

MITU ACADEMIC WORKPLAN 2026

Last updated 2026-02-26

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

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

Month	Standing Items	Annual Items
January		- Note AC ToR (via Council) - Note Standing Orders (via Council)) - Approve Subcommittees ToR
February	Approve Graduands [STATUTORY REQUIREMENT]	- Review 2025 Committee Attendance Reports - Policy Approvals
March	- Subcommittee Reports - Approve Graduands [STATUTORY REQUIREMENT] - Quarterly Complaints and Appeals Reports (Oct-Dec 2025) [STATUTORY REQUIREMENT] - Student Misconduct During Assessment Report (Sem 2, 2025)	- Confirmation of nominated members to AC and Subcommittees - Note list of Programmes and Qualifications for 2026 and Annual Programme Closures (Report to Council) - Approve Academic Committee Handbook (via Chair) - Receive and consider Student Survey Report 2025 (via LTC) - Review EPI (2025 draft from Dec SDR) (Report to Council) [STATUTORY REQUIREMENT]
April	- Subcommittee Reports - Approve Graduands [STATUTORY REQUIREMENT] - Review Academic Risk Register	- Approve nominated members to AC and Subcommittees - Receive and consider YSWD Status Report (via LTC) - Review of Monitoring Annual Report (2025) (via AQC) - Review of Literacy and Numeracy TEC compliance (2025) (via AQC) - Review of Consistency Report (2025) (via AQC)
May	- Subcommittee Reports - Approve Graduands [STATUTORY REQUIREMENT] - Quarterly Complaints and Appeals Reports (Jan-Mar 2026) [STATUTORY REQUIREMENT] - Research Productivity Traffic Light (RPTL) 6-monthly Report	- Approve Research Annual Report (2025) (via RC, Report to Council) - Review of Moderation Annual Report (2025) (via AQC) - Receive Pastoral Care Code Close-Out Report (Report to Council) [STATUTORY REQUIREMENT] - Approve Programme Committee memberships (via AQC) - Approve Programme Advisory Group memberships (via PAOC)

		• Receive-PER/MER Summary Reports (2025) (via AQC)
June	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register	• Approve Academic Calendar (2028) (via DCEA) • Review EPI (2025 final from April SDR) (Report to Council) [STATUTORY REQUIREMENT] • Receive and consider Digital Learning Standards Annual Report (via LTC) • Receive and consider Professional Development Annual Report (via LTC)
July	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT]	• Approve EPICs (2027) (via DCEA & DCELES) • Receive and consider Academic Integrity Annual Report (2025) (via LTC)
August	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register • Quarterly Complaints and Appeals Reports (Apr-Jun 2026) [STATUTORY REQUIREMENT] • Student Misconduct During Assessment Report (Sem 1, 2026)	• Student Survey Report (Sem 1 2026) (via LTC) • Note list of new product applications submitted to the NZQA, and list of Type 2 Changes received (via AAC) • Review Academic Policies for 2027
September	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT]	• Review Subcommittee ToR • Review Academic Policies for 2027 • Receive and consider Annual Academic Compliance Check (via DCEA)
October	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register	• Review iQAF Self-Assessment Report and Improvement Plan (new) [STATUTORY REQUIREMENT] • Review Subcommittee ToR • Receive and consider Teaching Excellence Standards Annual Report (via LTC) • Review Academic Policies for 2027
November	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Quarterly Complaints and Appeals Reports (Jul-Sep 2026) [STATUTORY REQUIREMENT] • Research Productivity Traffic Light (RPTL) 6-monthly Report	• Approve 2027 Memberships for AC and Subcommittees • Approve 2027 Meeting Schedule for AC • Review Academic Committee Handbook
December	• Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT]	• Approve 2027 Meeting Schedule for AC Subcommittees • Conduct AC Self-Assessment

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

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

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



Academic Committee | MIT & Unitec OPEN Meeting MINUTES

Date: 1 July 2026

Time: 1:00pm

Venue: Ōtara Campus ND317 and MS Teams

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)
Kia manaaki tātou (*Let's be caring*)
Kia whai hiranga tātou (*Let's pursue excellence*)
Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!
Haramai te toki!
Haumi ē!
Hui ē!
Taiki ē!

1.1 Attendance and Apologies

Members:	Position	Present	Apology	Absent	Proxy
Chris Park	Acting Chair	✓			
Martin Carroll	Chair	departed 2pm			
Christina Hong	Member			✓	
Annette Pitovao	Member	✓			
Chris King	Member			✓	
Eric Boamah	Member		✓		
Jeff Howe	Member	✓			
Julie Prentice	Member	✓			
Kylie Smith	Member	✓			
Peter McPherson	Member	✓			
Pip Schollum-Manase	Member	✓			
Rosanne Ellis	Member	✓			
Simon Nash	Member		✓		
Simon Tries	Member	✓			
Viv Merito	Member		✓		
Wiremu Manaia	Member	✓			
Terina Haimona	Student Representative	✓			
Thao (Tiffany) Nguyen	Student Representative	arrived 1.22pm			

In attendance:

Juee Jin (Secretary)
James Oldfield

Ward Kamo
Hana Hohapata

Helen Perry

Chris Park (Acting Chair) opened the meeting and welcomed members. The Committee noted that due to illness the Chair was attending the meeting as a Committee member and would depart at approximately 2.00 pm.

RESOLVED:

That the apologies from Eric Boamah, Simon Nash and Viv Merito be accepted and the early departure of Martin Carroll be noted.

Moved: Pip Schollum-Manase

Seconded: Julie Prentice

CARRIED

The Acting Chair received all apologies and declared the meeting quorate.

2 Resolution to exclude the public

Chris Park.

It will be moved by the Chair that the public be excluded from the following parts of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reasons for passing the resolution in relation to each matter are as follows:

Closed Session Item:

Item	General subject of each matter	Section(s) relied upon
2.0	Closed Academic Committee Meeting Minutes	s9(2)(b)(ii), s9(2)(i) OIA
2.1	Closed Action Register	s9(2)(b)(ii), s9(2)(i) OIA
2.2	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
2.3	Statutory Declaration Annual Report 2025	s9(2)(a)
2.4	Granting of Awards	s9(2)(a)
2.5	Approval of Graduand Lists	s9(2)(a)
2.6	REC Report	s9(2)(a), s9(2)(i) OIA

Interests Protected

Section	Interest
s9(2)(a)	To protect the privacy of natural persons, including that of deceased natural persons.
s9(2)(b)(ii) OIA	To protect information where release would be likely to unreasonably prejudice the commercial position of the person who supplied or is the subject of the information.
s9(2)(i) OIA	To enable the organisation to carry out its activities without prejudice or disadvantage.

RESOLVED:

That the public be excluded from the following part of the meeting.

Moved: Chris Park
Seconded: Pip Schollum-Manase
CARRIED

3 Closed Session

The Meeting moved into Closed Session at 1.02pm.

4 Return to Open Session

The Committee resumed in open session at 1.31pm.

5 Confirmation of Resolutions from Closed Session

Chris Park.

RESOLVED:

That the Academic Committee confirm the following resolutions made in closed session:

5.0 confirm the Minutes of the closed portion of Academic Committee meeting held on 3 June 2026 as a true and correct record.

5.1 receive the Action Register.

5.2 receive the Correspondence.

5.3 receive the Statutory Declaration Annual Report 2025

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

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

Moved: Julie Prentice

Seconded: Jeff Howe

CARRIED

With leave from the Committee the following item was presented next.

6 General Business

6.1 Chairperson's Report

2027 TEC Investment Plan (MOPs and EPICs)

The Chair provided an update on preparation of the 2027 Tertiary Education Commission (TEC) Investment Plan, advising that work was well advanced across its key components, including the Mix of Provision (MoP), financial information, strategic narrative and Educational Performance Indicator (EPI) commitments.

It was noted that the proposed Mix of Provision largely reflects the current programme portfolio, recognising the institution's continued focus on organisational integration, the current funding environment, and the institution's current strategic planning priorities. It was further noted that more substantive portfolio planning is expected to inform future investment planning from 2028 as organisational integration progresses.

The Committee was advised that the Investment Plan financial information relates specifically to TEC investment and should not be interpreted as the institution's overall 2027 budget. The Investment Plan does not address non-government funded opportunities for growth, i.e., International opportunities. Work on the 2027 budget will begin shortly.

The Chair noted that the EPIC strategic narrative draws on existing institutional strategies and plans, reflecting the current priority of organisational integration while maintaining a continued focus on improving learner outcomes and educational quality. This is discussed in the next item the EPIC report.

Academic Promotion Frameworks

The Chair advised that the 2026 academic promotion processes for MIT and Unitec had commenced, noting that the two institutions will continue to operate separate promotion frameworks while longer-term integration is considered alongside broader employment and contractual arrangements.

It was noted that enhancements had been made to the current promotion processes, including broader representation on promotion panels and increased cross-institutional participation to strengthen consistency, shared practice and organisational integration.

Academic Quality Capability Programme

The Chair provided an update on the implementation of the new institutional Moderation Policy and Procedures, which came into effect from the date of the meeting. It was noted that supporting implementation resources and monitoring tools are being developed to promote consistent application, strengthened oversight and increased accountability across the institution.

The Chair further noted that a comprehensive programme of professional development is being developed to strengthen institutional capability in assessment design, moderation, marking and academic quality assurance. The programme will be piloted with Heads of School before broader institutional implementation to support refinement and leadership across the organisation.

It was noted that consideration will be given through the appropriate institutional processes to making elements of the programme mandatory for academic staff, recognising the associated resource considerations.

The Committee recognised the importance of the programme in supporting consistent academic practice, strengthening institutional capability, and responding to evolving quality assurance expectations. It was also noted that implementation should be supported through institutional professional development planning to enable effective participation across schools.

The Committee discussed the implications of the evolving regulatory environment for programme development and academic practice. It was noted that increasing emphasis is being placed on clear alignment between learning outcomes, assessment design and evidence of learner achievement, and that these considerations will continue to inform programme approval, review and quality assurance activities.

The Chair recognised the positive engagement of Heads of School and academic leaders in supporting the institution's quality improvement programme and acknowledged the constructive focus on building capability and continuous improvement across the organisation.

RESOLVED:

That the Academic Committee receive the Chairperson's Report.

Moved: Kylie Smith

Seconded: Rosanne Ellis

CARRIED

6.2 EPIC Report

The Chair presented the proposed 2027 Educational Performance Indicator (EPI) commitments, advising that these had been developed using integrated MIT and Unitec performance data following consolidation of the two institutions' reporting. This is going to Council tomorrow for approval.

It was noted that performance targets above TEC benchmarks continue to reflect the institution's commitment to continuous improvement, while more accelerated improvement trajectories have been proposed where current performance remains below benchmark, reflecting a differentiated approach to improvement based on current performance.

It was further noted that the proposed institutional targets will inform the development of improvement strategies and programme-level performance planning to promote continued accountability and improvement across the institution.

In discussion, it was recognised that improving learner retention remains both a significant institutional risk and an important opportunity to improve learner success, educational performance and the institutional performance. The Committee also highlighted the importance of sustaining strong course completion performance while continuing to improve retention and qualification completion outcomes for Māori and Pacific learners.

The Committee acknowledged the positive overall performance outcomes achieved despite the significant organisational change undertaken during the year and endorsed the continued focus on improving learner retention, progression and qualification completion as key institutional priorities.

RESOLVED:

That the Academic Committee endorse the Educational Performance Indicator Commitments (EPIC) Report.

Moved: Kylie Smith

Seconded: Rosanne Ellis

CARRIED

7.2.a NZQA Draft Degree Guidelines (Version 3)

Presenter: Helen Perry

The Committee considered the draft NZQA Degree Guidelines (Version 3), released by NZQA for sector consultation, and noted that institutional feedback is required prior to the next scheduled Academic Committee meeting.

The Committee was advised that the draft guidelines introduce substantive clarifications relating to qualification design, graduate profile outcomes, programme structures and research expectations, monitoring and subcontracting with the intention of providing greater clarity and consistency for qualification development, evaluation and approval.

It was noted the preliminary view that the proposed changes represent a positive development in several key areas by providing clearer expectations to support programme design and regulatory evaluation.

It was further noted the alignment of the proposed research guidance with the institution's applied research direction, while recognising that any implications for institutional research and intellectual property policies would be considered through the appropriate governance processes.

The Committee agreed that a coordinated institutional response should be developed through targeted consultation with relevant governance committees and staff with subject matter expertise, including the Academic Approvals Committee and Research Committee, together with other relevant institutional subject matter experts, as appropriate.

It was further noted that the institutional response would not be confined to the amendments identified by NZQA and may include broader feedback on the draft guidelines where considered appropriate. Committee members were invited to identify any additional subject matter experts who should be included in the consultation process.

ACTION:

Helen Perry and Simon Tries to coordinate targeted consultation on the NZQA Draft Degree Guidelines (Version 3), consolidate institutional feedback from relevant governance committees and subject matter experts, and submit the institution's response to NZQA.

RESOLVED:

That the Academic Committee receive the NZQA Draft Degree Guidelines Report.

Moved: Rosanne Ellis

Seconded: Simon Tries

CARRIED

1.1 MIT 2025_Student Complaints and Appeals Report

As no representative was available to present the report or respond to questions, consideration of the MIT 2025 Student Complaints and Appeals Report was deferred to the next Academic Committee meeting.

6.0 Work Plan

The Committee reviewed the Work Plan and noted progress against scheduled items.

- MIT 2025 Student Complaints and Appeals Report would be deferred to the next meeting.
- PER/MER Summary Reports (2025) (via AQC) would be deferred to September meeting.
- Digital Learning Standards Annual Report (via LTC) would be deferred to the next meeting;
- Professional Development Annual Report (via LTC) would be deferred to the next meeting.
- MIT Academic Calendar (2027) would be deferred to the next meeting.
- Academic Integrity Annual Report (2025) (via LTC) would be deferred to the next meeting.

The Committee requested clarification about the 'Student Survey Report (Sem 1 2026) (via LTC)', what is this report and who is responsible for it?

ACTION:

Acting Chair will take this question offline and discuss with the Secretary and Chair.

RESOLVED:

That the Academic Committee note the Academic Committee Work Plan.

Moved: Simon Tries

Seconded: Rosanne Ellis

CARRIED

6.1 Previous Minutes

Academic Committee_Minutes_Draft_2026-06-03

RESOLVED:

That the Academic Committee confirm the Minutes of the meeting held on 3 June 2026 as a true and correct record.

Moved: Pip Schollum-Manase

Seconded: Wiremu Manaia

CARRIED**6.2 Action Register****a. Development of Learner Experience KPIs on Complaints and Appeals**

The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, the Director People and Culture, and the DCE Academic. The work will focus on measures of student satisfaction, staff development, and effective management of complaints, rather than numerical reduction targets.

Discussion on 2026-06-03:

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

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

b. PAC design and implementation

Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee.

Deliverable A: Current State Mapping: Develop and present a consolidated schedule mapping all programmes to existing Programme Committees and Programme Advisory Committees, forming the agreed baseline for subsequent recommendations.

Deliverable B: Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.

Discussion on 2026-02-03:

Mapping of programme and industry advisory groups across the Institute has commenced. Further consultation and workshops with Heads of Schools and stakeholders are planned to inform the development of a revised advisory group framework.

Discussion on 2026-03-04:

An update was provided on the project to map programmes to Programme Committees and Programme Advisory Committees and to develop a phased implementation approach. Deliverable A (Current State Mapping) has been completed. Work on Deliverable B (Phased Implementation Proposal) remains in progress.

Discussion on 2026-04-02:

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

Discussion on 2026-05-06:

It was noted that work was underway to:

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

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

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

Further progress updates would be provided at the July meeting.

PAC design and implementation Project Plan was considered under Item 7.06.

The matter was concluded.

c. Academic Misconduct Report

ACTION:

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

Communication issued to all Schools reinforcing expectations for the consistent reporting of academic misconduct cases in accordance with institutional policy. Action completed.

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

The reporting process for academic misconduct has been established and communicated to the relevant schools. Institution-wide academic misconduct reporting is being prepared for presentation to the August Academic Committee meeting.

d. Student Complaints and Appeals

Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC) with findings to be reported back to the Academic Committee.

Student Complaints and Appeals were considered by the IAAC and is documented in the minutes of 17 June 2026. There were 7 formal complaints 147 issues were actually enquiries.

This matter was concluded.

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

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

Discussion on 2026-05-06:

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

Discussion on 2026-07-01:

The establishment process for appropriate Programme Advisory Committee support is underway. Ongoing oversight of implementation will be provided through the Programme Advisory Oversight Committee's regular reporting to Academic Committee, and a separate Academic Committee action is no longer required.

The matter was concluded.

f. Academic Risk Register

1. The Chair to include a new Academic Risk Register entry relating to assessment design, assessment implementation, marking, and moderation practices, reflecting systemic themes identified through recent quality assurance activities.
2. Simon Tries, Chris King, Chris Park, Simon Nash and the Chair to work with Ernest Bernard to further refine the academic risk framework, including guidance on risk identification, escalation pathways, and the distinction between risks and operational issues, and report back to the Academic Committee

Discussion on 2026-07-01:

An update will be provided at the next meeting.

g. NZQA Credit Recognition and Transfer Guidelines

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

Discussion on 2026-07-01:

The NZQA Credit Recognition and Transfer Guidelines have been reviewed. No immediate institutional action is required at this stage. The guidelines will be considered through the forthcoming policy review programme, considering any further clarification provided by NZQA.

The matter is concluded.

h. 2025 EPI Analysis

1. Chairs of the Priority Group Advisory Committees to undertake further analysis of outcomes relating to their respective priority groups and report back to Academic Committee with any recommended actions by July 2026 where practicable, and no later than August 2026.

Discussion on 2026-07-01:

Findings and any recommended actions will be reported to the Academic Committee at the August meeting.

2. Pip Schollum-Manase and Chris King to facilitate distribution of the EPI data to Heads of School to support further programme and School-level analysis.

Discussion on 2026-07-01:

EPI data has been distributed to Heads of School to support programme and school-level analysis. The original action has been completed through the delivery of the 2025 EPI reporting process.

The matter is concluded.

i. AAC membership nominations

The Chair to coordinate outstanding AAC membership nominations and, where nominations are consistent with the Terms of Reference, confirm appointments under delegated authority and report back to the next Academic Committee meeting.

The matter remains in progress.

j. Programme Committee Reporting Timeframes

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

Discussion on 2026-07-01:

The review is underway, including consultation with Programme Committee and PAQC Chairs and engagement with the AI Committee regarding guidance to support the appropriate use of AI in minute preparation. An update will be provided to Academic Committee following completion of the review.

The matter is in progress.

k. MAAC ToR Development

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

Discussion on 2026-07-01:

Further consultation is being undertaken following a request from the Māori Academic Advisory Committee (MAAC) for additional time. The proposed Terms of Reference amendment will be brought back to Academic Committee once that consultation has concluded.

The matter is in progress.

RESOLVED:

That the Academic Committee receive the action register.

Moved: Julie Prentice

Seconded: Pip Schollum-Manase

CARRIED

7.2 Correspondence

Presenter: Simon Tries

INWARDS:

Attachments:

a. To: Academic Committee From: NZQA

Date: 18 June 2026

Subject: 2026 Micro-credentials and former Training schemes Reviews Notification (Pg.2)

b. To: Academic Committee From: NZQA

Date: 22 June 2026

Subject: NZQA outcome letter - Master of Professional Accounting (Pg.3-11)

c. To: Academic Committee From: NZQA

Date: 23 June 2026

Subject: Draft degree guidelines version 3 (Pg.12-68)

d. To: Academic Committee From: NZQA

Date: 24 June 2026

Subject: NZQA - C69306 - New Zealand Certificate in English Language (Applied) (Level 3) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.69-73)

e. To: Academic Committee From: NZQA

Date: 24 June 2026

Subject: NZQA - C69304 - New Zealand Certificate in English Language (Academic) (Level 4) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.74-78)

f. To: Academic Committee From: NZQA

Date: 24 June 2026

Subject: NZQA - C69301 - New Zealand Certificate in English Language (General) (Level 3) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.79-83)

RESOLVED:

That the Academic Committee receive the Correspondence.

Moved: Kylie Smith

Seconded: Jeff Howe

CARRIED

7.4 Student Survey Report 2025

Presenter: James Oldfield (on behalf of Simon Nash)

The Student Survey Reports were presented, outlining the key findings from the 2025 MIT and Unitec student surveys and the principal themes arising across both reports.

The reports indicate consistently positive learner feedback across both institutions, with improvements in overall satisfaction and survey response rates compared with previous years. It was noted that the reports reflect existing institutional approaches, with work underway to develop a unified survey framework for future reporting.

The reports identified teaching quality, well-structured courses and practical, real-life learning experiences as key contributors to positive learner experiences. Lower learner satisfaction where identified was commonly associated with assessment design, clarity and workload, course organisation, and aspects of teaching practice, consistent with the findings presented in the reports.

Discussion focused on the higher survey response rates achieved within MIT and the range of initiatives implemented to support student participation. It was recognised that a combination of coordinated approaches, including providing dedicated class time, streamlined survey design, student-led communications and regular staff engagement, had contributed to improved participation.

The reports also identified opportunities to further embed Māori knowledge, language and practice within teaching and learning, recognising this as an area for continued enhancement alongside the strong overall learner experience reflected across both reports.

The discussion recognised the value of sharing good news and effective practice across the institution to strengthen learner engagement and survey participation, supporting the continued development of a consistent institutional approach to student feedback.

RESOLVED:

That the Academic Committee receive the 2025 MIT End of Course Survey Report, MIT Lecturer Survey Report and Unitec Student Course Surveys Institutional Summary Reports.

Moved: Annette Pitovao
Seconded: Julie Prentice
CARRIED

8.5 Learning and Teaching Committee (LTC) Report

Presenter: James Oldfield (on behalf of Simon Nash)

The Learning and Teaching Committee Report was presented, highlighting the LTC's discussion on the proposed Teaching Excellence Standards and supporting implementation framework.

It was advised that the Learning and Teaching Committee discussed its responsibilities under the Terms of Reference, including recommending the Teaching Excellence Standards and considering how they should be embedded within institutional policies, processes and professional practice.

It was highlighted that the LTC had undertaken an initial discussion of the proposed standards and supporting matrix, with particular focus on implementation considerations and alignment with existing academic quality processes and teaching practice.

It was further advised that ongoing work would consider the integration of the standards across institutional frameworks, professional development and quality assurance activities, together with mechanisms for monitoring their implementation and impact over existing institute settings over time.

It was acknowledged that implementation would require careful consideration of existing institutional practices and supporting processes as the work progresses.

RESOLVED:

That the Academic Committee receive Learning and Teaching Committee Report.

Moved: Annette Pitovao
Seconded: Julie Prentice
CARRIED

7.5 Code of Practice for Pastoral Care 2025 Summary

Presenter: Annette Pitovao

The 2025 Code of Practice for the Pastoral Care of Learners Summary Report was presented, outlining the institution's annual self-assessment against the Code and the key findings arising from the 2025 compliance reporting process.

It was advised that the report had been delayed pending receipt of information required from Te Pūkenga/NZIST to complete the merged institutional submission.

The report outlined that the overall assessment identified a high level of compliance for items across both MIT and Unitec, with a small number of areas assessed as partial compliance. It was advised that these related primarily to outsourced accommodation arrangements at Unitec and evidence supporting aspects of learner wellbeing and safety at MIT, with improvement actions incorporated into the current year's action plans.

It was further advised that compliance evidence is monitored and reviewed on a quarterly basis to support ongoing assurance and preparation for the annual attestation process. It was also advised that work is underway to identify an appropriate institutional platform to support future compliance monitoring following the expiry of the current sector system.

It was noted that identified areas of partial compliance are being actively addressed through established improvement planning and ongoing monitoring processes.

RESOLVED:

That the Academic Committee receive the Code of Practice for Pastoral Care 2025 Summary report.

Moved: Annett Pitovao

Seconded: Jeff Howe

CARRIED

7.6 PAC Design and Implementation Project Plan

Presenter: Julie Prentice

The Programme Advisory Committee Design and Implementation Plan was presented, providing an update on implementation of the institutional framework for establishing and strengthening Programme Advisory Committees across the organisation.

It was advised that priority had been given to programmes where Programme Advisory Committees are not yet established, with implementation progressing through a structured expression of interest process to support the appointment of external members. It was further advised that separate Programme Advisory Committees would initially be established for the School Hospitality, Floristry and Hairdressing, reflecting the distinct needs of those programme areas.

It was noted that work is underway to support a consistent institutional approach to Programme Advisory Committee governance, including consultation with current members, engagement with Heads of School, review of the existing Terms of Reference, and development of supporting governance resources, templates and guidance.

It was further advised that arrangements are being developed to strengthen reporting pathways between Programme Advisory Committees and the Programme Advisory Oversight Committee, supporting ongoing governance oversight and organisational consistency.

The Acting Chair acknowledged the progress made in establishing the institutional implementation framework and supported the continued development of consistent Programme Advisory Committee governance arrangements across the institution.

RESOLVED:

That the Academic Committee receive the PAC Design and Implementation Project Plan.

Moved: Julie Prentice

Seconded: Pip Schollum-Manase

CARRIED

7.8 Proposed changes to PAOC ToR

Presenter: Julie Prentice

The proposed amendments to the Programme Advisory Oversight Committee (PAOC) Terms of Reference were presented, seeking approval for changes relating to Committee membership and minor drafting refinements.

It was advised that the proposed membership amendment would enable Programme Advisory Committee Chairs to delegate their PAOC representation to either a senior staff member or another industry member from their respective Programme Advisory Committee. The proposed change was intended to provide greater flexibility while supporting sustainable participation by industry representatives.

In discussion, the Committee recognised the practical challenges associated with additional commitments for industry members, while reaffirming the importance of maintaining a strong industry input into PAOC's advice to Academic Committee. The Committee discussed a range of approaches to support ongoing industry engagement while balancing practical participation requirements.

The Committee approved the following amendments to the Programme Approvals and Oversight Committee Terms of Reference:

- The Background section was amended to explicitly recognise engagement with external professions, industries, Māori, Pacific, disabled, iwi and communities.
- The membership provisions were amended to allow Programme Advisory Committee Chairs to delegate their PAOC representation to either a senior staff member or another industry member from their respective Programme Advisory Committee. The words "where appropriate", as originally proposed, were removed from the delegation provision to improve clarity.

The Committee approved the delegation of approval for the final wording of the background section to the Academic Committee Chair.

RESOLVED:

That Academic Committee approve the proposed changes to the Programme Advisory Oversight Committee (PAOC) Terms of Reference subject to above approval.

Moved: Julie Prentice

Seconded: Pip Schollum-Manase

CARRIED

7.9 Nominations for Pacific positions on Academic Subcommittees

Presenter: Chris Park (on behalf of Simon Nash)

RESOLVED:

That the Academic Committee approve the appointment of subcommittee members as set out in the paper.

Moved: Chris Park

Seconded: Julie Prentice

CARRIED

7.10 Subcommittee Membership Nominations

Presenter: Chris Park (on behalf of Martin Carroll)

RESOLVED:

That the Academic Committee approve the appointment of subcommittee members as set out in the paper.

Moved: Chris Park

Seconded: Pip Schollum-Manase

CARRIED

7.11 Unitec Annual Research Report 2025

Presenter: Rosanne Ellis

The Unitec Annual Research Report 2025 was presented, providing a summary of research performance for 2025 together with trend analysis to inform future institutional planning. It was noted that this would be the final standalone Unitec Annual Research Report, with future reporting to reflect the combined MIT–Unitec applied research framework.

The report demonstrates a well-established and engaged research culture, with continued growth in research capability, research outputs and student participation in research activities. It was further noted that additional contextual analysis had been incorporated to provide a broader view of research performance and emerging institutional trends.

The report also identified opportunities for continued improvement, including strengthening external research income, increasing externally funded research activity and addressing variations in research performance across schools. It was noted that these areas will inform the implementation of the emerging Applied Research and Rangahau Strategic Plan.

The Committee was advised that the report provides a credible baseline from which to monitor future research performance and supports the transition towards a more integrated, impact-focused and externally connected institutional research model.

RESOLVED:

That the Academic Committee receive Unitec Annual Research Report.

Moved: Rosanne Ellis

Seconded: Julie Prentice

CARRIED

7.12 Unitec Academic Calendar 2028

Presenter: Simon Tries

The proposed 2028 Unitec Academic Calendar was presented for consideration. It was advised that the calendar provides the framework supporting academic operations and student administration and forms part of the institution's annual academic planning process.

Discussion focused on the importance of progressing greater alignment of academic calendars and programme commencement dates across the integrated institution, recognising the operational, academic and learner benefits that greater consistency may provide.

It was noted that alignment across MIT and Unitec involves broader academic and operational considerations, including differences in programme structures, semester durations and supporting institutional systems. It was acknowledged that these matters require further consideration as organisational integration continues.

The Committee agreed that consideration of the proposed 2028 Unitec Academic Calendar would be better informed alongside the corresponding MIT Academic Calendar and within the broader context of institutional calendar alignment.

Accordingly, consideration of the paper was deferred to the August 2026 meeting.

7.13 PC Membership Update

Presenter: Simon Tries

The Programme Committee Membership Update was presented for information following its consideration by the Academic Quality Committee.

It was identified that the membership information for a number of Programme Committees required updating to ensure the accuracy of the institutional governance record.

The Committee agreed that the membership information should be reviewed and updated in consultation with the relevant Heads of School before being returned to Academic Committee.

Accordingly, consideration of the paper was deferred pending confirmation of the updated Programme Committee membership information.

7.14 Update to the Equivalency Settings for the Priority Group of Countries

Presenter: Jeff Howe

The proposed updates to the international academic equivalency settings were presented, seeking approval for revised academic entry requirements across a number of international markets.

It was advised that the proposed amendments address identified gaps in the current equivalency settings, including markets where published equivalency settings or degree-level entry requirements were not in place, while aligning institutional requirements more closely with sector practice. The proposed settings were informed by benchmarking against comparable tertiary institutions with similar international recruitment profiles, admission practices and market engagement.

Discussion emphasised the importance of supporting Admissions staff to apply the revised equivalency settings consistently. It was noted that additional operational guidance and appropriate reference resources would support consistent interpretation and application of the updated settings.

RESOLVED:

That the Academic Committee approve the updated international equivalency settings as presented.

Moved: Jeff Howe

Seconded: Annette Pitovao

CARRIED

8 Standing Items

8.1 Academic Approvals Committee (AAC)

Presenter: Chris Park

The Academic Approvals Committee Report was presented, noting that the AAC continues to manage a significant volume of programme approval and academic quality work with limited members.

Attention was drawn to the current vacancies in AAC membership identified in the report, with advice that these remain outstanding under the Terms of Reference and are placing additional demands on existing Committee members.

The Committee acknowledged both the operational pressures arising from current membership vacancies and the work underway to strengthen longer-term committee representation across the institution.

RESOLVED:

That the Academic Committee receive Academic Approval Committee Report.

Moved: Chris Park

Seconded: Rosanne Ellis

CARRIED

8.2 Academic Quality Committee (AQC)

Presenter: Simon Tries

RESOLVED:

That the Academic Committee receive Academic Quality Committee Report.

Moved: Simon Tries

Seconded: Julie Prentice

CARRIED

8.3 Disability Academic Advisory Committee (DAAC)

Presenter: Annette Pitovao

RESOLVED:

That the Academic Committee receive Disability Academic Advisory Committee Report.

Moved: Annette Pitovao

Seconded: Kylie Smith

CARRIED

8.4 International Academic Advisory Committee (IAAC)

Presenter: Jeff Howe

The International Academic Advisory Committee Report was presented, with particular attention drawn to the recommendation for further consideration of reinstating selected Graduate Diploma programmes in response to emerging international demand.

It was advised that changes to post-study work rights are expected to increase demand for Graduate Diploma programmes, presenting potential opportunities for future programme development and international recruitment.

In discussion, the Committee recognised the potential value of Graduate Diploma programmes in supporting learner pathways, enhancing programme portfolio flexibility and responding to emerging market opportunities.

It was also recognised that any future reinstatement of Graduate Diploma programmes would require appropriate academic approval, consideration of programme accreditation requirements and alignment with institutional programme planning processes.

The Committee received the report and noted that further work will be undertaken to consider the opportunities identified.

RESOLVED:

That the Academic Committee receive International Academic Advisory Committee Report.

Moved: Jeff Howe

Seconded: Rosanne Ellis

CARRIED

8.5 Learning and Teaching Committee (LTC)

The report was presenter after the agenda item 7.4 Student Survey Report 2025.

8.6 Māori Academic Advisory Committee (MAAC)

Presenter: Wiremu Manaia

The Māori Academic Advisory Committee Report was presented, advising that the MAAC's recent work has been primarily focused on the ongoing review of its Terms of Reference.

It was advised that extensive feedback had been received on the draft Terms of Reference, resulting in further consideration and refinement of the proposed amendments. The review has included both substantive and drafting changes to improve clarity, reduce duplication and strengthen the document.

The Committee was advised that additional time is required to complete consideration of the revised draft before it is finalised. It was further noted that the next draft will be circulated to the Chairs of the other Academic Committee subcommittees to support broader consultation prior to its return to Academic Committee.

It was also advised that the proposed amendments include provisions intended to provide greater flexibility in committee representation to support sustainable participation across governance committees.

RESOLVED:

That the Academic Committee receive Māori Academic Advisory Committee report.

Moved: Wiremu Manaia

Seconded: Simon Tries

CARRIED

8.7 Postgraduate Research and Scholarships Committee (PGRSC)

No report.

8.8 Research Committee (RC)

Presenter: Rosanne Ellis

RESOLVED:

That the Academic Committee receive Research Committee Memo.

Moved: Rosanne Ellis

Seconded: Terina Haimona

CARRIED

8.9 Programme Advisory Oversight Committee

Presenter: Julie Prentice

RESOLVED:

That the Academic Committee receive Programme Advisory Oversight Committee report.

Moved: Julie Prentice

Seconded: Thao (Tiffany) Nguyen

CARRIED

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te
rangimārie Te
harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

Peacefully
Joyfully
And resolute
We are united, progressing forward!
We are departing.

The meeting concluded at 4.03pm.

Confirmed as a true and correct record:

Chair:

Date:

MIT and Unitec Academic Committee
ACTION REGISTER 2026

Meeting Date	Reference	Action Description	Action Owner	Due Date
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026, 01 Jul 2026.	6.2a	Development of Learner Experience KPIs on Complaints and Appeals The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, DCE Academic and the Director People and Culture. <i>In Progress - further consultation with Student Council and other relevant stakeholders would be undertaken, and a revised KPI framework would be presented to a future meeting for consideration.</i>	Martin Carroll Simon Nash Christine Hutton	Aug 2026
03 June 2026	6.2i	AAC membership nominations The Chair to coordinate outstanding AAC membership nominations and, where nominations are consistent with the Terms of Reference, confirm appointments under delegated authority and report back to the next Academic Committee meeting.	Martin Carroll	Aug 2026
03 June 2026	6.2j	Programme Committee Reporting Timeframes Simon Tries to review options to support the timely preparation and circulation of Programme Committee minutes and provide an update to Academic Committee.	Simon Tries	Aug 2026
03 June 2026	6.2k	MAAC Terms of Reference Development Wiremu Manaia and Viv Merito to undertake further consultation with relevant Academic Committee subcommittee chairs regarding the proposed MAAC Terms of Reference amendments, and report back to Academic Committee with revised recommendations.	Wiremu Manaia Viv Merito	Aug 2026
03 June 2026	7.2a	NZQA Draft Degree Guidelines Response Coordinate targeted consultation on the NZQA Draft Degree Guidelines (Version 3), consolidate institutional feedback, and submit the institutional response to NZQA by the consultation deadline.	Helen Perry Simon Tries	Aug 2026

		<i>Institutional response has been submitted NZQA before the consultation deadline.</i>		
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COMPLETED Action Items: 2026

3 Dec 2025, 3 Feb 2026	3.3.3	Update the REC Terms of Reference to include regular statistical reporting on research-ethics applications and outcomes. <i>The item was considered under agenda item 1.5c and is now closed</i>	Rosanne Ellis	Prior to finalisation of ToR
3 Dec 2025, 3 Feb 2026.	3.3.7	Record the reduction in programme development capability as a governance risk and implement targeted upskilling for Programme Committee members and Academic Approval Committee members, with progress to be monitored and reported to the Joint Academic Committee. <i>The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.</i>	Simon Tries	Progress update mid-year
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4e	Academic Committee Handbook The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.	Martin Carroll Chris Park	Mar 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4d	Clarification of Learner Representative Workload Expectations and Appointment Processes DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees. <i>2026-03-04:</i> Appointments to several learner representative roles remain in progress.	Simon Nash Martin Carroll	Apr 2026
04 Mar 2026, 02 Apr 2026	2.8	Proposed Moderation Policy and Procedure Targeted consultation on the proposed Moderation Policy and Procedure will be undertaken with Heads of School and academic staff, including consideration of implementation implications and proposed delegations, with a	Simon Tries	May 2026

		revised policy to be presented to the Academic Committee for approval at May meeting. <i>The report is presented under agenda item 2.5.</i>		
02 Apr 2026	2.11	AI Policy and Procedures - James Oldfield to update the draft policy to address identified issues, including correction and alignment of policy references, and to incorporate feedback arising from Committee discussion. - James Oldfield to liaise with relevant teams to resolve alignment between AI policy provisions and existing BYOD/device guidance.	James Oldfield	Jun 2026
02 Apr 2026	2.6	AAC Standing Subcommittees Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to: - develop Terms of Reference and SOPs for two AAC subcommittees, - propose an appropriate membership approach consistent with governance protocols, and - present the proposed structure to the Academic Committee for formal approval at the next meeting. <i>The report is presented under agenda item 2.8</i>	Chris Park	May 2026
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4b	External Moderation Costing and Paid Moderation Framework ACTIONS: - Simon Tries to undertake a costing exercise for external moderation. - Simon Tries to develop advice on the budgetary treatment and protocol for paid moderation arrangements. <i>The report is presented under CLOSED agenda item 5.4</i>	Simon Tries	June 2026
06 May 2026	1.3.f	Micro-credential Ownership and Record Allocation Clarification Simon Tries to clarify ownership, allocation, and NZQA record arrangements relating to legacy micro-credentials associated with NZIST and	Simon Tries	June 2026

		determine whether any further action is required.		
06 May 2026	2.9	Proposal for Shared and Multiple MAAC Representation Arrangements Across Subcommittees Wiremu Manaia to present a formal paper outlining a proposed approach for shared Māori Academic Advisory Committee (MAAC) representation arrangements across Academic Committee subcommittees, including consideration of workload impacts, representative continuity, and any Terms of Reference amendments required to support such arrangements. <i>The report is presented under agenda item 2.14</i>	Wiremu Manaia	June 2026
04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	2.3	Academic Misconduct Report 1. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions. 2. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period. <i>The report is presented under agenda item 2.2</i>	Pip Schollum-Manase Deborah Rowe	Jun 2026
02 Apr 2026, 06 May 2026	2.7	Programmes for Closure Process Chris Park and Simon Tries to develop and present a proposed consistent and systematic process for programme closures across the institution.	Chris Park Simon Tries	June 2026
1 Jul 2026	7.2	NZQA Draft Degree Guidelines ConsultationCoordinate targeted consultation on the NZQA Draft Degree Guidelines (Version 3), consolidate institutional feedback, and submit the institutional response to NZQA by the consultation deadline.	Helen Perry Simon Tries	July 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026,	1.4c	PAC design and implementation Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to:	Julie Prentice, Pip Schollum-Manase, Chris King	Jul 2026

02 Apr 2026, 06 May 2026, 03 Jun 2026		develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee. Deliverable B – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration. <i>Implementation proposal is presented under agenda item 7.5</i>		
04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4g	Academic Misconduct Report 1.Remind all Schools to consistently report misconduct cases in accordance with policy. <i>Communication issued to all Schools reinforcing expectations for the consistent reporting of academic misconduct cases in accordance with institutional policy. Action completed.</i>	Pip Schollum-Manase	Jul 2026
02 Apr 2026, 06 May 2026, 03 Jun 2026, 01 Jul 2026.	1.4h	Student Complaints and Appeals Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee. Student Complaints and Appeals were considered by the IAAC and is documented in the minutes of 17 June 2026. There were 7 formal complaints 147 issues were actually enquiries. The matter was concluded.	Jeff Howe	Jul 2026
06 May 2026, 03 June 2026, 01 July 2026	1.4j	Establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme ACTION: That Julie Prentice progress establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme area as part of continuing programme redevelopment activity.	Julie Prentice	Jul 2026

		Discussion on 2026-07-01: The establishment process for appropriate Programme Advisory Committee support is underway. Ongoing oversight of implementation will be provided through the Programme Advisory Oversight Committee's regular reporting to Academic Committee, and a separate Academic Committee action is no longer required. The matter was concluded.		
03 Jun 2026, 01 Jul 2026	1.4l	NZQA Credit Recognition and Transfer Guidelines Simon Tries and Chris Park to review the NZQA Credit Recognition and Transfer Guidelines and advise whether any immediate action is required, and to ensure the guidelines are considered as part of upcoming policy review activities. Discussion on 2026-07-01: The NZQA Credit Recognition and Transfer Guidelines have been reviewed. No immediate institutional action is required at this stage. The guidelines will be considered through the forthcoming policy review programme, considering any further clarification provided by NZQA. The matter was concluded.	Simon Tries Chris Park	Jul 2026
03 June 2026	1.4m	2025 EPI Analysis 2.Pip Schollum-Manase and Chris King to facilitate distribution of the EPI data to Heads of School to support further programme and School-level analysis. EPI data has been distributed to Heads of School to support programme and school-level analysis. The original action has been completed through the delivery of the 2025 EPI reporting process. The matter was concluded.	Pip Schollum-Manase Chris King	Jul 2026

Memo to: Academic Committee
From: NZQA Admin
Subject: Correspondence
Classification: Unclassified
Date: 2026-08-05

Recommendations

That the Academic Committee receive the correspondence.

INWARDS:

Attachments:

- a. To: Academic Committee
From: NZQA
Date: 21 July 2026
Subject: NZQA - C69498 - New Zealand Certificate in Skills for Learning and Working for Supported Learners - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.2 – 7)
- b. To: Academic Committee
From: NZQA
Date: 07 July 2026
Subject: Degree Change - Change to Bachelor of Design and Contemporary Art [4466-1] - C68427 (Pg. 8-17)
- c. To: Academic Committee
From: NZQA
Date: 07 July 2026
Subject: Programme Approval and Accreditation – New Zealand Certificate in English Language (Academic) (Level 3) – Manukau Institute of Technology and Unitec – Unitec (6004) (Pg. 18-22)

21 July 2026

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

Tēnā koe Christina

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

NZQA reference: C69498

Programme approval and accreditation application: New Zealand Certificate in Skills for Learning and Working, for Supported Learners

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

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

The title of the listed and approved programme Manukau Institute of Technology and Unitec has accreditation to deliver is:

New Zealand Certificate in Skills for Learning and Working, for Supported Learners (129989-1)

The programme leads to the following qualification:

New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) [Ref: 4373-1]

The approved programme is now recorded under Manukau Institute of Technology and Unitec's approvals and accreditations on the NZQA website.

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

Please find an approval summary attached. This provides an overview of the approved programme and its accreditation. Changes to the programme that result in changes to the approval summary may require an application to NZQA for programme change approval. For more information please see the Type I and Type II changes sections on the NZQA website and in the [Guidelines for programme approval and accreditation for New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7](#).

It is a condition of the granting of this accreditation that any assessment or skills standard results be recorded on the learner's New Zealand Record of Achievement.

Publications and publicity statements

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

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

and/or

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

Maintaining your approval and accreditation

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

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

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz
cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz
cc nqs@nzqa.govt.nz
cc stries@unitec.ac.nz
cc jtims@unitec.ac.nz
cc helen.perry@manukau.ac.nz

Whakarāpopototanga Whakaaetanga Approval Summary

Tautohu ID number	129989-1
Taitara Title	New Zealand Certificate in Skills for Learning and Working, for Supported Learners
Momo Type	Certificate
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	01
Whiwhinga tapeke Total credits	120
Tapeke hāora ako Total learning hours	2,400
Whāinga Aim	A programme that helps students with learning disabilities, including intellectual disabilities, develop skills, knowledge, and confidence to participate meaningfully in everyday life, contribute to their communities, and prepare for supported or independent employment or further education. The graduate outcomes reflect essential skills across functional literacy and numeracy, communication, self-management, problem solving, collaboration, and understanding rights and responsibilities. Learning is grounded in authentic contexts and supported through inclusive teaching approaches and personalised learning plans.
Kiko Content	Personal Growth and Identity - Whakapakari Tangata: The purpose of this course is to develop taura self-awareness and confidence through exploring personal strengths, interests and values, setting simple goals, carrying out a basic plan and describing personal growth in everyday life. Everyday Literacy and Numeracy - Pūkenga reo, Pūkenga nama: The purpose of this course is to develop taura confidence in using everyday literacy and numeracy skills to carry out routine activities, make informed decisions, and understand how these skills support their daily life and further learning opportunities. Developing Communication - Whakapakari Kōrero: This course develops taura basic communication skills for everyday contexts, use simple problem-solving and

appropriate behaviours in different contexts, and use digital tools to share information in daily life, work and/or further learning.

Managing Everyday Living - Oranga Ao: This course develops tauira skills to manage everyday tasks safely and responsibly, set personal goals, and demonstrate commitment in home, work and/or further learning context.

Health and Wellbeing - Tūhauora: This course helps tauira understand the factors that influence their personal health and wellbeing (hauora) and apply simple strategies to maintain and enhance it in everyday contexts. Tauira will also describe the actions they take to enhance their wellbeing and identify areas where they can continue to improve.

Responsible Citizenship - Tāngata tūtika: This course develops tauira understanding of personal rights and responsibilities, accessing support, use responsible behaviour, and apply problem-solving and collaboration skills in everyday living, work and/or further learning.

The Path Forward - Te Ara Whakamua: This course helps tauira build basic work-readiness skills by practising simple tasks and behaviours in familiar or supported environments. Tauira will work with others to complete simple work tasks and use simple strategies to prepare for future employment or further learning.

My learning and Work Journey: Te Haerenga This course provides tauira with an opportunity to apply their knowledge and skills to complete tasks in a learning and/or workplace context and to describe their learning and work experiences to plan for future work or further learning.

Graduates of this qualification will be able to:

- * Demonstrate self-management of day to day living situations in a workplace, independent living, or further learning context.
- * Act in accordance with responsibilities and requirements needed for day to day living, including participating in a work and/or further learning context.
- * Apply problem-solving techniques to resolve day to day issues including personal safety, and health and well-being, in a range of situations including work and/or further learning.
- * Plan a future pathway for work and/or further learning, and personal goals.
- * Describe rights, and how to access support to uphold those rights.
- * Use functional literacy, numeracy and communication skills required for day to day living, including work and/or further learning contexts. Carry out basic tasks in everyday situations, including work and/or further learning contexts.
- * Carry out basic tasks in everyday situations, including work and/or further learning contexts.

Academic Entry Requirements:

This programme has been designed to meet the needs of domestic students who have an identified need for additional learning support. Students will typically be disabled and/or neurodiverse, requiring a supported pathway to achieve independence in learning, living, and who are motivated to move into paid employment.

To be admitted to this programme, all applicants must meet the following requirements:

- * be a New Zealand citizen or permanent resident

AND

- * be aged 18 years or over on the first day of the semester in which they commence study

AND

Putanga Outcome

Paeuru Entry

* Attend an interview with academic staff (including interview record and student profile) to provide sufficient evidence of aptitude or appropriate work that would indicate a successful outcome in the qualification

Note: The work placement components within the programme may require students to undergo a Police Vetting process in accordance with placement provider requirements. A negative vetting outcome does not automatically exclude enrolment in the programme; however, it may limit access to a specific placement setting where vetting clearance is mandatory. Alternative placement arrangements will be made to enable an affected student to complete the practicum where a negative Police vetting report indicates they are not suitable for the originally intended practicum.

English Language Requirements:

This programme is open only to domestic learners and is not available to international students. Learners may come from a range of language backgrounds, including those for whom English is an additional language. As a Level 1 programme designed for supported learners, there is no formal English language entry test. However, learners must be able to participate safely and meaningfully in the learning environment, with communication skills sufficient to engage in everyday classroom interactions, follow basic instructions, and demonstrate the learning outcomes with reasonable support.

English language needs are identified through the enrolment interview, learning needs assessment, and discussions with the learner and their support networks. Where learners require additional language support, reasonable adjustments and in-class scaffolding will be provided. This may include simplified language, visual supports, modelling, repetition, and opportunities to demonstrate understanding in a variety of supported ways. The programme is designed to accommodate a wide range of communication abilities, and English language development is embedded naturally within learning activities.

This approach ensures equitable access for learners from non-English speaking backgrounds while maintaining a safe and supportive learning environment aligned with the programme's purpose and NZQA Level 1 expectations.

For details, see programme regulations.

Paerewa Standards

Kāhore he paerewa e whai pānga ana ki tēnei hōtaka, ki tēnei tohu moroiti rānei

There are no standards associated with this programme or micro-credential

Tohu Awards

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

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
4373 - 1	New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) - NZQA National Qualifications Services	1	120

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

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

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Collaborative/Co-operative Learning
Inclusive and Culturally Responsive Approaches
Practice based learning
Problem-Based Learning through Real-World and Work-Integrated Experiences
Self-Directed Learning
Work Integrated Learning

Tukanga aromatawai Assessment Method(s)

Assignments
Examinations, tests and quizzes
Group/Collaborative assessment
Learning portfolios
Practical demonstrations/observations
Presentations
Projects

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)

39 Including holiday weeks

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

32 Excluding holiday weeks

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

37.50

7 July 2026

MoE Number: 6004

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

Tēnā koe Christina

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

NZQA reference: (C68427)
Degree change application

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

The approved programme title is:

Bachelor of Design and Contemporary Art (126986-2)

The approved changes to the programme include:

- removal of pre-requisites for components DCAD7105 *Professional Project* and DCAD6503 *Authoring for Extended Realities*
- reclassification of the following components from compulsory to elective: DCAD5401 *Experimental Drawing*, DCAD5301 *Design for Screens*, DCAD5501 *Digital Asset Creation*, DCAD5502 *Animation and Rendering*, DCAD6503 *Authoring for Extended Realities*, and DCAD6504 *Digital Compositing*
- amendments to the 12698 admission and selection criteria
- clarification on the requirements for special admission and elective components.

The programme leads to the following qualification:

Bachelor of Design and Contemporary Art [Ref: 4466-2]

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

Publications and publicity statements:

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

"Kua whakamanatia tēnei akoranga e te Mana Tohu Mātauranga o Aotearoa i raro i te wāhanga 439 o te Ture Mātauranga me te Whakangungu 2020, ā, kua whakamanatia hoki a Manukau Institute of Technology and Unitec ki te whakahaere i taua akoranga i raro i te wāhanga 441 o te Ture Mātauranga me te Whakangungu 2020, waihoki, kua whakamanatia kia whakawhiwhi atu i te tohu paetahi i raro i te wāhanga 454 o te Ture."

And/or

"The programme is approved by the New Zealand Qualifications Authority under section 439 of the Education Act 2020, Manukau Institute of Technology and Unitec is accredited to provide it under section 441 of the Act and granted the consent to award the degree under section 454 of the Act."

Maintaining your new degree approval and accreditation

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

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

Nāku noa, nā



Phillipa Junger
Acting Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz

cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz

cc stries@unitec.ac.nz

cc jtims@unitec.ac.nz

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

DEGREE CHANGE EVALUATION REPORT

Tertiary Education Organisation (TEO)	Manukau Institute of Technology and Unitec
MOE number	6004
Case number	C68427
Programme title	Bachelor of Design and Contemporary Art (126986-2)
Qualification title	Bachelor of Design and Contemporary Art [Ref: 4466-2]
Credits	360
Level	7
Evaluator	Xitao Fu
Evaluation Type	Desk
Report date	30 June 2026

Introduction

Manukau Institute of Technology and Unitec (MITU) was granted approval and accreditation to deliver the Bachelor of Design and Contemporary Art (BDCA) (126986-1) in 2021 (C49505).

With majors in Visual Art, Design, and Digital Media, the 360-credit degree aims to develop adaptable graduates with strong technical, contextual, and professional capabilities, equipped to apply specialised knowledge in their discipline across diverse creative contexts and contribute to industry, the community, and further academic study.

The programme comprises both compulsory and elective components from different levels within each major, with specified secondary school subjects required for entry. This application seeks approval for both type 1 and type 2 changes, specifically to the programme structure and regulations.

The application includes the following changes:

- removal of pre-requisites for components DCAD7105 *Professional Project* and DCAD6503 *DCAD6503 Authoring for Extended Realities*
- reclassification of the following components from compulsory to elective: DCAD5401 *Experimental Drawing*, DCAD5301 *Design for Screens*, DCAD5501 *Digital Asset Creation*, DCAD5502 *Animation and Rendering*, DCAD6503 *Authoring for Extended Realities*, and DCAD6504 *Digital Compositing*
- amendments to the admission and selection criteria
- clarification on the requirements for special admission and elective components.

The proposed changes aim to better align the programme with evolving creative industry needs and emerging practices in visual art, design, and digital media, ensuring graduates develop relevant, future-focused knowledge and skills. The revisions strengthen the integration of technical, professional, and contextual learning, enhance flexibility, and support clearer pathways to employment and postgraduate study.

The programme review was informed by consultation with industry representatives, academic staff, current students, graduates, and community partners. Feedback focused on curriculum relevance, emerging industry practices, and graduate preparedness, ensuring the programme remains responsive to industry, community, and learner needs.

The proposed changes will strengthen the coherence, relevance, and flexibility of the programme by improving alignment with related components and programmes, reducing duplication, supporting clearer progression pathways, and encouraging interdisciplinary collaboration, thereby better positioning the programme to meet the needs of learners, industry, and contemporary creative practice.

The application was approved by the Academic Approvals Committee on 23 October 2025.

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

Evaluation

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

Criterion 2: Title, aims, learning outcomes and coherence

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

The programme has been updated to improve flexibility, accessibility, and learner choice through targeted structural changes. Specifically, the pre-requisite requirements have been removed between *DCAD6103 Professional Practice* and *DCAD7105 Professional Project*, and between *DCAD5501 Digital Asset Creation* and *DCAD6503 Authoring for Extended Realities*, enabling more flexible progression pathways.

Several components have been reclassified from compulsory to elective to increase student choice and support more personalised learning pathways. These include:

- *DCAD5401 Experimental Drawing* (Visual Art Major)
- *DCAD5301 Design for Screens* (Design Major)
- *DCAD5501 Digital Asset Creation* (Digital Media Major)
- *DCAD5502 Animation and Rendering* (Digital Media Major)
- *DCAD6503 Authoring for Extended Realities* (Digital Media Major)
- *DCAD6504 Digital Compositing* (Digital Media Major)

Each major now requires 90 compulsory credits and 30 elective credits at Levels 5 and 6, 105 compulsory credits at Level 7, and a further 15 elective credits selected from Level 5–7 components. The programme document has been accordingly updated and clearly shows alignment between components learning outcomes and the graduate profile outcomes.

Collectively, these changes reduce prescriptive requirements, enhance curriculum flexibility, and enable learners to tailor their study while maintaining alignment with qualification outcomes.

Criterion 4: Acceptability of the programme and consultation

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

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

The proposed changes were informed by consultation with academic staff, programme leadership, the BDCA Industry Advisory Committee, and the external monitor, whose feedback supported greater curriculum flexibility, increased elective choice, and the removal of unnecessary prerequisites.

The changes will enhance student choice, provide more flexible study pathways, improve delivery efficiency through reduced duplication, and support more effective staff resource utilisation while maintaining programme learning outcomes.

Existing staffing, facilities, learning resources, and quality assurance processes remain sufficient to support delivery, and curriculum coherence and student progression will be maintained through curriculum mapping, academic advising, and transition planning. The changes will have no impact on other programmes or offshore delivery.

Overall, the changes position the programme, and its relationship with related offerings, to better meet the needs of learners, industry, the community, and contemporary creative practice.

The application was approved by the Academic Approvals Committee on 23 October 2025.

Criterion 5: Regulations

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

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

The admission requirements and selection process have been simplified by removing unnecessary barriers and clarifying expectations. The existing prerequisite subject requirements and programme-specific admission requirements have been removed, and the selection process has been revised so that applicants who meet the admission requirements will be admitted in the order in which eligible applications are received.

These changes were made in response to feedback from academic staff and institutional stakeholders. Removing resource-intensive and subjective selection processes, such as portfolios and interviews, improves accessibility, equity, and transparency, reduces barriers to entry, and aligns the programme with an inclusive open-entry model while providing a clearer and more consistent admissions process.

The changes apply to new enrolments and do not impact existing students.

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

The proposed changes have no impact on the criteria for accreditation.

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

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

Evaluator's recommendation to NZQA

The evaluator recommends that the degree changes as listed above to the Bachelor of Design and Contemporary Art degree programme delivered by MITU be approved.

Xitao Fu
Senior Evaluator
Polytechnics & Degrees Team

Whakarāpopototanga Whakaaetanga Approval Summary

Tautohu ID number	126986-2
Taitara Title	Bachelor of Design and Contemporary Art
Momo Type	Bachelors Degree
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	07
Whiwhinga tapeke Total credits	360
Tapeke hāora ako Total learning hours	3,600
Whāinga Aim	The Bachelor of Design and Contemporary Art will produce versatile graduates who are able to apply technical proficiency, professional and contextual skills and knowledge, and creative fluency in a range of creative contexts. The qualification will meet the needs of industry and the community by enabling learners to develop specialised understandings in visual art, design, and digital media practices, and apply these with confidence, adaptability, and criticality. This qualification will prepare individuals for a range of roles within the creative industries and broader community, and for future postgraduate study.
Kiko Content	The BDCA is a 360-credit programme with majors in Visual Art, Design and Digital Media. The programme comprises compulsory and elective courses in studio practice, technical/specialist understandings, and contextual practice.
Putanga Outcome	Graduates of this qualification will be able to: 1. Confidently and flexibly employ a range of specialised art and/or design skills, processes, and concepts to produce original creative outcomes. 2. Apply an understanding and demonstrate proficient use of technologies relevant for creative practice. 3. Demonstrate an understanding of historical, social, and theoretical contexts of art and design production, particularly as it pertains to Aotearoa and the Pacific. 4. Demonstrate an understanding of mātauranga Māori, tikanga Māori and Te Tiriti o Waitangi in relation to creative practice. Mōhihio pono Hōtaka Programme Factual Summary Bachelor of Design and Contemporary Art [BDCA] Programme Document Ver:1 [June 2021] 5 5. Apply an understanding of

the creative industries and relevant professional practices and behaviours in independent and collaborative contexts. 6. Critically reflect on their own creative practice and the work and ideas of others. 7. Undertake independent research that supports the production, development, and evaluation of creative work. 8. Communicate effectively and professionally through visual, written, and oral modes.

Paeruru Entry

1.1 Whakaurunga Whānui | General Admission. To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form), and meet the following requirements: A minimum of 42 credits at NCEA Level 3 or higher on the New Zealand Qualifications and Credentials Framework (NZQCF), with 14 credits at Level 3 or higher in each of two art- or design-related subjects.

AND

a minimum of 14 credits at Level 1 or higher in Mathematics or Pangarau on the New Zealand Qualifications and Credentials Framework (NZQCF)

AND

a minimum of 8 credits at Level 2 or higher in English or Te Reo Māori; a minimum of 4 credits must be in Reading, and a minimum of 4 credits must be in Writing.

Or

Successful completion of an appropriate qualification at Level 4 or above in an art- or design-related subject, where appropriate.

Or

Equivalent.

1.2 Whakaurunga Motuhake | Special Admission. Applicants must have: a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to commence; and b. provided to the relevant Academic Authority sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.

1.3 Whakaurunga Kōwhiringa | Discretionary Admission. In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the semester in which study for the programme is to commence may apply for discretionary admission.

Students who have completed an appropriate qualification at Level 3 in an art or design-related subject may be considered for discretionary admission. In assessing whether to grant discretionary admission, the primary focus will be on the applicant's level of preparedness for study at the required level.

1.4 Whakaurunga Tautui | Programme Specific Requirements. There are no Programme Specific Requirements.

1.5 Whakaurunga Reo Pākehā | English Language Admission Requirements. Applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing). International applicants and any Domestic applicant for whom English, Māori or NZ Sign is not their first language must also provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated by an equivalent described in NZQA Rules and on the Unitec English Language Requirements for International Students web-page.

Paerewa Standards

Kāhore he paerewa e whai pānga ana ki tēnei hōtaka, ki tēnei tohu moroiti rānei

There are no standards associated with this programme or micro-credential

Tohu Awards

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

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
4466 - 2	Bachelor of Design and Contemporary Art - Manukau Institute of Technology and Unitec - Unitec	7	360

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider	Manukau Institute of Technology and Unitec - Unitec (6004/1)
Momo aratuku Delivery mode(s)	Blended
Tukanga aratuku Delivery method(s)	Studios; Lectures; Blended Learning; Practical Workshops and Technical Demonstrations; Group Critiques; Tutorials/Small-group learning; Self-directed Projects; Research Projects; Field Trips; Flipped-classroom/learning; Wananga and Noho Marae; Self-directed Learning.
Tukanga aromatawai Assessment Method(s)	Written Reports, Summaries or Contextual Documents, Tests or Quizzes, Visual Development Records, Art and Design Artefacts, Exhibition Presentation, Seminar Presentation.

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)	108 Including holiday weeks
Whakangungu/Whakaako (wiki) Training/Teaching (weeks)	96 Excluding holiday weeks
Tapeke hāora ako (ia wiki) Total learning hours (per week)	37.50

3 July 2026

MoE Number: 6004

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

Tēnā koe Christina

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

NZQA reference: C69307

Programme approval and accreditation application: New Zealand Certificate in English Language (Academic) (Level 3)

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

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

The title of the listed and approved programme Manukau Institute of Technology and Unitec has accreditation to deliver is:

New Zealand Certificate in English Language (Academic) (Level 3) (129957-1)

The programme leads to the following qualification:

New Zealand Certificate in English Language (Academic) (Level 3) [Ref: 4998-1]

The approved programme is now recorded under Manukau Institute of Technology and Unitec's approvals and accreditations on the NZQA website.

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

Please find an approval summary attached. This provides an overview of the approved programme and its accreditation. Changes to the programme that result in changes to

the approval summary may require an application to NZQA for programme change approval. For more information please see the Type I and Type II changes sections on the NZQA website and in the [Guidelines for programme approval and accreditation for New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7](#).

It is a condition of the granting of this accreditation that any assessment or skills standard results be recorded on the learner's New Zealand Record of Achievement.

Publications and publicity statements

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

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

and/or

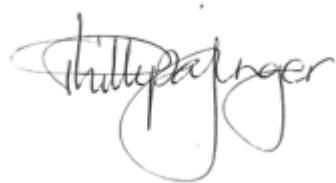
"The programme is approved by the New Zealand Qualifications Authority under section 439 of the Education Act 2020, and Manukau Institute of Technology and Unitec is accredited to provide it under section 441 of the Act."

Maintaining your approval and accreditation and consent to assess

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

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

Nāku noa, nā



Phillipa Junger
Acting Manager
Approvals and Accreditation
Quality Assurance Division

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

Whakarāpopototanga Whakaaetanga Approval Summary

Tautohu ID number	129957-1
Taitara Title	New Zealand Certificate in English Language (Academic) (Level 3)
Momo Type	Certificate
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	03
Whiwhinga tapeke Total credits	60
Tapeke hāora ako Total learning hours	600
Whāinga Aim	This programme is intended for learners of English as an additional language who wish to develop their English language proficiency to pursue an academic pathway. Graduates will have the language skills required to communicate with increasing independence and fluency in academic contexts where English is the medium of instruction. This programme allows educational institutions to recognise the level at which the graduate can use English for academic purposes.
Kiko Content	Academic Listening & Speaking 1 - To understand main points and some specific details of moderately complex spoken interactions and to participate with some confidence in sustained spoken discourse on reasonably familiar topics relevant to the academic context. Academic Listening & Speaking 2 - To understand main points and some specific details of moderately complex spoken monologues and to participate with some confidence in sustained spoken discourse relevant to the academic context. Academic Reading & Writing 1 - To read and understand a range of moderately complex written texts with increasing independence and write crafted texts using

resource material.

Academic Reading & Writing 2 - To read and understand a range of moderately complex written texts, and write a clear, connected text in an academic context under test conditions.

Graduates of this programme will be able to:

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

Academic Entry Requirements:
NZ1882 NZC English Language (General) Level 3
Or
IELTS 5 with no band below 4.5 or equivalent

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

For details, see programme regulations.

Putanga Outcome

Paeuru Entry

Paerewa Standards

Ko te/ngā paerewa o tēnei hōtaka, tohu moroiti rānei, ka aromatawaihia:

The standard(s) assessed in this programme or micro-credential are:

Tau ID Number	Taitara Title	Tūnga Status	Putanga Version	Kaupae Level	Whiwhinga Credits
30507	Write a short text under test conditions in English for an academic purpose	Registered	3	3	5
30508	Write a short crafted text using resource material in English for an academic purpose	Registered	3	3	6
30509	Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose	Registered	3	3	5
30510	Deliver a short oral presentation in English for an academic purpose	Registered	3	3	5
30511	Read and process information on a familiar topic in English for academic purposes	Registered	3	3	6
Total Credits					27

Tohu Awards

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

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
4998 - 1	New Zealand Certificate in English Language (Academic) (Level 3) - New Zealand Qualifications Authority	3	60

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

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

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

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

Tukanga aromatawai Assessment Method(s)

Assignments
Examinations, tests, and quizzes
Presentations

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)

18 - 30 Including holiday weeks

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

16 Excluding holiday weeks

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

37.50

Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: Transcript amendment and Programme Completion delegation

Date: 27 July 2026

Recommendation

That the Academic Committee:

1. Approve a change to the standard wording on the Unitec site Academic Transcript/Academic Record.
2. Delegate authority to Unitec site Programme Academic Quality Committees to formally approve student programme completion and recommend the conferral of qualifications and other awards.

Purpose

This memo outlines a proposed change to how MITU (Unitec site) approves students' programme completion and recommendations for the conferral of awards. It also proposes a change to the standard wording on the official Unitec academic transcript and the delegation of authority to Programme Academic Quality Committees to support the change. The intent of these proposals is to formalise and expedite the confirmation students receive. The proposed approach broadly aligns with MITU (MIT) site.

Background

Unitec site students have the option of requesting various 'letters of confirmation'. These include:

- Letter of Eligibility to Graduate
- Letter of Completion

Students use these letters for various reasons, with the most common being the attainment of post-study visas (for international students), employment progression (particularly for apprentices) and professional registration (e.g., with the Teaching Council of Aotearoa New Zealand).

The use of Letters of Confirmation represents a risk to MITU as they may be interpreted as official notification by recipients and others of the status of the student. However, they have no official status as institute documents. The need to move away from the use of such letters is signalled in the Student Regulations (section 12.8.2).

The creation and distribution to students of these letters has been undertaken by Te Korowai Kahurangi following endorsement by the Academic Programme Manager (APM) and approval by Academic Committee. As part of a recent change proposal within Te Korowai Kahurangi, it was agreed to cease the provision of these letters (except in exceptional circumstances) and instead require students who require confirmation of their status to request an official academic transcript. The reduction in staff within Te Korowai Kahurangi means that the provision of letters of confirmation can no longer be supported.

Commentary

A key consideration in making this proposal is to ensure students can receive the confirmation they require as soon as possible. Confirmation of course grades and programme completion is a manual process. Following a student's completion of their final course it can take up to 15 working days for their

course grades to be approved. Depending on volume, it can take an additional 15-30 working days to confirm students' eligibility to graduate. Once completed, Academic Committee is then required to approve the programme completion prior to the student receiving any documented confirmation. For many students, this delay can cause significant issues (i.e., with Immigration New Zealand) resulting in missed opportunities and reflecting negatively on MIT and Unitec.

Noting the imperative for students who have completed their programme of study to be able to confirm their new status to relevant others, the following solution is proposed:

1. That PAQCs, as sub-committees of Academic Committee, be given the authority to approve student programme completion and recommend the conferral of qualifications and other awards to Academic Committee.
Note: this authority exists within the Manukau Institute of Technology and Unitec Programme Committee Terms of Reference v1.0 approved 23 January 2026.
2. That the wording on the Unitec site transcript be amended to include the identification of a student who has met the requirements to complete their programme but has not yet been approved as a graduand (see below).
3. That where students require confirmation of their status that they may request, via the existing means, a copy of their transcript which would reflect their status as at the time of printing (see below).
4. In *exceptional circumstances* a letter of confirmation may still be provided.

The following table outlines the different statuses of students and the current and proposed wording proposed to appear on the Official Transcript.

Student Status	Statement on Official Transcript	Note ¹
Student still completing or has discontinued the programme	no text displayed	Current state PeopleSoft Status: - Programme Action ≠ Completed - Action Reason ≠NGRD/GRAD
Student approved as completed by Academic Committee and subsequently graduated (non-degree programme)	Awarded on Day Month Year (Displays the Graduation Date)	Current state PeopleSoft status: - Programme Action = Completed - Action Reason = GRAD
Student approved as completed by Academic Committee and subsequently graduated (degree programme)	Conferred on Day Month Year (Displays Graduation Date)	Current state PeopleSoft status: - Programme Action = Completed - Action Reason = GRAD
Student approved as having met the requirements to complete the programme, but has not yet been approved as a graduand	Completed but not yet conferred or awarded as at DD/MMM/YYYY* (Displays the Programme Academic Quality Committee approval date)	Proposed PeopleSoft status: - Programme Action = Completed - Action Reason = NGRD

¹ NGRD=Not Graduated, GRAD=Graduated

	<i>*Note slightly different wording on sample attached</i>	<i>Requires implementation via Digital</i>
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Alignment with MIT campus:

The proposed approach does not align Unitec site with current practice at MIT site. Unitec site offers an Official Transcript for each programme independently, while the MIT site offers a single consolidated academic transcript which incorporates all programmes that a student has engaged in.

While fully aligning Unitec site and MIT site is the ideal, it would require broader consultation and additional work by the Digital team. This work has not yet been scoped and is expected to require more significant changes to PeopleSoft.

Next Steps

If approved by Academic Committee

1. Digital will be requested to make the required changes to support the approved wording to go on the Academic Transcript
2. Unitec Registry to update the Academic Record Request form, including to remove the option of requesting: a Letter of Completion or a Letter of Eligibility to Graduate
3. Academic Leadership and relevant others to be advised of the change
4. An agreed approach with Schools with very specific needs will be negotiated
5. Processes will be developed for the approval of student programme completions and recommendations for the conferral of qualifications and other awards.
6. PAQCs and relevant others to be provided training

Consulted

- Annette Pitovao, Director, Student Success
- Chris King, Director, Schools and Performance
- Pip Schollum-Manase, General Manager, Schools
- Tara Roberts, Team Leader, Student Finance, Academic Registry and Graduation
- Chris Park, General Manager, Academic Services
- Jeff Howe, Director, International
- Don Sirimanne, Associate Director, International Marketing and Recruitment

Attachments

Appendix 1: Official Academic Transcript Request (Current Procedure)

Appendix 2: Unitec site transcript samples and proposed

Appendix 3: MIT site transcript sample

Appendix 1: Official Academic Transcript Request (Current Procedure)

Unitec Website: [Official Academic Record \(transcript\) – Unitec](#)

1. The learner submits a request via an online Wufoo form with integrated payment.
Current Fee: 2 x full academic records = \$35.00 (includes postage)
2. Academic Registry prints 2 copies of the full academic record and couriers to the learner.
3. If any grades are missing, Academic Registry will contact the learner to confirm whether they still wish to receive the transcript or would prefer a refund.
4. Where a learner has been enrolled in multiple programmes, each programme will display its relevant text on the Academic Transcript.

Academic Record

Name : [REDACTED]
 Student ID : [REDACTED]
 First Year Of Enrolment : 2025

Programme : Master of Applied Business
 Major, Minor or Specialisation : Supply Chain and Logistics

YEAR	COURSE	LEVEL	DESCRIPTION	GRADE	CREDIT
2026	BSNS8000	8	Strategic IQ	A	15
	BSNS8001	8	Design Thinking for Business	B+	15
	BSNS8002	8	Digital Transformation	B	15
	BSNS8004	8	Business Research Methods	B+	15
	BSNS8011	8	Developing Tomorrow's Leaders	B	15
	BSNS8020	8	EX Employee Experience	Enrolled	0
	BSNS8050	8	Procurement Management	C+	15
	BSNS8051	8	Supply Chain Design	B-	15
	BSNS8052	8	Warehousing and Distribution	A	15
	BSNS9000	9	Industry Research Project	Enrolled	0
Total Credits					120

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 or
 Discontinued

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Chris Park
 General Manager, Academic Services

For Chief Executive

Print Date: 05/06/2026

Page 1 of 1

Academic Record

Name : [REDACTED]
 Student ID : [REDACTED]
 First Year Of Enrolment : 2019

Programme : New Zealand Certificate in Animal Technology
 Major, Minor or Specialisation : Veterinary Nursing Assistant

YEAR	COURSE	LEVEL	DESCRIPTION	GRADE	CREDIT
2019	NSCI5702	5	Introduction to Animal Behaviour and Welfare	E	0
	NSCI5705	5	Animal Clinical Care	A-	15
	NSCI5710	5	Clinical Animal Care Practicum	A-	30
	NSCI5711	5	Veterinary Anaesthetic and Surgical Procedures	B	15
	NSCI5712	5	Introduction to Veterinary Clinical Practice	C	15
	NSCI5720	5	Vertebrate Anatomy and Physiology	C-	15
	NSCI5738	5	Principles of Animal Husbandry	B	15
2020	NSCI5702	5	Introduction to Animal Behaviour and Welfare	B-	15
	NSCI6102	6	Animal Disease & Pharmacology	C-	15
	NSCI6103	6	Veterinary Diagnostic Imaging	B	15
	NSCI6504	6	Veterinary Laboratory Procedures	B	15
Total Credits					165

New Zealand Certificate in Animal Technology
 Awarded on 13 April 2021



Chris Park
 General Manager, Academic Services

For Chief Executive

Print Date: 05/06/2026

Page 1 of 1

Academic Record

Name : [REDACTED]
Student ID : [REDACTED]
First Year Of Enrolment : 2016

Programme : Bachelor of Nursing

YEAR	COURSE	LEVEL	DESCRIPTION	GRADE	CREDIT
2021	HCBN5101	5	Human Biology for Nursing Practice 1	C+	15
	HCBN5102	5	Interpersonal Relationships	B-	15
	HCBN5103	5	Management of Nursing Care 1	P	15
	HCBN5104	5	Professional Responsibility	B	15
	HCBN5105	5	Health and Wellness	B	15
	HCBN5106	5	Nursing the Person with Long Term Health Needs	P	15
	HCBN5107	5	Management of Nursing Care 2	P	15
	HCBN5108	5	Human Biology for Nursing Practice 2	C+	15
2022	HCBN6101	6	Maori Health	B	15
	HCBN6102	6	Knowledge for Nursing Practice 2: Mental Health and Addictions	B-	15
	HCBN6103	6	Nursing the Person with Altered Mental Health or Addiction	P	30
	HCBN6106	6	Knowledge for Nursing Practice 3 A: Physical Health	B-	30
	HCBN6107	6	Nursing the Person with Altered Physical Health 3 A	P	30
2023	HCBN7101	7	Evidence for Nursing Practice	B	10
	HCBN7102	7	Pharmacology for Nursing Practice	B+	10
	HCBN7103	7	Knowledge for Nursing Practice 4: Family, Whanau and Community Nursing	B+	10
	HCBN7104	7	Family, Whanau and Community Nursing	P	30
	HCBN7105	7	Contemporary Issues in Nursing and Health Care	C-	10
	HCBN7106	7	Transition to Registered Nurse Practice	P	50
Total Credits					360

Bachelor of Nursing
Conferred on 09 April 2024



Chris Park
General Manager, Academic Services

For Chief Executive

Print Date: 05/06/2026

Page 1 of 1

Academic Record

Name : [REDACTED]
 Student ID : [REDACTED]
 First Year Of Enrolment : 2019

Programme : Bachelor of Veterinary Nursing

YEAR	COURSE	LEVEL	DESCRIPTION	GRADE	CREDIT
2024	NSCI5702	5	Introduction to Animal Behaviour and Welfare	B-	15
	NSCI5705	5	Animal Clinical Care	A-	15
	NSCI5710	5	Clinical Animal Care Practicum	A-	30
	NSCI5711	5	Veterinary Anaesthetic and Surgical Procedures	B	15
	NSCI5712	5	Introduction to Veterinary Clinical Practice	C	15
	NSCI5720	5	Vertebrate Anatomy and Physiology	C-	15
	NSCI5738	5	Principles of Animal Husbandry	B	15
	NSCI6101	6	Veterinary Medical and Surgical Care Practicum	A-	30
	NSCI6102	6	Animal Disease & Pharmacology	C-	15
	NSCI6103	6	Veterinary Diagnostic Imaging	B	15
	NSCI6104	6	Veterinary Medical and Surgical Care	B	30
	NSCI6105	6	Introduction to Veterinary Nursing of Exotic Companion Animals	B	15
	NSCI6300	6	Veterinary Anaesthesia	B-	15
	NSCI6504	6	Veterinary Laboratory Procedures	B	15
	NSCI6730	6	Research Methods	B-	15
	NSCI7101	7	Global Issues in Animal Welfare	B-	15
	NSCI7109	7	Evidence-Based Veterinary Nursing	A	15
	NSCI7421	7	One Health	B	15
	NSCI7731	7	Negotiated Research-SA/SB	B	30
	NSCI7811	7	Advanced Veterinary Anaesthesia and Analgesia	C+	15

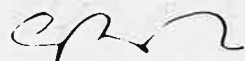
Total Credits

360

DRAFT

Bachelor of Veterinary Nursing

Completed but not yet conferred or awarded on 19/02/2025



Chris Park
 General Manager, Academic Services

For Chief Executive

Print Date: 05/06/2026

Page 1 of 1

Academic Transcript

Name: [REDACTED]
Address: [REDACTED]
[REDACTED]
[REDACTED]

Student ID: [REDACTED]
NSN: [REDACTED]

MN4451 MIT Certificate in Bicultural Social Practice Te Nohonga Te Ao Maori: Te Ao Pakeha (Level 4)

Year	Outcome	Title	Level	Credits	Grade	Pass/Fail
2007	181.415	Communication in Social Practice	4	20	P	Pass
2007	753.401	Development of Social Work	4	10	P	Pass
2007	760.404	Identity: Te Ao, me au	4	10	P	Pass
2007	760.405	Social Practice Responses to Violence, Abuse and Neglect	4	10	P	Pass
2007	760.403	Two World Views of Law	4	10	P	Pass

Total Credit:60

MN4351 MIT Certificate in Business

Year	Outcome	Title	Level	Credits	Grade	Pass/Fail
2007	181.315	Communication	3		NC	Fail
2007	561.310	Computing	3	15	C+	Pass
2007	323.301	Legal & Financial Studies	3	15	B	Pass
2007	351.403	People and Markets	4	15	B	Pass

Total Credit:45

MN4360 Foundation Education Programme I

Year	Outcome	Title	Level	Credits	Grade	Pass/Fail
2008	121.411	Advanced Chemistry	4		D	Fail
2008	122.401	Advanced Micro and Human Biology	4		E	Fail
2008	121.304	Human Biology	3		D	Fail
2008	141.312	Mathematics One (Health and Humanities)	3		D	Fail

Total Credit:0

Academic Registry

Issued without alteration and/or erasure

Issued on: 22/07/2026

Page 1 of 3

Academic Transcript

Name: [REDACTED]
Address: [REDACTED]
[REDACTED]
[REDACTED]

Student ID: [REDACTED]
NSN: [REDACTED]

MN3471 Bachelor of Applied Social Work

Year	Outcome	Title	Level	Credits	Grade	Pass/Fail
2026	750.727	Te mahi whakaharatau (Tuarua) - Social Work Placement (Two)	7	60	A+	Pass
2025	750.724	Nga mahi tikanga pumau - Social work assessments	7	10	A+	Pass
2025	750.726	Te mahere rangahau - Active Research	7	60	A+	Pass
2025	750.725	Te mahi pukenga (Tuatahi) - Social Work Placement (One)	7	50	B+	Pass
2024	750.722	Mana whakahaere I nga mahi whakatika - Speciality fields of practice	7	30	A+	Pass
2024	750.626	Rereketanga o nga mahi I waenganui te iwi - Working with diverse communities	6	20	A+	Pass
2024	750.723	Te aria me nga pukenga - Social work theory and skills (Three)	7	30	B+	Pass
2024	750.625	Te hapori whanau whanui (Tuarua) - Social work theory and skills Community Practice (Two)	6	20	A+	Pass
2023	750.624	Kaupapa hapori me te ture - Social policy and legislation	6	20	A+	Pass
2023	750.535	Nga mea whakaritenga te tahi ki te tahi - Self and engagement with others	5	20	A+	Pass
2023	750.534	Te Ao Maori (Tuatahi) - Maori worldviews	5	20	A+	Pass
2023	750.622	Te hapori whanau (Tuatahi) - Social work theory and skills (One)	6	20	A+	Pass
2023	750.532	Te Ira Tangata - Human growth and development	5	20	A-	Pass
2023	750.623	Te matauranga hinengaro - Mental Health and Wellbeing	6	20	A+	Pass
2023	750.627	Tuhituhia nga ahuatanga rereke - Writing for different contexts	6	20	A+	Pass
2022	750.531	Tangata tuturu - The self	5	20	A+	Pass
2022	750.536	Te Tiriti o Waitangi - The Treaty of Waitangi	5	20	A+	Pass
2022	750.533	Te whai mahara ki te ako - Academic and practical skills	5	20	A+	Pass

Academic Registry

Issued without alteration and/or erasure

Issued on: 22/07/2026

Page 2 of 3

Academic Transcript

Name: [REDACTED]
Address: [REDACTED]
[REDACTED]
[REDACTED]

Student ID: [REDACTED]
NSN: [REDACTED]

Total Credit:480

Qualifications Awarded

MIT Certificate in Bicultural Social Practice Te Nohonga Te Ao Maori: Te Ao Pakeha (Level 4) 17/12/2007

Qualifications completed but not yet conferred or awarded

Bachelor of Applied Social Work 19/06/2026

Qualifications not yet completed

MIT Certificate in Business

Foundation Education Programme 1

Graduate Certificate in Cross Cultural Supervision

Memo to: Academic Committee

From: Ruth Marsters, Student Events and Communications Manager

Contributors: Annette Pitovao, Director Student Success

Subject: 2026 Unitec Autumn Graduation

Classification: For information

Date: 22 June 2026

Recommendations

That the Academic Committee receives the 2026 Unitec Autumn Graduation report

Background

Graduation formally recognises and celebrates the achievements of Unitec students who have successfully completed their qualifications. It marks an important milestone in their academic and professional journey, highlighting their hard work and dedication.

2026 signals a final graduation ceremony under the name of Unitec alone as MIT and Unitec move toward a single entity. 2026 also represents 50 years of Unitec.

Unitec confers its students three times per annum; In person at the Autumn Ceremony and in absentia in May and November.

Recommendations made for 2026 improvements

- Book venue over two days to hold more ceremonies due to more graduates. **ACTIONED**
- Ceremonies graduate 200 – 250 students to fall within 1.5 - 2 hour duration. **ACTIONED**
- Graduates are only permitted to leave ceremonies with certificates at the end of the ceremony.
PARTIALLY ACTIONED
 - *No staff were dedicated to perform the action of removing certificates of those who wanted to leave early, however staff who were pulling lines did request the certificate of graduates attempting to leave. Some graduates returned to their seat but no official record taken.*
- Continued support and investment in staff attending Graduation ceremonies through transport, regalia, catering. **ACTIONED**
- Continued procurement of external social media companies who are experts in creating engaging content and better reach. **ACTIONED**

Additional changes made for 2026

- Grad and Guest catering reduced and moved from post-ceremony in foyer to pre-ceremony in Marshalling area.

Attachment

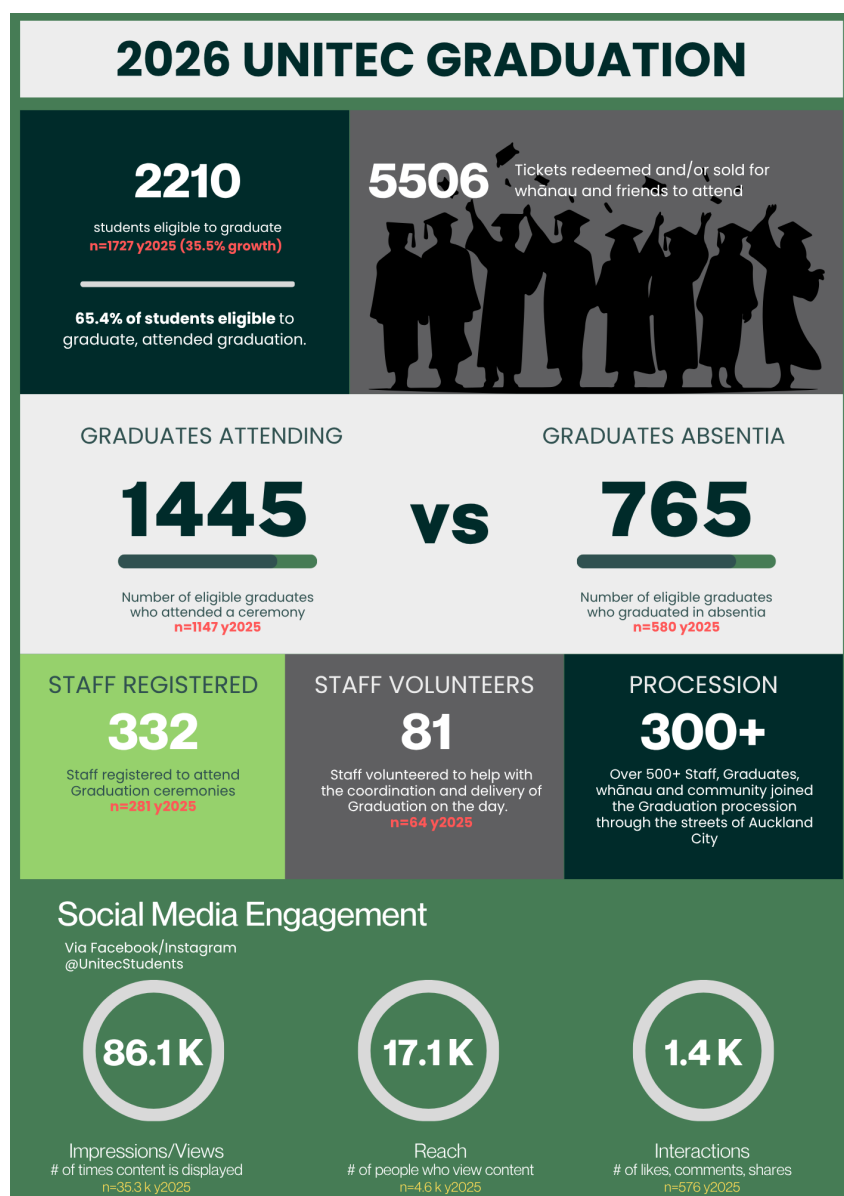
[2026 Graduation Feedback](#)

Key themes

1. Ceremony size and timings across the two days
2. Staff volunteers make a difference
3. The venue – Aotea Centre

Most memorable

1. Procession through Queen Street
2. Our graduates and their families/friends
3. The guard of honour at the end when graduates are exiting



Memo to: Academic Committee
From: Simon Nash, DCE - Learner Experience and Success
Subject: Co-option of staff member to the Pacific Academic Advisory Committee
Classification: Unclassified
Date: 15 June 2026

Purpose

To seek Academic Committee approval for the co-option of staff member to the Pacific Academic Advisory Committee in accordance with its Terms of Reference.

Background

The Pacific Academic Advisory Committee Terms of Reference provide that:

"At the discretion of the Pacific Academic Advisory Committee, and with the approval of Academic Committee, up to three (3) further members from among the staff of the Institute may be co-opted or seconded to the Pacific Academic Advisory Committee."

The Pacific Academic Advisory Committee has considered its current membership and identified the need to co-opt additional members to strengthen the Committee's capability and support its ongoing work.

Nominations:

Pacific Academic Advisory Committee:

Name	Position	Membership
Mere Tupaea	Pasifika Success Navigator	Co-opted member

Recommendation:

That the Academic Committee approve the co-option of Mere Tupaea (Pasifika Success Navigator) to the Pacific Academic Advisory Committee, in accordance with section 3.3 (Co-opted members) of the Pacific Academic Advisory Committee Terms of Reference:



Memo to: Academic Committee
From: Prof Martin Carroll, DCE Academic
Contributors: Chris King, Director, Schools and Performance
Pip Schollum-Manase, General Manager Schools
Dr Simon Nash, DCE - Learner Experience and Success
Dr Rosanne Ellis, Director, Research and Enterprise Tamaki
Subject: **Subcommittee Membership Nominations**
Classification: Unclassified
Date: 27 July 2026

Purpose

To seek Academic Committee's approval for the appointment of members to Academic Committee Subcommittees in accordance with the Terms of Reference.

Background

As part of the establishment of the Academic Committee subcommittee structure, nominations for membership are being progressed in accordance with the subcommittee's Terms of Reference.

Nominations Received

Academic Approvals Committee:

Name	Position	Membership
Kate Harder	Senior Lecturer, Environmental and Animal Sciences	member
Jayne Jackson	Senior Lecturer, Primary and pacific	member

RECOMMENDATIONS

That the Academic Committee:

1. Approve the appointments of Kate Harder as a member of Academic Approvals Committee, from among the Programme Committee Chairs, nominated by the Deputy Chief Academic on advice from Director, Schools and Performance for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
2. Approve the appointments of Jayne Jackson as a member of Academic Approvals Committee, from among The Programme Committee Chairs, nominated by the Deputy Chief Academic on advice from the General Manager Schools, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

Nominations Received

Learning and Teaching Committee:

Name	Position	Membership
Becca Wood	Associate Professor, School of Creative Industries	Academic staff member

RECOMMENDATIONS

That the Academic Committee:

Approve the appointments of Becca Wood (Associate Professor, Creative Industries) as an Academic Staff member of Learning and Teaching Committee, nominated by the relevant Head of School (Vanessa Byrnes) from among the academic staff of the School at Senior Lecturer or above, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.

Nominations Received

Postgraduate Research and Scholarships Committee:

Name	Position	Membership
Dr Ahmad Wedyan	Senior Lecturer, Digital Technologies (MIT)	Member (Senior general staff)
Dr Annabel Pretty	Associate Professor, Architecture	Member (Professoriate)
Ngaire Molyneux	Relationships Manager, Nga Kete Wananga Marae	Member, Māori Academic Advisory Committee

RECOMMENDATIONS

That the Academic Committee:

1. Approve the appointments of Dr Ahmad Wedyan Senior Lecturer, Digital Technologies (MIT) as a senior general staff of Postgraduate Research and Scholarships Committee, nominated by the Deputy Chief Executive Academic on the advice of the Deputy Chief Executive Learner Experience and Success, for a period of two (2) years with the possibility of renewal for a second two (2) year term only;
2. Approve the appointments of Dr Annabel Pretty (Associate Professor, Architecture) as a member of Postgraduate Research and Scholarships Committee, nominated by the Deputy Chief Executive Academic on the advice of, and from among, the Professoriate and Principal Lecturers with postgraduate responsibilities, for a period of two (2) years with the possibility of renewal for a second two (2) year term only;
3. Approve the appointments of Ngaire Molyneux (Relationships Manager, Nga Kete Wananga Marae) as a member of Postgraduate Research and Scholarships Committee, nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

Memo to: Academic Committee

From: Hung Ngo, Operations Manager – Timetabling

Subject: 2028 Academic Calendar (Unitec sites)

Date: 24/06/2026

Recommendation

That Te Komiti Mātauranga, Academic committee approves the 2028 Academic Calendar.

Purpose

The Timetabling Office creates Academic Calendars two years in advance to enable international students to be given formal offers of place so they can apply for a study visa

Commentary

The approved 2028 Academic Calendar, once embedded into the timetabling system, can be used to determine whether all active Unitec programmes can be accommodated now that higher room utilisation has been achieved.

Having detailed academic calendars in advance allows the Unitec International team to get into the international student recruitment market in a timely manner. It allows the Timetabling Office to plan the required resources to accommodate all Unitec programme offerings.

Academic Calendars are created to closely align with UPC programme dates and primary and secondary school holidays to help reduce the time taken off study for childcare by students with children.

Next Steps

Once the 2028 Academic Calendar is approved, it will be published at H Drive location: H:\2. Academic Development\E-Academic Library\1.0 Timelines and Dates for reference, and the 2028 semester start and end dates will be entered into the PeopleSoft Student Administration System.

Attachments

Draft_Acad Calendar 2028

UNITEC PRINCIPAL ACADEMIC CALENDAR					2028	Unitec Institute of Technology			Inhouse UNITEC use only		
Week of year	Week Commencing	Semester Weeks	Calendar S/S Dec start	Calendar S/S Jan start		Events	Holidays	School Teaching Weeks			
								Primary	Secondary		
1	3-Jan-28	Summer Semester break									
2	10-Jan-28										
3	17-Jan-28	4	2027/28 Summer Semester	2027/28 Summer Semester	11 Jan 2028 - 27/28 Summer Semester resumes						
4	24-Jan-28	5									
5	31-Jan-28	6					Auck Anniv, Mon 31 January				
6	7-Feb-28	7				(UPC Sem 1 Commences, Tues 8 February)	Waitangi Day, Monday (Observed)	1	1		
7	14-Feb-28	8				14 Feb 2028 - 27/28 Summer School ends		2	2		
8	21-Feb-28									3	3
9	28-Feb-28	1	Semester 1 - 2028	Semester 1 - 2028	28 Feb 2028 - Semester 1 begins			4	4		
10	6-Mar-28	2						5	5		
11	13-Mar-28	3						6	6		
12	20-Mar-28	4						7	7		
13	27-Mar-28	5						8	8		
14	3-Apr-28	6						9	9		
15	10-Apr-28	7					Graduation, 4 April	Good Friday, Fri 14 April	10	10	
16	17-Apr-28	Semester 1 mid-semester break				Unitec Holiday: Easter Tuesday, Tue 18 April	Easter Monday, Mon 17 April				
17	24-Apr-28						ANZAC Day, Tue 25 April				
18	1-May-28	8	Semester 1 - 2028	Semester 1 - 2028	26 April 2028 - Semester 1 resumes			1	1		
19	8-May-28	9						2	2		
20	15-May-28	10						3	3		
21	22-May-28	11						4	4		
22	29-May-28	12						5	5		
23	5-Jun-28	13					King's Birthday, Mon 5 June	6	6		
24	12-Jun-28	14					Study Week	7	7		
25	19-Jun-28	15					Exam Week 1	8	8		
26	26-Jun-28	16			2 Jul 2028 - Semester 1 ends	Exam Week 2	9	9			
27	3-Jul-28					(UPC Sem 1 ends, Fri 7 July, inclusive)		10	10		
28	10-Jul-28	Semester Break					Matariki, Fri 14 July				
29	17-Jul-28										
30	24-Jul-28	1	Semester 2 - 2028	Semester 2 - 2028	24 Jul 2028 - Semester 2 begins	(UPC Sem 2 Starts, Mon 19 July, inclusive)		1	1		
31	31-Jul-28	2						2	2		
32	7-Aug-28	3						3	3		
33	14-Aug-28	4						4	4		
34	21-Aug-28	5						5	5		
35	28-Aug-28	6						6	6		
36	4-Sept-28	7						7	7		
37	11-Sept-28	8					Graduation 13 September	8	8		
38	18-Sept-28	9						9	9		
39	25-Sept-28	10						10	10		
40	2-Oct-28	Semester 2 - mid semester break									
41	9-Oct-28										
42	16-Oct-28	11	Semester 2 - 2028	Semester 2 - 2028	16 Oct 2028 - Semester 2 resumes			1	1		
43	23-Oct-28	12					Labour Day, Mon 23 October	2	2		
44	30-Oct-28	13						3	3		
45	6-Nov-28	14					Study Week	4	4		
46	13-Nov-28	15					Exam Week 1	5	5		
47	20-Nov-28	16			26 Nov 2028 - Semester 2 ends	Exam Week 2	6	6			
48	27-Nov-28									7	7
49	4-Dec-28	1	2028/29 Summer semester wks 1-3	2028/29 Summer semester wks 1-3	4 Dec 2028 - 28/29 Summer Semester begins			8	8		
50	11-Dec-28	2						9	9		
51	18-Dec-28	3						10	10		
52	25-Dec-28	Summer Semester break									
1	1-Jan-29										
2	8-Jan-29										
3	15-Jan-29	4	2028/29 Summer Semester	2028/29 Summer Semester	15 Jan 29 - 28/29 Summer Semester resumes			TBA	TBA		
4	22-Jan-29	5						TBA	TBA		
5	29-Jan-29	6					Auck Anniv, Mon 29 January	TBA	TBA		
6	5-Feb-29	7					Waitangi Day, Tue 6 February	TBA	TBA		
7	12-Feb-29	8					18 Feb 2029 - 28/29 Summer School ends		TBA	TBA	

Memo to: Academic Committee

From: Chris Park, GM Academic Services

Contributors:

Subject: MIT site 2028 Academic Calendar

Classification: Unclassified

Date: 20 July 2026

Recommendations

That the Academic Committee receive the proposed 2028 MIT Academic Calendar.

Background

This item is on the work plan

Open Session:

This paper may be considered in open session.

Attachments

2028 Indicative Calendar

2028 Indicative Calendar

[illegible]

Closed

Single Data Return ** BEST GUESS

Orientation

Memo to: Academic Committee

From: Wiremu Manaia, Chair Pou Whakarewa Mātauranga Māori

Contributors: Vivenne Merito, Co-Chair Taharangi – Director of Māori Success

Subject: MAAC July Minutes

Classification: Unclassified

Date: 4 August 2026

Recommendations

That the Academic Committee accept the minutes of the Manukura Academic Advisory Committee from 30 July 2026.

Open

Open Session:

This paper may be considered in open session.



Māori Academic Advisory Committee | MIT and Unitec MINUTES for JULY 2026

Date: 30 June 2026

Time: 8:30 am

Venue: MS Teams

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

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

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

The Chair welcomed all the Committee Members to the meeting.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Wiremu Manaia	Pou Whakarewa Ex Officio	✓			
Vivienne Merito	Taharangi Ex Officio	✓			
Vince Hapi	MIT Kaumatua Ex Officio	✓			
Hohepa Renata	Unitec Kaumatua Ex Officio	✓			
Beyonce Kahui	Student Rep	✓			
Kianu Toia-Tawhai	Student Rep	✓			

In attendance:

Hana Hohapata	Kaiarahi Ako,					
Ange Sagapolutele	Te Ara Oranga Programme Manager,					
Veraneeca Taiepa	Kaihautū Matauranga Māori Lead, Unitec					
Ngaire Molyneux	Relationships Manager,					
Hinewaimarama Reihana-White	Senior Lecturer/Kaitiaki Taiao, Unitec					
Deborah Heke	Director, Ngā Wai o Te Tui					
Mikaere Berryman-Kemp	Hauora Navigator					

Mere Tupaea	Pasifika Success Navigator					
Jennifer Haraki	Senior Lecturer					
Sailauama Cheryl Talamaivao	Senior Lecturer					
Mahuta Amoamo	Secretary					

RESOLVED: That apologies be received from David Jones and Ange Sagapolutele

Moved: Wiremu Manaia

Seconded: Vince Hapi

CARRIED

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 2 June 2026 be confirmed as a true and correct record.

Moved: Wiremu Manaia

Seconded: Hohepa Renata

CARRIED

1.4 Action Register

2 General Business

Ngā Pū Kōrero o Āpōpō Whakataetae-a-Motu

Presenter: Hinewaimarama Reihana-White

Advised the Committee of the upcoming Ngā Pū Kōrero o Āpōpō National Speech Competition, to be held at Due Drop Events Centre, Manukau, on 8 October 2026. It was noted that the Tāmaki Makaurau regional competition has been hosted at Te Noho Kotahitanga Marae by Tuia te Waiora Peka (MWWL) for the past four years. The national event will bring together rangatahi from eight regions across Aotearoa and provide an opportunity to strengthen MIT Unitec's visibility and engagement with rangatahi throughout the motu. Members were supportive and agreed that further discussion should occur through Te Taumata.

2.1 Chairperson's Report

Presenter: Wiremu Manaia

The Chair spoke to his report on the agenda. The items that he expanded on were:

- The Academic Committee sub-committee structure continues to be streamlined, with advisory functions being consolidated into a single Academic Advisory Network that reports to the Academic Committee (AC).
- The work of the Academic Committee and its advisory network collectively contributes to strengthening programme quality, providing academic assurance and informing strategic decision-making by the Senior Leadership Team (SLT) and Council.
- The Artificial Intelligence (AI) Committee continues to address emerging AI-related opportunities, challenges and organisational processes. This includes the growing influence of AI on teaching and learning, particularly in relation to academic assessment, academic integrity, moderation practices and quality assurance.

- In response to an Academic Committee request, the Chairs of Priority Group Advisory Committees (including MAAC), will review the 2025 EPI outcomes for Māori learners and develop and submit recommended actions for submission to Academic Committee.
- The Chair is working with the Te Tari Mātauranga Māori (TTMM) Leadership Team to confirm MAAC representation across the Academic Committee sub-committees. Most appointments have now been confirmed, with the remaining representatives currently under review or awaiting confirmation.

RESOLVED: That the MAAC Committee receives the Chairperson's Report.

Moved: Vince Hapi

Seconded: Vivenne Merito

CARRIED

Moderation

Question regarding moderation: Will this include removing marks? This will be taken to the AC for their response.

Terms of Reference

Discussion focused on committee membership, multiple committee representations, and proposed amendments. The matter had been raised with the Academic Committee (AC), and confirmation of the ToR had been requested.

Terms of Reference (ToR) for subcommittees and the process that will be followed to seek MAAC endorsement of those changes. It was agreed that, once the MAAC Terms of Reference have been approved by the Academic Committee, further discussion will occur regarding MAAC consideration and support of proposed tracked changes to subcommittee ToR.

This relates to previous discussion of MAAC membership on subcommittees. Feedback presented to MAAC suggested that at least two members be nominated by MAAC to:

- strengthen Māori representation and share committee workload;
- provide cultural safety for MAAC members serving on subcommittees; and
- strengthen culturally responsive decision-making that honours Te Tiriti o Waitangi.

These matters were previously raised with MAAC specifically in relation to the Research Ethics Committee (REC), where the workload can be substantial and, at times, place significant demands on members.

Postgraduate Responsibilities

References to postgraduate responsibilities within the ToR, noting that postgraduate supervision requires consideration of:

- Skills and capability
- Resourcing
- Allocation of responsibilities
- Organisational expectations

2.2 Correspondence

NA

3 Standing Items

3.1 Reports

3.1a Te Mana Akoranga Māori Curriculum Self-Assessment Tool

Presenter: Hana Hohapata

- **Te Mana Akoranga Self-Assessment Tool - Bachelor of Applied Social Work** Manukura provided feedback and recommendations to HoS Kylie Smith and Linda Aumua and received insightful commentary. The BASW Self-Assessment Tool (SAT) is the best practice model to guide both schools and Manukura (MAAC) members.
- **Te Mana Akoranga Māori Curriculum Development Framework Update** (new versions (Overview and Self-Assessment Tool) have been re-developed and circulated (refer hui 30th June Martin Carroll and Chris Park).
- **Te Mana Akoranga Annual Review – September 2026 (refer June update)**
Action: A workplan outlining key documents, activities and consultation will be submitted to the next Manukura hui in August 2026.

RESOLVED: That the MAAC Committee receives Hana Hohapata's Report

Moved: Wiremu Manaia

Seconded: Vince Hapi

CARRIED

3.1b Pacific Development Office (PDO) Update

Presenter: Mere Tupaea

Learner Tutorials

The PDO continues to work with targeted schools to sustain Pacific learner engagement throughout their study journey. Demand has been particularly high within the Schools of Nursing and Social Work.

Cultural Advancement

PDO continues to promote services through cultural engagement activities and classroom presentations.

Upcoming initiatives include:

- Two Multicultural Days (Ōtara and Manukau campuses)
- Language and cultural learning activities
- Student-led cultural showcases

Pacific Alumni Network

PDO is establishing a Pacific Alumni Network to:

- Strengthen alumni relationships with MIT
- Support mentoring opportunities
- Provide guest speakers and presentations
- Increase networking opportunities

An Alumni Dinner is planned later this year to support the development of the network.

Pacific Academic Advisory Committee (PAAC)

Recruitment of PAAC members from both MIT and Unitec is nearing completion. An update will be provided at the next MAAC meeting.

RESOLVED: That the MAAC Committee receives Mere Tupaea's Report

Moved: Vivenne Merito

Seconded: Hohepa Renata

CARRIED

4 Resolution to exclude the public (if required)

NA

5 CLOSED Session (if required)

NA.

Whakamutunga | Closing

Ka wehe atu tātou

I raro i te rangimārie

Te harikoa

Me te manawanui

Haumi ē! Hui ē! Taiki ē!

We are departing

Peacefully

Joyfully

And resolute

We are united, progressing forward!

The meeting concluded at 9:39 am

Confirmed as a true and correct record:

Chair: Wiremu Manaia

Date: 22 July 2026

Memo to: Academic Committee

From: Dr Rosanne Ellis, Chair MIT and Unitec Postgraduate Research and Scholarships Committee

Contributors: Cynthia Almeida, Secretary MIT and Unitec Postgraduate Research and Scholarships Committee

Subject: Subcommittee Chair Report – MIT and Unitec Postgraduate Research and Scholarships Committee

Classification: In Confidence

Date: 23 July 2026

For Information

- As there were no substantive agenda items for discussion, the June and July Postgraduate Research and Scholarships Committee meeting was cancelled.
- The approval of examiners and grades for Masters' examinations, and the approval of supervisors for inclusion on the Unitec Supervisor Register, has continued under the delegated authority of the Chair.

For Action

Approve the following nominees to the Postgraduate Research and Scholarships Committee:

- Dr Ahmad Wedyan, Senior Lecturer, Information Technology in the School of Digital Technologies (MIT)
- Dr Annabel Pretty, Associate Professor, School of Architecture, Unitec
- Ngaire Molyneux **OR** Hinewaimarama Reihana-White as a Māori Representative

Memo to: Academic Committee

From: Dr Rosanne Ellis, Chair MIT-Unitec Academic/Research Committee

Subject: Subcommittee Chair Report – MIT-Unitec Academic/Research Committee

Classification: In Confidence

Date: 9 July 2026

For Information

- A dedicated Teams channel has been established for disseminating information to Research Leaders; a monthly lunchtime drop-in session via Teams has commenced.
- The committee provided feedback for the Head of Academic Quality on NZQA's Draft Degree Guidelines V3 as they pertain to research.
- MBIE and MoE are currently reviewing the Centres of Research Excellence (CoRE) programme. MIT-Unitec needs to focus on strengthening existing partnerships with universities and other organisations and identifying opportunities aligned with emerging government science investment priorities to position itself to become a formal partner in a CoRE when the next funding round commences in 2029.
- The 2027 Transition Research Fund is expected to open in August, replacing the Endeavour and Marsden Funds. A process will be established involving Research Leads and the Professoriate to identify and support the strongest proposals.
- Regular engagement with ITP representatives is occurring as the proposed metrics and operational design of the Tertiary Research Excellence Fund (TREF) are being shaped.
- Tūāpapa Rangahau is working with the Postgraduate Research & Scholarships Committee to address the large number of kaimahi at MIT who would like to get involved in student supervision, and to create a register of external supervisors.



MIT and Unitec Academic/Research Committee MINUTES

Date: 9 June 2026

Time: 1pm

Venue: MS Teams

SECTION 1 – WHAKATUWHERATANA | OPENING

Item 1.1 Welcome and Apologies

Three new committee members have been approved by Academic Committee: Dr Alaa Al Janabi (Head of School, Digital Technologies), Dr Linda Kestle (Associate Professor, School of Building & Construction) and Dr Maia Topp (Principal Lecturer/Research Leader, School of Nursing).

Members:	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
Hadley Brown	Research Support Staff		√		Cynthia Almeida
Natara Lata Pimoe	Student Rep - Unitec		√		
A/P Vanessa Byrnes	Head of School	√			
Anna Wheeler	Co-opted Member	√			
A/P Deb Heke	Nominee, Māori Academic Advisory Committee	√			
Dr Alaa Al Janabi	Research Leader		√		
A/P Linda Kestle	Professoriate	√			
Dr Maia Topp	Early Career Researcher		√		

In attendance:

Brenda Massey	Secretary				
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RESOLUTION: That the apologies be received from Hadley Brown, Alaa Al Janabi, Maia Topp and Deb Heke (for lateness).

Moved: Rosanne Ellis

Seconded: Cynthia Almeida

CARRIED

Quorate Status

As per Standing Orders the quorum for a meeting is the majority of the current members, therefore the meeting was quorate.

Item 1.2 Declaration of Interest (if applicable)

Nil

Item 1.3 Confirmation of Previous Minutes

The minutes of the meeting held on 14 May 2026 were unable to be confirmed as a true and correct record as there were not two members present who were also at the May meeting.

Action: confirm the minutes of the May meeting at the August meeting.

Item 1.4 Action Register

Regular engagement with Research Leads is occurring. Updates are being provided on developments across the SI&T system. A dedicated Teams channel has been established for disseminating information. Tūāpapa Rangahau seek feedback from Research Leads, the Professoriate and Heads of Schools on government consultations as they are required. A monthly Friday lunchtime drop-in session via Teams has commenced with MIT Research Leads. Unitec Research Leads will be invited to participate in this forum going forward.

It is appreciated if members of the committee can share pertinent information and updates from these meetings widely across their schools in addition to these other dissemination avenues.

SECTION 2 – GENERAL BUSINESS

N/A

SECTION 3 – ITEMS TO APPROVE

N/A

SECTION 4 - ITEMS FOR DISCUSSION

Section 4.1 NZQA Draft Degree Guidelines v3

The committee discussed the NZQA's Draft Degree Guidelines V3 as they pertain to research. A summary of the discussions is as follows:

- When will the V3 guidelines go live? New programmes are currently in development.
- Does HR need to be consulted about the proposed requirements when an education organisation engages a sub-contractor? Do sub-contractors include those we engage as external postgraduate supervisors?
- It was noted that we meet the requirements for supervision, being that we already have appropriate policies and procedures in place. The one area that stood out was the need for evidence of how internal research supervision capacity will be developed. MIT and Unitec run supervision and ethics workshops, so perhaps these could be cited as evidence demonstrating we are meeting the supervision requirements.
- The expanded broader definition of research emphasises research as a creative, systematic and intellectually rigorous process, and acknowledges Indigenous knowledge, methodologies and approaches. This expanded definition is welcome, particularly in the ITP VET space, which is where our research lies.
- One line of discussion focussed on whether the definition of research (pg. 29 of the guidelines) allows for original knowledge that is created through teaching and learning. Many of the original creative works produced across our schools contribute new knowledge in diverse ways. There are some staff whose teaching and learning is innovative, and who

often need to be reminded (& acknowledged) that what they're doing in the classroom can constitute research, should they choose to frame it that way.

- An alternative position was that “scholarly outputs, presentations, or other recognised formats” does cover activity happening in the teaching and learning space.
- In the past we’ve adhered to the PBRF definitions of research, which included ~30 different types of outputs. Now we're moving to TREF, what do research outputs look like now and how do we establish KPIs around these?
- Why is ‘practice-based’ not included with ‘practice-led’ as a ‘Research Characteristic’ (pg. 30)? Creative practice products have been omitted.
- It was noted that VET research isn’t always about finding a problem, it's also about enhancing approaches that we're already delivering on and undertaking, i.e. its evolutionary as well.
- Impact isn’t specifically mentioned as a Research Characteristic (although “producing insights of direct relevance” is impactful). Impact is a key pillar of the government’s new national research priorities and strategies and should be recognised and prioritised in our education strategies. The committee advocates for a fourth bullet point that acknowledges that research should have relevance and impact to communities of practice and the institution.

The committee’s feedback will be forwarded to Helen Perry, Head of Academic Quality, on Monday, 13 July. There are other elements to the draft guidelines that are out of scope for this committee. Members were urged to contact Helen Perry directly if they have feedback or queries on other elements of the guidelines.

Section 4.2 Student Authorship

The committee has been asked to review the institution’s policy, procedures and practice around attribution of student authorship for publications that were co-authored by MIT and Unitec staff. The review should include ethical considerations and the process for managing any concerns or grievances.

Student co-authorship is currently captured through ROMS, where there is a co-authorship indicator. Outputs are verified as part of Tūāpapa Rangahau’s research output approval process, and student integrated research output activity is reported on annually in the institutional research report.

While practices may vary across schools, one committee member shared their school's practice of ensuring that students or alumni who have made a substantive contribution are recognised as lead authors on publications. Explicit consent is obtained from alumni before including them as co-authors. This approach has been in place for many years and no student or alumni grievances relating to co-authorship have been experienced.

Any review of student co-authorship practices should include student input. It was proposed that the discussion continue at a future meeting when the student representative is present. Informal feedback should also be sought from Heads of School and Research Leaders to better understand current practices before making any recommendations.

The committee’s work plan includes a full review of research-related policies and procedures so attribution of student authorship can be integrated into this mahi.

SECTION 5 - ITEMS TO RECEIVE

Section 5.1 2025 Unitec Annual Research Report

The committee received the final version of the 2025 Unitec Annual Research Report, which has already been presented to Academic Committee. This is the final report covering Unitec only and marks the conclusion of reporting against the previous Research Strategy. Future reports will cover MIT and Unitec research activity and will report against the new Applied Research Strategy's objectives.

The report has been intentionally streamlined, with research highlights and success stories to be shared separately through internal and external communications. The report focuses on providing data and analytics on research funding, outputs, external partnerships, postgraduate research, scholarships, and historical trends to provide context for institutional performance and inform future planning. The report also acknowledges the significant organisational changes in recent years and provides context for research performance to Council and senior leadership.

The committee thanked Rosanne Ellis for taking the care and time to put together such a contextual report. It is great to see a lot of complex work distilled into this format.

Section 5.2 Review of CoREs (Centres of Research Excellence)

Discussions have been had with the MoE and MBIE as part of the CoRE review. The importance of recognising the contribution of vocational education providers and applied research within the SI&T system, particularly in supporting the government's growth and impact objectives, was highlighted. The CoRE programme will continue, with the current review informing future programme settings. A call for new CoRE proposals is expected next year, and the aspiration is for MIT-Unitec to become a formal partner in a CoRE from the next funding round expected to commence in 2029.

In the meantime, the institution will focus on strengthening existing partnerships with universities and other organisations and identifying opportunities aligned with emerging government science investment priorities, in order to position itself for future CoRE participation.

Section 5.3 Update on 2027 Transition Research Fund

The one-off Transition Research Fund will replace the Endeavour Fund (Smart Ideas and Research Programmes) and the Marsden Fund. The call for proposals is expected late August and will align with the Government's priority science investment pillars. The fund is intended to be discipline agnostic, creating opportunities for interdisciplinary collaboration and new partnerships.

The fund will limit the number of applications MIT-Unitec can submit per funding mechanism. A process will be established to identify and support the strongest proposals.

Section 5.4 Update on TREF (Tertiary Research Excellence Fund)

The committee was updated on TEC's ongoing work to develop the TREF framework. Regular engagement with ITP representatives is occurring as the proposed metrics and operational design are being shaped. Greater clarity is expected next year. Engagement with TEC has highlighted the need for broader recognition of impact, including local government, industry, and community-level

policy influence, alongside traditional measures such as citations and commercialisation. The first assessment of institutional performance will occur across 2028, with funding commencing in 2029.

The overall TREF investment remains at \$315 million p/a, with a portion allocated to ITPs. Proposed metrics include research degree completions and external research income, with quality evaluation no longer applying. The research capacity component (specific to the non-university pool) represents a small proportion of the overall fund and will create a highly competitive environment among ITPs, PTEs and wānanga.

The committee discussed the importance of continuing to build research capability and positioning the institution for future growth, including potential movement into the university funding pool over time.

SECTION 6

CLOSING

Section 6.1 Any Other Business

1. It was suggested that our research webpages could be enhanced to better showcase research activity within schools and research groups. Greater visibility of research projects, industry partnerships, postgraduate research opportunities, and potential supervisors would help prospective students, and others, better understand available research opportunities and the impact of current research activities. The information that's been pulled together for the annual research report deserves a much bigger audience.
2. Tūāpapa Rangahau is working with the Postgraduate Research & Scholarships Committee to address the large number of kaimahi at MIT who would like to get involved in student supervision, and to create a register of external supervisors.
3. The committee discussed opportunities to strengthen engagement and communication between the Professoriate, Research Leaders and the Research Office. The value of recent Professoriate engagement was acknowledged.

Section 6.2 Committee Self-Assessment

Any feedback about this meeting, or about how the committee is operating in general, should be directed to Juee Jin, Secretariat Administrator, AC.

General comments or queries are also welcome to be provided to either the Chair or the Secretary, either inside or outside of meetings.

Section 6.3 Closing Karakia

MEETING CLOSED:	1335 h
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ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
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1.3	Confirm the minutes of the May meeting at the August meeting.	Rosanne Ellis / Brenda Massey	
4.2	Advise DCE Academic that, on the recommendation of the Research Committee, as the piece on student authorship is part of a bigger piece of work that involves a wider review of research-related policies and procedures, there will be a delay in getting it back to them with recommendations.	Rosanne Ellis / Brenda Massey	
