinking for NZIST on development of its academic identity, priorities and reputation; looks at AS role in wider context. Develop and carry out process to recruit and appoint AS, to meet legislative requirements, by 1 April 2002. Also process for setting up subcommittees – how flexible should it be? Supported by officials. Range of advice that NZIST will need from the academic board, e.g. national and regional needs, including new work-based learning role, charter expectations. Start thinking on how NZIST might address loss of AS structure in the subsidiaries, and what structure(s) could support this, e.g. it subcommittees, thinking through areas of responsibility, e.g. what options are there beyond ‘one subcommittee per subsidiary’, regional and industry-based lenses; what is a manageable amount of subcommittees.</td>
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<td>6. Online arrangements</td>
<td>Designing a model for online delivery, including consideration of drawing on current JTP online delivery models.</td>
<td>Complete a review/analysis of current online capabilities. Initiate the compilation of business requirements to support online delivery for NZIST Agree strategy for determining future capability, e.g. leverage existing vs procurement. Consider what online delivery needs to do as part of NZIST delivery model to give effect to charter, support student journeys and learning outcomes, and employer and community needs. Initial thinking on what online network needs to address in order to extend existing NZIST reach nationally and supporting/supplementing physical sites, include support needed to by students, employers and whānau, and addressing barriers/resistance to online. Initial thinking of how online arrangements can support work-based learning.</td>
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<td>7. International education</td>
<td>Commence the development of a future operating model for international education, to support the goal of the international education strategy.</td>
<td>Setting out a strategic approach to international for NZIST, showing how it aligns to IES, esp regional vitality “Value over volume” – how to build NZIST brand of international delivery (e.g. regionally based international delivery, possible ‘whole of NZ experience’) as well as supporting financial viability for NZIST. What channels are already in place through JTPs and ITOS; how and if to bring all JTPs international marketing approaches and offerings together Analysis of what workforce capability exists, and what development is needed Programme and qualification development – existing and new (align to project 3) What needs to be done to ensure consistency of support for student well-being, and what does best practice look like (could be different to what is done currently).</td>
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ITP Council operations to 1 April 2020 – Points to consider

These points respond to questions we have already received and some that have not yet been asked – our intention is to provide a framework for councils’ decision-making over the coming months

RoVE Summary of Change Decisions sets the scene


The RoVE summary sets out clearly the Government’s intentions for the reform of vocational legislation, reflected in the draft legislation that Minister Hipkins has introduced into the House – the Education (Vocational Education and Training Reform) Amendment Bill 2019. The Bill includes the creation of the New Zealand Institute of Skills and Technology (NZIST), the workforce development councils (WDCs) and a new regulatory framework for vocational education and training. The present institutes of technology and polytechnics (ITPs) will become Crown entity subsidiaries under the Crown Entities Act 2004.

None of these changes can be put in place until the Bill is passed by parliament, and the Bill may be amended during its passage through the House, likely to take until March 2020.

The Establishment Board has been set up to ensure that the new NZIST is ready to begin work on day one, intended to be 1 April 2020. Barry Jordan, Chair of the Establishment Board, is meeting with all council Chairs to better understand the challenges and opportunities for the new NZIST, the resources and leadership it will need, and to facilitate a smooth transition from the councils to the subsidiary boards. In the meantime, it is “business as usual” for your ITP.

We want to help you maintain “business as usual” across the sector

Council retains its authority – decisions should be consistent with agreed plans

Your council retains its leadership role and its accountability until 31 March 2020. This means that you may take decisions that bind the incoming subsidiary board for the extent of the Transition Period, which ends on 31 December 2022 – as long as the decision is consistent with current policies, existing plans, and with decisions you have been taking over recent months.

If, as a council, you have a decision that is unusual in any way – not included in the council work-plan, urgent, or one where you have been unable to undertake normal due diligence, please discuss it first with the TEC. In the first instance, contact Sandra Ramsay, Manager Relationships (Investment): Sandra.Ramsay@tec.govt.nz 04 474 5610.

**Council composition: staff and student members, vacancies**

Questions we’ve received include: Do we proceed to hold elections for the staff and student representatives? Do we develop the systems and procedures for staff and student elections?

These are decisions for each council. The compliance requirement is for you to provide a constitution to the Minister by 24 August 2019. The constitutional changes come into effect on 24 October 2019 and staff and student representatives can be full members of your council from that date. However, councils have 6 months from that date to implement staff and student representation, i.e. 24 April 2020, and this is after the proposed date of council dissolution on 1 April 2020.

The Minister’s view remains that adding staff and students to the council as soon as possible would provide, at the very least, good governance experience for those representatives. Only the council can determine how keen staff and students at your ITP are to take their seats at the council table.

One factor to consider is whether your ITP is near the end or the beginning of the process – if elections are planned for 2020, it may not be worthwhile going ahead. But it is a matter for your council’s judgement.

Should a vacancy arise on your council in the next few months, we encourage you to carry on without making any new appointments at this time. To discuss any aspect of council membership, please contact Julia.Kennedy@tec.govt.nz 04 462 5213.

**Appointing or reappointing the Chief Executive**

The terms of several Chief Executives expire later this year or in 2020. We would expect you to follow your usual rigorous processes to ensure you appoint the best candidate and, in making any appointment or reappointment, agree a term that expires on or before 31 December 2022.

As usual, you would need to gain the concurrence of the State Services Commission to the terms of the appointment (as required by the State Sector Act 1988). Joan Foster is your contact at SSC about CE appointments: Joan.Foster@ssc.govt.nz 021 228 2466.

A factor in your decision making should be “is the decision in the best interests of the NZIST”? If the proposed appointment or reappointment will extend beyond 2020, the Chair of the Establishment Board, Barry Jordon, would like to hear from you before you finalise the decision – or to discuss strategy: Barry.Jordan@istestablishment.ac.nz 21 537 684.

**Negotiating collective employment agreements**

As collective employment agreements typically apply for two or three years, a third to half of the ITP collective agreements could be renegotiated each year; your Chief Executive must consult with the State Services Commission in the renegotiation. Charlie Busby is the SSC contact: Charlie.Busby@ssc.govt.nz 021 583 797.

Government expectations on employment relations in the state sector should be considered in developing your institution’s bargaining strategy. These expectations were outlined in a letter to your Chief Executive in April 2019 from Dale Farrar, Deputy State Services Commissioner and are here: [https://ssc.govt.nz/assets/Legacy/resources/government-expectations-apr-2018.pdf](https://ssc.govt.nz/assets/Legacy/resources/government-expectations-apr-2018.pdf)
We recommend the renegotiation proceeds as usual. Legislation allows collective agreements of up to three years in duration, but you should not agree a term beyond the end of the transition period, 31 December 2022. Beware negotiating terms in the agreement that are inconsistent with general terms and conditions in the sector, or terms that could increase complexity of a future strategy and, for example, make it more difficult for the NZIST to harmonise conditions of employment across the present ITPs.

**Staff, students and all assets transfer to the subsidiary as soon as it is created**

The approach of creating subsidiaries is intended to provide continuity for learners and employers and a smooth transition for ITP staff. The intention is that all the rights, assets and liabilities of the ITP are “vested in” and transfer automatically across to its corresponding NZIST subsidiary with effect from 1 April 2020.

Every employee of the ITP becomes an employee of the corresponding NZIST subsidiary and retains their existing terms and conditions. Every student enrolled at the ITP is treated as having been enrolled at the corresponding NZIST subsidiary. Existing NZQA approvals, accreditations and consents are treated as though they were granted to the corresponding NZIST subsidiary. Any title transfer process from the Crown will continue uninterrupted to the NZIST subsidiary corresponding to your ITP.

**Budget-setting 2020, investment plans and any restructuring plans continue as normal**

This is the time of year when councils would normally consider plans for the coming year and the associated financial commitments. The year 2020 will be “business as usual” from this point of view and investment plans and funding that has been approved by the TEC will transfer automatically to the corresponding NZIST subsidiary.

In the context of falling enrolments, we expect that many of you have plans to curtail some programmes or to realign some support services. If you are in the process of doing so and, as part of good business practice, working to maintain your ITP’s financial viability, then any necessary redundancy should go ahead.

The test should always be –are you being consistent with current policies, existing plans, and decisions you have been taking over recent months? Business as usual in this context means following existing plans to maintain, or return to, a sustainable financial situation – even if it means some job losses.

**Partnership arrangements remain in place**

All existing partnership arrangements, including partnership with Iwi, transfer across to the subsidiary that takes the place of the ITP – in those terms it is business as usual too.

**Renewing contracts and other agreements for equipment or services**

Renewing existing contracts and entering into new ones: if the contract is in line with existing policies, plans and decision-making, go ahead but, if you wish to commit your institution beyond 31 December 2022, please discuss it first with the TEC. If you are uncertain whether you are acting in the best interests of the NZIST, you may need to discuss it first with the Establishment Unit. Murray Strong is the Unit’s Director: Murray.Strong@istestablishment.ac.nz 021 682 415

In the future, we anticipate that NZIST may be able to take advantage of group or “bulk buying power” across a range of areas, from information systems to training.
**Final reporting as soon as possible after 31 March 2020**

The final report of your ITP for the period 1 January 2020 to 31 March 2020 must be prepared and sent to the Minister as soon as practicable after the end of March and once the financial statements have been audited. The Minister will present it to the House in the same way he has for ITP annual reports.

If former council members are not available to sign out the statement of representation that accompanies the financial statements, the Minister can nominate a signatory.

**Who confers degrees at the April Graduation?**

Awarding degrees and other qualifications for any graduation ceremony after 31 March 2020 will be the role of the incoming Chair of each subsidiary board.

The new subsidiary boards will be appointed by the NZIST Council. As the Minister is able to appoint members ahead of 1 April 2020, it may be possible for the NZIST Council to arrange for the members of the subsidiary boards to be ready to take on their roles on day one, 1 April 2020. This would support the aim of a smooth transition from ITP Council to NZIST subsidiary board.

**Some questions we cannot yet answer**

We cannot answer some of the questions we’ve been asked – it will be several months before the Bill becomes law and it is subject to change during the parliamentary process. Some of those questions are decisions for the incoming NZIST council. These include the size and shape of the new regional divisions and membership of the subsidiary boards, which will replace the councils.

The Bill proposes that the subsidiary boards are smaller than the existing councils, with at least four but not more than six directors, and with at least half the directors resident in the region where the NZIST subsidiary operates. In making the appointments, we expect the new NZIST council to carefully balance the need to support the transition with the benefits of continuity as the change process unfolds.
Kia ora,

Apologies, the hyperlinks in the previous email are incorrect.

Submissions can be made on the Parliament website here:


A copy of the bill is available here:


Ngā mihi,

From: Education and Workforce Committee
Sent: Thursday, 12 September 2019 4:10 PM
Subject: Submissions for Education (Vocational Education and Training Reform) Amendment Bill - Education and Workforce Committee

Kia ora,

I’m emailing you on behalf of the Education and Workforce select committee at Parliament, which is accepting submissions on the Education (Vocational Education and Training Reform) Amendment Bill.

Please see attached a letter on behalf of the committee’s chair, Dr Parmjeet Parmar, inviting you to make a submission on this bill.

Submissions can be made on the Parliament website here. A copy of the bill is available at this link.

Please feel free to get in touch if you have any questions.

Ngā mihi,

Sheridan McErlich
Parliamentary Officer (Administration)
Education and Workforce Committee
Economic Development, Science and Innovation Committee

Connecting people with Parliament

Office of the Clerk of the House of Representatives
Te Tari te Manahuhū o te Whare Māngai
EDUCATION AND WORKFORCE COMMITTEE

12 September 2019

Submissions on the Education (Vocational Education and Training Reform) Amendment Bill

Kia ora,

I'm writing to you on behalf of the Education and Workforce Committee to invite you to give thought to making a submission on the Education (Vocational Education and Training Reform) Amendment Bill, which our committee is currently considering.

This bill amends the Education Act 1989 and repeals the Industry Training and Apprenticeships Act 1992 to create a unified and cohesive vocational education and training system.

We are accepting submissions until Sunday, 13 October 2019.

Please note that submissions are publicly released and published to the Parliament website.

Please get in contact with the Clerk of Committee, Hayley Locke, at ew@parliament.govt.nz if you have any questions.

Yours sincerely,

Dr Parmjeet Parmar
Chairperson
Education and Workforce Committee
26 August 2019

Ms. Celia Coombes
Sector Manager [Education]
Immigration New Zealand
Ministry of Business, Innovation & Employment
PO Box 3705
Wellington 6140

Dear Celia

Re: Credit recognition at the Manukau Institute of Technology (MIT)

In response to your request to our International Director (Christopher Handscomb), during your meeting with him at the New Zealand International Education Conference, we are happy to provide the following update on credit recognition into the Bachelor of Engineering Technology at MIT.

In the first semester of this year, 38 international students enrolled into the Bachelor of Engineering Technology utilizing credit recognition consistent with our programme documentation, as per the following:

- Applicants with a Bachelor of Engineering degree studied overseas (usually 4 years duration) are typically awarded two years of cross credit, (as the qualification is deemed to be the equivalent of a level 8 qualification on the NZ framework).
- Applicants with the equivalent of a Bachelor of Engineering Technology degree (3 years in duration) are typically awarded 1.5 years of credit.
- Applicants with the equivalent of a New Zealand Diploma in Engineering are typically awarded one year of credit.

We have undertaken an analysis of the semester one academic results and found the following average pass rates:

- Domestic and international students: 80.12%
- International students: 83.87%
- International students awarded credit recognition: 85.71%

The results analysis further confirms that the students enrolled in Bachelor of Engineering Technology programme with credit recognition are performing better than the general cohort of students and are well placed within the programme.
Previously these students would have possibly enrolled into the one year Graduate Diploma in Engineering programme at MIT; the provision of credit recognition into the Bachelor's programme means that on average students study for a longer period of time with us, which we have noted provides the following advantages.

The longer period of study enables students to better adapt to New Zealand culture, and teaching and learning styles. Furthermore, the longer period of study enables more flexibility from a delivery perspective. This ensures that pre-requisite knowledge can be more fully taught as required, i.e. lower level subject matter can be provided as opposed to a student being required to immediately join level 7 papers, (as is the case if they study the Graduate Diploma).

In addition, the Bachelor of Engineering Technology is an accredited qualification more widely recognized by industry both in New Zealand and offshore; (this is further enhanced by the fact that the qualification meets the Sydney Accord graduate attributes).

In summary, we are confident that the academic and ultimately employment outcomes for students utilizing credit recognition options into the Bachelor of Engineering Technology are superior to the outcomes obtained from studying a Graduate Diploma in Engineering.

MIT is constantly monitoring the progress and academic outcomes of these students. Furthermore, the Technology Park Leadership Team meet regularly with both the International Team and our RPL Manager to monitor the assessment procedures of students availing themselves of credit recognition.

Finally, it is important to note that our assessment procedures for both Bachelor programme applicants applying for credit recognition and Graduate Diploma programme applicants, are equally as robust.

Please do not hesitate to contact me should you require any further information.

Yours sincerely

Paul Hollings
General Manager
Technology Park