MITU ACADEMIC WORKPLAN 2026 – OPEN SESSION

Last updated 2026-08-27

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	–	• Review 2025 Committee Attendance Reports • Policy Approvals
March	• Subcommittee Reports	• 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) • Review EPI (2025 draft from Dec SDR) (Report to Council) [STATUTORY REQUIREMENT]
April	• Subcommittee Reports	• Approve nominated members to AC and Subcommittees • Review of Literacy and Numeracy TEC compliance (2025) (via AQC) • Review of Consistency Report (2025) (via AQC)
May	• Subcommittee Reports	• 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) – **(DEFERRED to Sep)**

June	• Subcommittee Reports	-
July	• Subcommittee Reports	• Approve EPICs (2027) (via DCEA & DCELES)
August	• Subcommittee Reports	-
September	• Subcommittee Reports	• Receive PER/MER Summary Reports (2025) (via AQC)
October	• Subcommittee Reports	• Receive and consider Teaching Excellence Standards Annual Report (via LTC)
November	• Subcommittee Reports	• Approve 2027 Meeting Schedule for AC • Review Academic Committee Handbook
December	• Subcommittee Reports	• Approve 2027 Meeting Schedule for AC Subcommittees • Review 2027 AC Workplan (via DCEA)

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)

MANUKAU INSTITUTE OF TECHNOLOGY Te Whare Takiura o Manukau | Unitec Te Whare Wānanga o Wairaka	**Academic Committee | MIT & Unitec** **OPEN Meeting MINUTES** **Date:** 5 August 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!

7.1 Attendance and Apologies

Members:	Position	Present	Apology	Absent	Proxy
Martin Carroll	Chair	✓			
Christina Hong	Member	✓			
Annette Pitovao	Member	✓			
Chris King	Member	✓			
Chris Park	Member	✓			
Eric Boamah	Member	1.00 - 2.00pm			
Jeff Howe	Member	arrived 2.25pm			
Julie Prentice	Member	✓			
Kylie Smith	Member	✓			
Peter McPherson	Member	2.20 - 4.00pm			
Pip Schollum-Manase	Member	Arrived 1.05pm			
Rosanne Ellis	Member	✓			
Simon Nash	Member	✓			
Simon Tries	Member	✓			
Viv Merito	Member	Left 4.11pm			
Wiremu Manaia	Member	left 4.16pm			
Terina Haimona	Student Representative		✓		
Thao Nguyen	Student Representative		✓		

In attendance:
Juee Jin (Secretary)

RESOLVED:
That the apologies from Terina Haimona and Thao Nguyen be accepted and the late arrival of Jeff Howe, Peter McPherson and Pip Schollum-Manase be noted and early departure of Peter McPherson, Viv Merito and Wiremu Manaia be noted.

Moved: Simon Tries
Seconded: Chris Park
CARRIED

The Chair received all apologies and declared the meeting quorate.

The Chair advised that the agenda had been reordered to consider closed-session items at the beginning of the meeting, to ensure sufficient time and focus for matters requiring detailed discussion.

The Chair further advised that, following Council's review of committee agendas and minutes, a more rigorous approach would be applied in determining whether matters should be considered in open or closed session. Accordingly, future agendas may include a greater number of items considered in closed session where the statutory grounds for excluding the public are met. It was noted that each closed-session item would continue to be assessed against the relevant legislative requirements.

2 Resolution to exclude the public

Martin Carroll.

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

Closed Item	**Session Item: General subject of each matter**	**Section(s) relied upon**
2.0	MIT Student Complaints and Appeals Report 2025	s9(2)(a), s9(2)(b)(ii)
2.0. a.	MIT Student Complaints and Appeals Report Q1, Q2 2026	s9(2)(a), s9(2)(b)(ii)
2.1	Closed Academic Committee Meeting Minutes	s9(2)(b)(ii), s9(2)(i) OIA
2.2	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
2.3	Action Register	s9(2)(b)(ii), s9(2)(i) OIA
2.4	Unitec Student Concerns, Complaints and Appeals Report - Q2 2026	s9(2)(a), s9(2)(b)(ii)
2.5	MIT Student Misconduct Report Semester 1, 2026	s9(2)(a), s9(2)(b)(ii)
2.6	MIT Student Survey Report Semester 1, 2026	s9(2)(a), s9(2)(b)(ii)
2.7	2025 Student Performance Report - MIT and Unitec	s9(2)(a), s9(2)(b)(ii)
2.8	Memo - 2025 EPIs: Māori Learner Analysis	s9(2)(b)(ii)
2.9	Granting of Awards	s9(2)(a)

2.10	Approval of Graduand Lists	s9(2)(a)
2.11	AAC Report	s9(2)(b)(ii)
2.12	ACEC Report	s9(2)(a), s9(2)(b)(ii)
2.13	AQC Report	s9(2)(b)(ii)
2.14	LTC Report	s9(2)(b)(ii)
2.15	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 Committee exclude the public and move into closed session, with Liz Keneti and Luke Fleming remaining in attendance for item 3.0 to present their papers.

Moved: Martin Carroll
Seconded: Pip Schollum-Manase
CARRIED

3 Closed Session

The Meeting moved into Closed Session at 1.02 pm.

4 Return to Open Session

The Committee resumed in open session at 4.13 pm.

5 Confirmation of Resolutions from Closed Session

Martin Carroll.

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

Moved: Martin Carroll
Seconded: Simon Tries
CARRIED

5.0 receive the MIT 2025 Student Complaints and Appeals Report.
5.1 confirm the Minutes of the closed portion of Academic Committee meeting held on 1 July 2026 as a true and correct record.
5.2 receive the Closed Correspondence.
5.3 receive the Closed Action Register.
5.4 receive Unitec Student Concerns, Complaints and Appeals Report - April to June 2026.
5.5 receive the MIT Student Misconduct Report Semester 1, 2026.

5.6 receive the MIT Student Survey Report Semester 1, 2026.
5.7 receive the 2025 Student Performance Report – MIT and Unitec
5.8 receive the MAAC report on the 2025 Educational Performance Indicators (EPIs) relating to Māori learners; note MAAC's analysis and advice regarding Māori learner outcomes; and endorse the recommended areas of focus to inform ongoing institutional quality improvement activities.
5.9 receive and approve the Granting of Awards of the Institute to graduands as detailed in the paper.
5.10 approve the list of graduands as detailed in the paper.
5.11 receive the Academic Approvals Committee report.
5.12 receive the Academic Committee Executive Committee report.
5.13 receive the Academic Quality Committee report.
5.14 receive the LTC report.
5.15 receive the Research Ethics Committee report.

With leave from the Committee, the following report was presented next.

8.3 Māori Academic Advisory Committee Report
MAAC Report: 2026-06-30

The Committee received the Māori Academic Advisory Committee report. It was noted that work on MAAC's revised Terms of Reference remained in progress and would return to Academic Committee for future consideration.

RESOLVED:
That the Academic Committee receive Māori Academic Advisory Committee Report.

Moved: Wiremu Manaia
Seconded: Julie Prentice
CARRIED

6.0 Work Plan

The Work Plan was updated to replace "Approve Academic Calendar 2027" with "Approve Academic Calendar 2028", reflecting the next annual Academic Calendar approval cycle.

The Committee considered future alignment of the MIT and Unitec academic calendars, noting that while the 2027 calendar was substantially settled, development of the 2028 calendar presented an opportunity to progress a more coordinated institutional approach. It was recognised that achieving greater alignment would require consideration of differing programme structures, regulatory requirements, operational needs and stakeholder interests through a coordinated cross-functional process.

It was further recognised that the work should focus on establishing shared principles rather than a single uniform model, while considering opportunities to improve institutional responsiveness to operational and funding requirements.

ACTION:
Establish a cross-functional working group, led by Chris Park to develop principles and recommendations for alignment of the 2028 academic calendars across MIT and Unitec, recognising differing programme requirements and institutional priorities.

6.1 Previous Minutes

RESOLVED:
That the Academic Committee confirm the Minutes of the meeting held on 1 July 2026 as a true and correct record.

Moved: Jeff Howe
Seconded: Kylie Smith
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.

Discussion on 2026-08-05:
Progress was noted on consultation with Student Councils regarding the proposed learner experience KPIs for concerns, complaints and appeals.

Feedback remained outstanding and the action will continue pending completion of consultation.

b. 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.

Discussion on 2026-08-05:
Completion of the remaining Academic Approvals Committee appointments remains a governance priority and will continue to be progressed by the Chair.

c. 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.

Discussion on 2026-08-05:
It was noted that work to improve the timeliness of Programme Committee reporting remained ongoing and would continue through implementation of the revised Programme Committee Terms of Reference. It was agreed that, as an operational matter, further reporting to Academic Committee was no longer required.

Status: The action is closed.

d. 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 remains in progress.

e. 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.

Discussion on 2026-08-05:
It was noted that the institutional response had been submitted to NZQA within the consultation timeframe.

Status: Closed.

It was noted that following publication of the final NZQA Degree Guidelines, Academic Committee would benefit from reflecting on the relationship between the institutional submission and the final guidelines to inform future institutional consultation.

7 General Business

7.1 Chairperson's Report
Presenter: Martin Carroll

In accordance with the Student Regulations, the Chair reported on the exercise of delegated authority since the previous meeting. Three decisions had been made to address exceptional circumstances, each reflecting application of the delegated authority within the intent of the Regulations while supporting fair and pragmatic outcomes.

The Committee noted the delegated decisions.

RESOLVED:
That the Academic Committee receive the Chairperson's Report.

Moved: Simon Tries
Seconded: Chris Park
CARRIED

7.2 Correspondence

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)

b. To: Academic Committee
From: NZQA
Date: 07 July 2026
Subject: Degree Change - Change to Bachelor of Design and Contemporary Art [4466-1] - C68427

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)

RESOLVED:
That the Academic Committee receive the Correspondence.

Moved: Chris King
Seconded: Annette Pitovao
CARRIED

7.3 Transcript amendment and Programme Completion delegation

Presenter: Simon Tries

The Committee considered proposed amendments to transcript wording and programme completion approval processes to align practices across MIT and Unitec while supporting more timely confirmation of programme completion for students.

Discussion recognised the importance of balancing timely confirmation of programme completion with the need to maintain appropriate institutional assurance through official academic records. The Committee noted that the proposed approach would improve timeliness for most students while replacing routine reliance on Letters of Completion with official transcripts, supported by clearly defined exceptions where immediate confirmation remained necessary.

The Committee supported the proposed direction in principle, recognising that detailed implementation, including transcript wording and operational arrangements for exceptional circumstances, would continue to be refined to achieve greater institutional alignment.

RESOLVED:
That the proposed amendments to programme completion approval processes and transcript arrangements be approved in principle, with detailed implementation and transcript wording to be finalised and reported back to Academic Committee.

Moved: Simon Tries
Seconded: Chris Park
CARRIED

7.4 **2026 Unitec Autumn Graduation Report**
Presenter: Annette Pitovao

The Committee received the report on the 2026 Unitec Autumn Graduation ceremonies, noting the successful delivery of the events and the implementation of improvements arising from previous ceremonies.

It was clarified that while future graduation ceremonies will continue to be held for Unitec graduates, event delivery arrangements are transitioning to a unified institutional model.

Discussion noted operational measures introduced to improve the graduation experience and ceremony management, with early indications that these changes had been effective.

The Committee acknowledged the successful delivery of the graduation ceremonies and thanked those involved.

RESOLVED:
That the Academic Committee receive the 2026 Unitec Autumn Graduation report.

Moved: Annette Pitovao
Seconded: Julie Prentice
CARRIED

7.5 **Memo - Co-option of staff member to PAAC**
Presenter: Simon Nash

RESOLVED:
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:

Moved: Simon Nash
Seconded: Chris King
CARRIED

7.6 **Subcommittee Membership Nominations**
Presenter: Martin Carroll

The Committee considered the proposed subcommittee membership nominations. It was noted that, where multiple nominations had been received for a position with a single appointment provided for under the current Terms of Reference, nominations had been aligned accordingly. Any additional participation could continue through observer attendance pending future consideration of the Terms of Reference.

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

Moved: Martin Carroll
Seconded: Kylie Smith
CARRIED

7.7 **Academic Calendar 2028**
Presenters: Simon Tries, Chris Park
a. Unitec Academic Calendar 2028
b. MIT Academic Calendar 2028

Consideration of the 2028 Academic Calendar was deferred pending consideration by the cross-functional working group before the matter returns to Academic Committee.

8 **Standing Items**
Subcommittee Reporting

8.1 Disability Academic Advisory Committee

Consideration of the Disability Academic Advisory Committee report was deferred following withdrawal of the paper to correct errors. No verbal update was provided and the item will return to a future meeting.

8.2 International Academic Advisory Committee
No report received for this meeting.

8.4 Postgraduate Research and Scholarships Committee
Presenter: Rosanne Ellis Memo

The Committee noted that the Postgraduate Research and Scholarship Committee had not met since the previous Academic Committee meeting. Assurance was provided that essential academic functions, including master's examinations, grade approvals and supervisor approvals, had continued during this period.

RESOLVED:
That the Academic Committee receive Postgraduate Research and Scholarships Committee Memo.

Moved: Rosanne Ellis
Seconded: Chris King
CARRIED

8.5 Research Committee
Presenter: Rosanne Ellis
Research Report: 2026-07-09

The Committee received an update on developments across the national research funding environment and the institution's ongoing engagement with emerging TREF arrangements. It was noted that the Research Committee would continue to monitor developments and keep Academic Committee informed of significant milestones affecting institutional research strategy.

The Committee noted that the Applied Research and Rangahau Plan and the Guiding Principles for Research Decision-Making are expected to be presented at the next Academic Committee meeting for discussion.

RESOLUTION:
That the Academic Committee receive Research Committee Report.

8.6 Programme Advisory Oversight Committee

No report received for this meeting.

Whakamutunga | Closing

Ka wehe atu tātou	Peacefully
I raro i te rangimārie	Joyfully
Te harikoa	And resolute
Me te manawanui	We are united, progressing forward!
Haumi ē! Hui ē! Taiki ē!	We are departing.

The meeting concluded at 4.55pm.

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, 05 Aug 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. *In Progress - further consultation with Student Council is scheduled on 7 Sep, a revised KPI framework would be presented to a future meeting for consideration.*	Martin Carroll Simon Nash Christine Hutton	Oct 2026
03 June 2026, 01 Jul 2026, 05 Aug 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. *The nomination is presented under the agenda item 7.3*	Martin Carroll	Sep 2026
03 June 2026, 01 Jul 2026, 05 Aug 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	Sep 2026
05 Aug 2026	6.0	**Alignment of the 2028 academic calendars across MIT and Unitec** Establish a cross-functional working group, led by Chris Park, to develop principles and recommendations for alignment of the 2028 academic calendars across MIT and Unitec, recognising differing programme requirements and institutional priorities. *2028 Institute Calendar is presented under agenda item 7.4*	Chris Park	Sep 2026

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. *The item was considered under agenda item 1.5c and is now closed*	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. *The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.*	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. *2026-03-04:* 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 revised policy to be presented to the Academic Committee for approval at May meeting. *The report is presented under agenda item 2.5.*	Simon Tries	May 2026
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. *The report is presented under agenda item 2.8*	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. *The report is presented under CLOSED agenda item 5.4*	Simon Tries	June 2026

06 May 2026	1.3.f	**Micro-credential Ownership and Record Allocation Clarification** Simon Tries to clarify ownership, allocation, and NZQA record arrangements relating to legacy micro-credentials associated with NZIST and determine whether any further action is required.	Simon Tries	June 2026
06 May 2026	2.9	**Proposal for Shared and Multiple MAAC Representation Arrangements Across Subcommittees** Wiremu Manaia to present a formal paper outlining a proposed approach for shared Māori Academic Advisory Committee (MAAC) representation arrangements across Academic Committee subcommittees, including consideration of workload impacts, representative continuity, and any Terms of Reference amendments required to support such arrangements. *The report is presented under agenda item 2.14*	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. *The report is presented under agenda item 2.2*	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 Consultation**Coordinate targeted consultation on the NZQA Draft Degree Guidelines (Version 3), consolidate institutional feedback, and submit	Helen Perry Simon Tries	July 2026

		the institutional response to NZQA by the consultation deadline.		
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4c	**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 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. *Implementation proposal is presented under agenda item 7.5*	Julie Prentice, Pip Schollum-Manase, Chris King	Jul 2026
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. *Communication issued to all Schools reinforcing expectations for the consistent reporting of academic misconduct cases in accordance with institutional policy. Action completed.*	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**	Julie Prentice	Jul 2026

		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. 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:	2026-09-02

Recommendations

That the Academic Committee receive the correspondence.

INWARDS:

Attachments:

a. To: Academic Committee
From: NZQA
Date: 01 Aug 2026
Subject: Consultation: Describing tertiary education provider quality under iQAF (Pg. 2- 30)

b. To: Academic Committee
From: Quality Times
Date: 11 Aug 2026
Subject: He Kounga Kōrero July 2026 - Updates for Tertiary Education Organisations (Pg. 31-41)

c. To: Academic Committee
From: Trish Cochrane
Date: 11 Aug 2026
Subject: 2027 Unitec Autumn Graduation Dates (Pg. 42)

OUTWARDS:

Attachments:

d. To: NZQA
From: Simon Tries
Date: 25 August 2026
Subject: Transfer of MC ownership (Pg. 43-44)

From: Team Mailbox QA Admin <qaadmin@nzqa.govt.nz>
Sent: Monday, 10 August 2026 10:19 am
Subject: Consultation: Describing tertiary education provider quality under iQAF

Tēnā koe

As indicated in last week's Quality Times | He Kounga Kōrero, the New Zealand Qualifications Authority (NZQA) has today begun consulting on a new approach to summarise, describe, and communicate the quality of tertiary education providers under the integrated Quality Assurance Framework (iQAF).

During two previous public consultations on iQAF, many providers expressed a desire for a more graduated way of describing provider quality than 'compliant/non-compliant'. Partner government agencies also preferred a more nuanced summary of TEP quality to support their monitoring activities.

This consultation explains our proposed approach, comprising:

- four quality criteria grounded in NZQA Rules and the (Pastoral Care) Code: **Programme and micro-credential design**, **delivery of education and training**, **assessment practice**, and **Quality Management System Implementation**

- assigning a score for each criterion, based on the outcomes of NZQA quality assurance activities

- the total of those scores aligning to one of three descriptors that express a TEP's overall quality: **Highly Effective**, **Effective**, or **Not Effective**

We are seeking your feedback.

Information about the proposals and how to provide feedback is available at https://www2.nzqa.govt.nz/about-us/consultations-and-reviews/describing-tep-quality/, with consultation open until **7 September 2026**.

We also invite you to attend a webinar about the proposals, where we will be able to answer your questions. Webinar details and registration are available on the website.

If you have questions, please email QAFredesign@nzqa.govt.nz.

Nāku noa, nā,

Emily Fabling
Deputy Chief Executive, Quality Assurance
New Zealand Qualifications Authority

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Describing tertiary education provider quality under iQAF

August 2026

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

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Introduction from the Deputy Chief Executive, Quality Assurance

Tena koutou katoa | Ni sa bula Vinaka | Fakaalofa lahi atu | Fakatalofa atu | Kia orana | Omo yoran | Mauri | Talofa lava | Malo e lelei | Halo | Halo olketa… and warm Pacific greetings to you all.

The New Zealand Qualifications Authority (NZQA) is responsible for maintaining the New Zealand Qualifications and Credentials Framework (NZQCF), registering Private Training Establishments (PTEs), and quality assuring education and training delivered by tertiary education providers excluding universities (TEPs).

For learners, iwi/hapu/whānau, communities, employers and industry, all qualifications listed on the NZQCF need to come with an assurance of quality that is recognised and trusted worldwide. The New Zealand education system is effective because it's supported by:

- a robust qualifications framework
- quality, relevant qualifications and credentials
- strong education programme design, delivery and assessment
- education providers who continually innovate and improve
- pastoral care for all learners in our system.

In early 2026, we began implementing a new, integrated quality assurance framework (the iQAF). The framework reflects NZQA's regulatory principles of being impact-led, anticipatory, and adaptable. It aims to provide a more up-to-date view of TEP quality than the Evaluative Quality Assurance Framework (EQAF) it replaced.

Previously, under the EQAF, TEPs participated in an external evaluation and review, typically once every four years. The review resulted in category ratings intended to summarise NZQA's confidence in each TEP's future overall education performance and its capability in self-assessment.

Over time, the addition of new types of NZQA monitoring showed that four-yearly organisational-level category ratings are not always a reliable predictor of quality. As a result, we proposed a more up-to-date, 'compliant/non-compliant' view of TEP quality via the iQAF.

In consultation submissions, many providers expressed their desire for a more graduated mechanism than 'compliant/non-compliant', to better inform the public. Our partner government agencies also preferred a more nuanced way to summarise TEP quality to inform their respective monitoring activities.

In response to this feedback, I am pleased to share with you NZQA's proposals for how organisational-level TEP quality could be defined, summarised and communicated, while retaining a more reliable, up-to-date view of quality across our tertiary education system.

We propose basing the overall quality descriptor on four quality criteria that collectively provide evidence of the extent to which a TEP has the ongoing capability to deliver high-quality education and training. These criteria are:

- Programme and micro-credential design
- Delivery of education and training
- Assessment practice
- Quality management system implementation.

Each of the four criteria would be weighted and assigned a score. The cumulative quality criteria score corresponds to one of **three overall descriptors of a TEP's effectiveness** in providing credible and robust qualifications and credentials that meet learner, iwi/hāpu/whanau, community, industry and employer needs:

- **Highly effective**
- **Effective**
- **Not effective.**

We are seeking your feedback on this approach. You will find questions later in this document. During the consultation period, we will also be offering information sessions where you can ask questions and share your views with us directly. Guidance on how to have your say is on page 24.

I look forward to hearing your views on this final aspect of the iQAF design and appreciate your shared commitment to quality education and training.

E rari noa te uwhi, ka kitea tōna kounga i te wehenga.

Yam plants look identical while growing, but their true quality is only revealed at harvest time | True quality reveals itself in the final results.

Ngā mihi nui,

Emily Fabling

Pou Whakahaere Tuarua Whakaū Kounga

Deputy Chief Executive Quality Assurance

New Zealand Qualifications Authority

Tertiary education provider[1] quality assurance

The purpose of the iQAF is to provide assurance that learners are achieving robust, credible and relevant qualifications and credentials that meet employer, iwi/hapū/whānau, and community needs.

The extent to which this purpose is achieved reflects the quality of education and training delivered in New Zealand and the effectiveness of the framework itself.

Four cornerstones of iQAF are intended to assure quality:

- **Strong quality assurance foundations** based on NZQA Rules, quality indicators, and other guidance to help TEOs get it right, first time;
- **TEO ownership of quality and quality improvement** and regular information sharing with NZQA means we understand each TEO's context and how we can tailor our quality assurance approach;
- **Effective verification of TEO quality** by NZQA's independent monitoring of the teaching/training, learning, assessment, and learner support provided by each TEO, means we can act assertively where there is poor performance, and give high performers the space to innovate; and
- **System assurance** ensures we work with TEOs, agencies and others to step back, measure our impact, share what we have learnt, and anticipate future opportunities and risks.

New and updated Rules have been introduced to support the implementation of iQAF and provide a solid foundation for quality education and training:

- **The qualification, micro-credential, and skill standard listing Rules**, ensure that qualifications, micro-credentials, and standards are robust, credible and meet societal needs;
- **The quality assurance of tertiary education providers Rules** ensure every provider has an effective and up-to-date quality management system (QMS), and the capability and capacity to review and improve its systems, processes and practices;
- **Education product Rules** (such as the Programme Approval, Recognition, and Accreditation Rules; the Micro-credential Approval and Accreditation Rules; and the Consent to Assess Rules) support quality

[1] We use the term 'tertiary education provider' (TEP) as defined in section 10 of the Education and Training Act 2020. From this point forward, the consultation document focuses on tertiary education providers (TEPs) *excluding universities* – i.e. Institutes of Technology and Polytechnics (ITPs), Wānanga, registered Private Training Establishments (PTEs), and Government Training Establishments (GTEs).

teaching, learning and assessment; and, require providers to monitor the outcomes learners achieve; and, regularly review their offerings.

In addition, the Education Code of Practice 2021 (the Code) sets the standards for all providers to support the wellbeing and safety of their learners.

The overall descriptor of TEP quality is intended to summarise the effectiveness of the provider's systems and practices in meeting the quality criteria specified in NZQA Rules and the Code.

Te Hono o Te Kahurangi

Te Hono o Te Kahurangi, a quality assurance framework grounded in Te Ao Māori, provides an opportunity for TEPs to engage with NZQA in building authentic partnerships and relationships through the application of mātauranga Māori and kaupapa Māori approaches. We have commenced a review of Te Hono o Te Kahurangi. The details of the review are not included in this consultation, and more information is available at The Te Hono o Te Kahurangi Aromātai - NZQA.

Industry Skills Board quality assurance

Early in 2026, NZQA introduced new Rules for quality assurance requirements for Industry Skills Boards (ISBs). ISBs play a pivotal role in providing assurance that vocational qualifications, micro-credentials and programmes produce work-ready graduates in New Zealand.

We are working with ISBs on performance measures for 2026/27 in relation to their standard setting and quality assurance functions. NZQA does not intend to introduce an overall quality descriptor for ISBs at this time.

Describing tertiary education provider quality

To understand how New Zealand's approach to describing provider quality compares globally, we researched how quality assurance agencies[2] for the tertiary and school sectors in Australia, the United Kingdom, Ireland and New Zealand assess and communicate quality and found differing practices.

Most agencies overseas have a specifically designed activity to assess provider quality or compliance. These activities may be at education product (e.g. programme/qualification/micro-credential) or organisation-level.

Most agencies publish a summary or full report about providers. Some agencies assign an overall, organisation-level quality rating. Below are some examples of different practices internationally:

United Kingdom

The United Kingdom's Quality Assurance Agency for Higher Education (QAAHE) uses a set of outcomes statements to indicate provider quality, for example '***meets* / *requires action*** to meet / ***does not meet*** the Home Office's quality assurance requirements for Educational oversight' or '***fully aligned*** / ***requires action*** to be fully aligned/ ***not aligned*** with the sector-agreed principles of the UK Quality Code for Higher Education'.

Scotland

The Quality Assurance Agency (QAA) Scotland recently transitioned to a new external peer review method for colleges and universities – the Tertiary Quality Enhancement Review (TQER). TQER reviews an institution's effectiveness in meeting the principles of the Tertiary Quality Assurance Enhancement Framework. The review team makes a judgement on whether the institution is **effective**, **partially effective**, or **not effective** in managing academic standards, enhancing the quality of the learning experience it provides and enabling student success.

Australia

The Australian Skills Quality Authority (ASQA) does not publish reports or quality statements about providers. In contrast, it publishes the qualification integrity actions taken against providers.

Ireland

Ireland's qualifications are regulated by Quality and Qualifications Ireland (QQI). QQI monitors and reviews providers to ensure they are implementing agreed quality assurance systems and to establish the effectiveness of providers' quality assurance procedures. Quality review reports and summary quality profiles are published on the QQI website and include **recommendations** and **commendations** from a QQI external review team. QQI also administers TrustEd, a statutory 'quality mark' awarded by QQI to higher education and English language education providers, designed for the international education market. It indicates that an institution has passed rigorous national standards to provide international students with secure, high-quality education and support services.

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[2] The agencies include the Australian Skills Quality Authority (ASQA); the Quality Assurance Agency for Higher Education (QAAHE) UK; Quality and Qualifications Ireland (QQI); the Office for Standards in Education, Children's Services and Skills (OFSTED) UK; the Education Review Office (ERO) NZ; and the Academic Quality Agency NZ (disestablished).

Across New Zealand's education system, there are also different approaches:

- NZQA's own Managing National Assessment (MNA) Reviews for secondary schools are summarised with an overall organisational descriptor of how effectively the school ensures the credibility of assessment for national qualifications. NZQA rates school/kura assessment systems and practices as **highly effective**, **effective**, or **not yet effective**;
- The Education Review Office (ERO) completes a review of each school every three to four years and publishes a report, with 14 judgements about student success and wellbeing. There is no overall quality statement, but judgements are colour coded, providing a visual snapshot of where the school is '***excelling***, ***doing well***, ***working towards***, or there is ***improvement required***';
- Matatāhuna-Universities Quality Assurance agency (UQAA) recently replaced the Academic Quality Assurance Agency (AQA) as the agency responsible for quality assurance of New Zealand universities. UQAA Quality assurance activities are currently in development. Previously, AQA carried out periodic audits of universities according to cycles, which examined the whole institution or specific themes, for example teaching and learning. The audit panel's findings included commendations, affirmations or recommendations, but no overall quality descriptor.

Some advantages of summarising quality assurance outcomes at an organisational/TEP-level are that it:

- provides an at-a-glance view of quality, including for non-technical experts
- facilitates general decision making for learners, regulators, and others
- encourages an organisation-wide approach to delivering quality education.

Disadvantages include:

- generalised descriptors may mask specific quality assurance concerns within specific programmes or dilute examples of high performance
- the descriptor can become overly high stakes, particularly if it is used beyond its intended purpose.

In developing a more nuanced approach to summarising a TEP's overall quality beyond compliant or non-compliant, it is important to acknowledge these advantages and disadvantages, and that an overall quality descriptor requires updating regularly to be valid.

NZQA also recognises that TEPs already have their own measures and practices to drive quality outcomes. We are aiming to describe quality in a way that builds on and complements these.

A tailored, risk-informed approach

Quality in tertiary education and training is a dynamic concept. When determining a descriptor to summarise a TEP's overall quality, we will take into account TEP context and the materiality of quality assurance outcomes. This means we will consider:

- the size and type of TEP, and the qualifications (programmes) and/or micro-credentials it delivers
- what the quality assurance outcomes mean for learners and the integrity of their qualifications and credentials
- whether the quality issues are isolated or systemic, one-off or repeated.

We want a risk-informed approach to regulation that supports innovation and system improvement as well as quality. Our approach acknowledges that:

- NZQA's rigorous PTE registration processes and front-end approval activities provide assurance that TEPs are likely to have the ongoing capability to deliver quality education and training
- the primary, day-to-day responsibility for delivering quality education and training rests with the TEP, not the regulator (i.e. TEPs own their own quality)
- TEPs want to 'get it right'
- there may be some gaps in TEP processes and practices from time-to-time
- monitoring 100% of a TEP's delivery to confirm quality is not desirable or sustainable.

The quality criteria

NZQA Rules and the Code set out a range of criteria intended to support quality education and training.

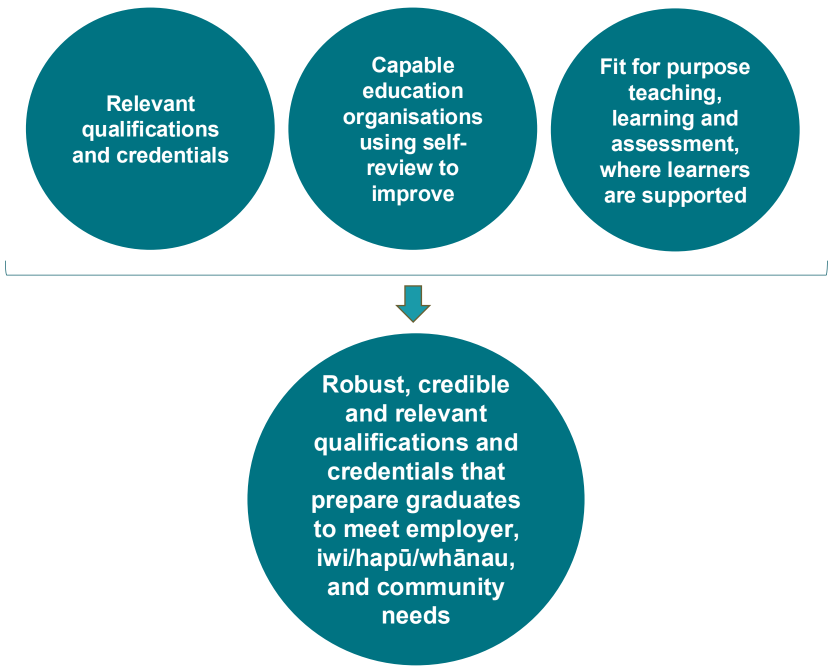
Quality begins with NZQA's responsibility to provide assurance that any qualifications and micro-credentials listed on the NZQCF have a clear purpose and are likely to meet needs. For vocational qualifications and micro-credentials, ISBs have a key role in ensuring this is the case. For other qualifications and micro-credentials, the TEP must demonstrate this purpose and need.

The next step in the quality pathway is ensuring that only capable providers are permitted to deliver qualifications and micro-credentials listed on the NZQCF. The new Quality Assurance of Tertiary Education Providers Rules 2026 (applicable to all providers) and the PTE Registration Rules provide this assurance.

Quality criteria in Programme and Micro-credential Approval Rules ensure TEPs have the capability to offer coherent pathways to qualifications and micro-credentials listed on the NZQCF. Accreditation Rules require TEPs to demonstrate the validity of the qualifications and micro-credentials they award, and the quality of outcomes learners achieve.

The Code makes sure that tertiary and international learners enrolled with TEPs are safe and supported, and that TEPs review their practice to support continuous improvement.

In summary:



Below are specific examples of criteria in Rules and the Code that support quality education and training.

Qualification and Micro-credential Listing and Operational rules 2026

- A suitable qualification type and level that aligns with the NZQCF qualification-type description
- The purpose of the qualification including its relevance to students, industry, employers, professions, whānau, hapū, iwi, hapori Māori or community groups
- A comprehensive needs analysis, stakeholder profile and attestations
- A description of the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification
- Requirements for awarding and reporting the award of qualification or micro-credential
- The intended period for ongoing review.

Quality Assurance of Tertiary Education Providers Rules 2026

- Implement a Quality Management System (QMS) that applies across all aspects of a TEP's education or training business including:
  - organisational self-review of the quality of education or training provided and outcomes achieved by students (including any work-based learning)
  - financial, personnel, information, and risk management
  - programme and micro-credential management, including development, review, resources, assessment and moderation, academic integrity
  - fair and equitable management of student complaints
- Engage in NZQA monitoring of qualifications, programmes, micro-credentials, or management of its education or training business, which may include site visits
- Meeting NZQA requirements in relation to subcontracting, and assessment records retention.

Pastoral Care Code

- Regularly review the quality of learner wellbeing and safety practices to achieve the outcomes and practices of the Code and publish a self-review report
- Identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services
- Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Programme Approval, Recognition, and Accreditation Rules 2026

- Clear, relevant and appropriate regulations for admission, credit recognition and transfer, recognition of prior learning programme length and structure, Practical and work-based components, assessment procedures, authenticity of student work, progression within the programme and completion
- Fair, valid, and consistent assessment methodology, and an effective system for moderation of assessment materials and decisions
- Capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services
- Effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- Continue to deliver the programme as approved by NZQA, and notify and/or seek approval from NZQA for any changes
- Meeting ISB programme endorsement requirements
- Verifying English language proficiency of international students prior to enrolment.

Micro-credential Approval and Accreditation Rules 2026

- Evidence of the need for the micro-credential, supported by stakeholders and, where appropriate, the relevant ISB
- Requirements for admission, credit recognition and transfer, recognition of prior learning, length and structure, assessment methods, and completion are clearly set out
- The TEP has the capability and capacity to:
    - deliver the micro-credential, including suitably qualified or experienced staff, facilities, educational and physical resources, and student support services
    - ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes
- Effective process for regular review of the micro-credential that assesses its currency and content, outcomes for students, and the TEP's ongoing capability to provide the micro-credential.

We propose that the overall descriptor of TEP quality is based on **four core quality criteria** aligned to NZQA Rules and the Code, that make the most significant contribution to the purpose of iQAF, i.e. that learners are achieving robust, credible, and relevant qualifications and credentials.

These are:

1. **Programme and micro-credential design**
2. **Delivery of education and training**
3. **Assessment practice**
4. **Quality management system implementation.**

TEPs and NZQA have a shared responsibility in gathering evidence in relation to the quality criteria:

- **TEPs** are responsible for carrying out an annual self-review to understand:
    - the quality of education or training provided
    - the effectiveness of the tertiary education provider's quality assurance systems and practice
    - the outcomes achieved by learners.
- Each TEP must also provide a report on their self-review to NZQA every year that:
    - identifies areas for improvement arising from its self-review and the plan to address those areas
    - confirms its compliance with relevant requirements of the Act, NZQA Rules and the Code
    - describes its practice on specific themes or areas set out in an annual schedule published on NZQA's website.
- **NZQA** is responsible for applying its regulatory levers (approvals, monitoring, and compliance activities) to provide independent assurance of the extent to which a TEP has the ongoing capability to deliver high-quality education and training.

Within the quality assurance practices underpinning these criteria, TEPs are able to engage with NZQA through a Te Hono o Te Kahurangi quality assurance lens should they wish to do so.

Quality criterion 1: Programme and micro-credential design

TEPs are responsible for designing programmes leading to qualifications, and/or micro-credentials listed on the NZQCF. To ensure programmes and/or micro-credentials are likely to result in graduates who can be and do what the outcomes of the credential require, TEPs must apply to NZQA and meet rigorous approval and accreditation criteria.

High quality applications for approval and accreditation are a crucial factor in NZQA's risk-informed approach to regulation. Like the day-to-day delivery of education and training, TEPs have the primary responsibility for ensuring that programmes and micro-credentials are well designed, informed by NZQA Rules and guidance, and show evidence of internal quality assurance.

Part of NZQA's role as a modern regulator is to help TEPs get it right. We want to do this by ensuring our guidelines for different application types are kept up to date, and by sharing system-level insights into the quality of TEP programmes and/or micro-credentials, rather than providing repeated guidance to approve an individual application.

Once a TEP is established (e.g. registered as a PTE), we expect **the majority** of its applications for programmes and/or micro-credentials to meet approvals and accreditation criteria. As a result, we propose a threshold of **75%** of a TEP's most recent applications will meet the following quality requirements:

- the application is approved by NZQA, with a maximum of one request for further information per application
- minimal guidance is provided by NZQA to meet rule criteria
- the application is not withdrawn by the TEP due to NZQA quality concerns.

We also acknowledge that NZQA has not explicitly reported on the quality of TEP applications in its previous quality assurance approach. Therefore, we propose this quality criterion carries the lowest weighting towards an overall quality descriptor (a score of 0-1 out of 10).

Quality criterion 2: Delivery of education and training

Delivery of high-quality education and training is core business for TEPs. Consequently, we propose it forms the largest contribution to an overall quality descriptor.

NZQA seeks to verify the existence of high-quality education and training via our monitoring regulatory lever.

We use the term 'monitoring' to cover a range of activities related to NZQA Rules and the Code. Monitoring activities vary depending on the type of education and training each TEP delivers and NZQA's risk-assessment. For example, we may monitor delivery through moderating the assessments of non-standard based programmes or micro-credentials, or we may interview learners, or conduct site visits.

In general, we look for evidence that:

- Programmes and micro-credentials are delivered as approved
- Programmes and micro-credentials are regularly reviewed by the TEP to monitor the quality of outcomes for learners and other stakeholders
- Assessment practices are fair, valid and consistent
- Learner wellbeing and safety is supported
- TEPs have good governance and management.

Where possible, NZQA will integrate monitoring activities to minimise compliance burden for TEPs.

For this quality criterion, we propose setting a variable score (0-4 out of 10), reflective of NZQA's most recent monitoring activities and reports on the quality of education and training delivery. The score would be based on the percentage of most recent monitoring activities achieving a 'satisfactory outcome'.

NZQA will publish and/or refresh guidance for different types of monitoring activity, including what requirements must be met to achieve a satisfactory outcome. The requirements will reflect criteria set out in NZQA Rules and the Code.

As an example, in our current monitoring of sub-degree programmes, a satisfactory outcome is where a TEP 'meets' or 'partially meets' monitoring requirements.

Quality criterion 3: Assessment practice

High-quality assessment practice provides assurance that learners have achieved the learning outcomes for which they are credentialed. This is an important aspect in confirming the credibility, relevance, and transferability of skills and knowledge gained through New Zealand qualifications and micro-credentials.

The purpose of moderation is to confirm that assessment is fair, valid, and consistent in relation to the learning outcomes of a programme leading to a qualification or a micro-credential. *Pre-assessment* moderation confirms that an assessment activity will generate valid evidence to inform a judgement about a learner's skills and knowledge. *Post-assessment* or 'onsite/live' moderation provides assurance that assessors are making valid and reliable assessment judgements.

For this criterion the focus is on post-assessment moderation, i.e. verifying assessor decisions:

- Where TEPs deliver standards-based programmes or micro-credentials, the outcomes of post-assessment moderation conducted by the relevant standard setting body/bodies (SSB) will contribute to this criterion.
- For programmes or micro-credentials that do not include standards (including degree-level and above) NZQA monitoring activities will include verification of a sample of assessor decisions from that programme or micro-credential.

NZQA acknowledges there may be variability in the quality of assessor judgements within and across a TEP's delivery scope. However, implementing rigorous, organisation-wide quality management systems for assessment and moderation is a core requirement for TEPs. We therefore propose setting post-assessment moderation targets that reflect our experience of monitoring system-wide moderation outcomes.

Over time, NZQA has found the quality of a TEP's assessment practice to be a powerful proxy for overall TEP quality. Where we have found issues with assessment practice in a particular programme, there are often gaps in the TEP's broader quality management system. As a result, we propose the assessment practice quality criterion carries a significant weighting towards the overall quality descriptor (0-3 out of 10).

Quality criterion 4: Quality management system implementation

TEPs are required to meet compliance obligations specified in NZQA Rules and the Code. Obligations include various organisational and reporting requirements such as:

- maintaining an up-to-date quality management system
- completing an annual self-review and reporting to NZQA
- Code self-review publication
- academic record keeping
- credit reporting
- financial returns
- student fee protection, and
- implementing action plans post-monitoring (if applicable).

Meeting compliance obligations contributes to the overall descriptor because it provides NZQA with confidence in the governance and management of a TEP in ensuring it has robust, effective organisational systems and processes for providing quality education and training.

Where possible, we will integrate compliance activities to reduce burden on providers. This includes working with the Tertiary Education Commission (TEC) for funded TEPs, across data reporting, audits/reviews, and Investment Plan evaluations.

The effectiveness of a TEP's systems for supporting quality education and training and quality improvement is best demonstrated *in practice*, through the quality of its programme design, delivery, assessment, and review processes. These are measured through the three previous quality criteria. As a result, this quality criterion, focused more on compliance, carries a lower weighting than some others (0-2 out of 10).

NZQA will publish a list of requirements that contribute to quality management system implementation. A TEP will be assigned a score based on whether it meets all, meets most, or does not meet the published requirements.

We are also considering whether there should be a minimum score for this criterion, that a TEP must achieve to be deemed 'Effective' or 'Highly Effective' overall. Please refer to the consultation questions on page 24.

The TEP quality descriptor

A TEP quality descriptor is intended to be:

- a best-fit with the quality criteria, acknowledging that TEPs are diverse in nature and some characteristics will be more relevant than others
- based on cumulative outcomes of NZQA (and where relevant the SSB) quality assurance activities; not determined by a single ‘event’.

Table 1 shows how each of the four quality criteria would contribute to an overall TEP quality descriptor.

Table 1: Quality criteria contribution to the overall descriptor

Quality criteria	Description	Contribution (out of 10)
Programme and micro-credential design *% most recent applications meet quality requirements*	75-100%	1
	0-74%	0
Delivery of education and training *% most recent monitoring activities satisfactory*	80-100%	4
	60-79%	3
	40-59%	2
	20-39%	1
	0-19%	0
Assessment practice *% most recent assessor decisions verified*	75-100%	3
	50-74%	2
	25-49%	1
	0-24%	0
Quality management system implementation *Meeting expectations of organisational systems for supporting quality education and training and quality improvement*	Meets	2
	Meets most	1
	Does not meet	0

Table 2 sets out the proposed quality descriptors and corresponding thresholds, and Appendix 1 includes some TEP examples of how the descriptor would apply.

We propose using the term 'effective' for the overall descriptor because it means *producing a desired or intended result or outcome*. For iQAF, the desired outcome is **effective** education and training that supports learners to achieve credible and robust qualifications and credentials.

Table 2: The overall quality descriptor

Highly Effective	Effective	Not Effective
Meets quality criteria [9-10]	Meets most quality criteria [5-8]	Does not meet quality criteria [1-4]

Statutory actions will influence the descriptor

NZQA uses statutory actions, such as compliance notices and conditions on TEP approvals and accreditations, where we have concerns about quality and to minimise risk to learners. Statutory actions relating to TEP non-compliance, corrective action or intervention are published on the NZQA website.

NZQA will not assign a TEP with a published statutory action a 'highly effective' overall quality descriptor, regardless of its cumulative threshold score.

In most cases we expect to assign these TEPs a 'not effective' descriptor.

In some cases, depending on the nature of the statutory action and the proportion of the TEP's learners impacted, NZQA may assign an 'effective' overall quality descriptor to a TEP with a statutory action.

Questions

1. Do you think the proposed approach will be effective in summarising overall TEP quality? What other options would you suggest?
2. Do you think 'highly effective, effective, and not effective' are appropriate overall descriptors? What other options would you suggest?

3. For the ‘quality management system implementation’ criterion, should there be a minimum score required for a TEP to be assigned the ‘Highly effective’ and ‘Effective’ descriptors? What would you suggest?
4. Looking at the provider examples in Appendix 1, do you think the proposed approach sufficiently reflects the diverse nature of TEPs, and the materiality of quality criteria outcomes?

Issuing, updating and publishing the quality descriptor

The overall TEP quality descriptor will be publicly available on the NZQA website and we propose it is updated quarterly, by exception. This will provide students and stakeholders with high-level and, importantly, up-to-date information about the quality of a provider.

If significant concerns arise out of any quality assurance activity, the descriptor will be updated within a shorter timeframe. For example, where there is:

- significant or repeated non-compliance with the Act, NZQA Rules, or the Code
- a significant change in a TEP's circumstance, which detrimentally impacts on delivery and learners.

Information about an individual TEP, including the outcomes of NZQA quality assurance activities, is recorded and kept up to date on the TEP's portal on the NZQA website. This ensures NZQA and the TEP have a shared view of the activities and outcomes that contribute to the quality descriptor. We are working on improving the presentation and accessibility of information on the portal as part of NZQA's technology improvement project.

If a TEP chooses to use the quality descriptor in its communications or marketing material, NZQA will expect the TEP to keep its descriptor up to date and aligned with information on NZQA website.

We propose that the first publication of TEP descriptors will occur from July 2027. This timeframe provides an opportunity for providers to continue maturing their quality assurance processes during early implementation of the iQAF, and for NZQA to ensure we are drawing on robust, quality-assured information.

An important benefit of iQAF is that it will provide a more up-to-date view of TEP quality. For this reason, we intend to base the overall descriptor on the most recent information for each quality criterion.

When descriptors are introduced, we will need to determine an appropriate timeframe for 'the most recent information'. The amount of information available for each criterion will vary across TEPs, with some TEPs delivering only one or two education products and rarely submitting an application to NZQA.

Once the initial TEP descriptor has been established, if no activity occurs in relation to a criterion over the period, the outcome assigned from the previous period will carry over. For example, if a TEP has not submitted an application in the past six months and was previously assigned 'Met' for the 'applications and approvals', it will retain 'Met' for the criterion.

Requesting a review

TEPs will be able to request a review of their overall TEP descriptor. As the descriptor is calculated from objective performance data, we do not envisage many reviews.

Where a TEP asks for a review, we will provide a template and request supporting evidence.

Reviews will be charged at NZQA's standard fee for service rate (currently $240 per hour GST exclusive).

Data and information sharing with other agencies and ISBs

NZQA data and information is used to inform other entities' processes, including the Tertiary Education Commission (TEC), Immigration New Zealand (INZ), Education New Zealand, ISBs, and other regulators with an interest in TEP quality.

TEC will use the overall TEP quality descriptor and other NZQA data and information (for example finalised monitoring reports) to inform investment decisions, including flexible funding eligibility, additional funding requests, the assessment of annual Investment Plans and funding decisions.

INZ may use the overall TEP quality descriptor and supporting NZQA quality assurance information to inform immigration policy advice and settings relating to international students. The descriptor may also contribute to INZ's understanding of provider-related risk within the immigration system. The descriptor would be considered alongside other relevant information and would not be relied upon in isolation.

Education New Zealand will use the overall TEP quality descriptor and other NZQA data and information to deliver strategies, programmes, and activities to promote New Zealand international education, and provide support to TEPs on strategies to promote sector coordination and professional development.

NZQA and ISBs will also share data and information to inform our respective quality assurance activities.

Consistent with the aim of taking a more integrated approach to quality assurance, we want to minimise requests for the same data from TEPs and reduce compliance burden wherever possible.

We are currently developing or updating our Memoranda of Understanding (MoU) for information sharing with other entities, and we will clarify with TEPs the scope of each MoU once they have been finalised.

Questions

5. Do you have any comments or suggestions for issuing and publishing the overall quality descriptor?
6. NZQA will need to use outcomes from quality assurance activities over a specific timeframe to determine an initial overall descriptor for each TEP. What timeframe would you suggest is appropriate?

How to have your say

NZQA seeks written submissions on the proposed quality descriptors by **Monday 7 September**.

You can respond:

- Online: Qualtrics link
- Email: Send your submission as a Microsoft Word document or searchable PDF to QAFredesign@nzqa.govt.nz.

Once submitted, your information will become a formal record for this consultation.

If you have any questions about the submissions process or would like to provide your feedback in another way, please contact us at the above email address.

Consultation questions

We are interested in your feedback on any aspect of the proposal and the following:

Question 1. Do you think the proposed approach will be effective in summarising overall TEP quality? What other options would you suggest?

Question 2. Do you think 'highly effective, effective, and not effective' are appropriate overall descriptors? What other options would you suggest?

Question 3. For the 'quality management system implementation' criterion, should there be a minimum score required for a TEP to be assigned the 'Highly effective' and 'Effective' descriptors? What would you suggest?

Question 4. Looking at the provider examples in Appendix 1, do you think the proposed approach sufficiently reflects the diverse nature of TEPs, and the materiality of quality criteria outcomes?

Question 5. Do you have any comments or suggestions for issuing and publishing the overall quality descriptor?

Question 6. NZQA will need to use outcomes from quality assurance activities over a specific timeframe to determine an initial overall descriptor for each TEP. What timeframe would you suggest is appropriate?

Use of information

The information provided in your submission will be used to inform the development of processes and rules to summarise and describe TEP quality. All personal information you supply to NZQA in either an online or written submission will only be used for the intended purpose. We will retain this information in accordance with NZQA policies and processes.

NZQA will not use or disclose your personal information without your consent, unless authorised or required by law. We may contact you directly if we require further clarification of any matters in your submission. Your submission may be publicly disclosed in official documents or as required by the Official Information Act 1982.

If your submission contains any information that is confidential, or you do not want us to publish, then in your submission please include 'CONFIDENTIAL' for the relevant information with an outline of any objection you or your organisation may have to the release of information. Please identify which parts you consider should be withheld, along with the grounds for doing so.

Please indicate clearly if you do not wish your organisation name to be included in official documents that NZQA may publish.

For further information on how your information is managed, please visit NZQA's website.

After the consultation

We will consider your feedback on how NZQA proposes to summarise overall TEP quality and publish a summary of submissions on the NZQA website.

NZQA reviews all submissions received through the online questionnaire platform and consultation inbox. The questions from the consultation document are used to structure the analysis and collate themes.

Each submission will be read and categorised according to the relevant consultation question. NZQA uses Microsoft CoPilot to group and summarise the feedback under each category. We then review the accuracy of the summarised feedback under each category, further synthesising or refining the text to ensure it reflects the content of submissions.

Pending the outcome of the consultation, we will seek your feedback on draft rules to support the implementation of quality descriptors from July 2027.

We will also publish tertiary quality indicators and other guidance to help TEPs meet the requirements of the new Rules.

Appendix 1: Scenarios for how the descriptor would apply to TEPs

These scenarios show how different quality criteria scores would influence the overall quality descriptor. We recognise there are many other scenarios.

Quality criteria	**Provider A** *A medium-sized provider delivering 10 programmes (sub-degree and degree)*	**Provider B** *A small provider offering two standards-based micro-credentials, with two skill standards in each micro-credential*	**Provider C** *A large provider offering 25 non-standards-based programmes and micro-credentials across all levels of the NZQCF*	**Provider D** *A very large provider offering 50 programmes across all levels of the NZQCF*
Programme and micro-credential design	All recent applications meet quality requirements (100%).	No recent applications. Retain previously assigned outcome.	40% of most recent applications meet quality requirements.	Over 90% of most recent applications meet quality requirements.
	Contribution to overall quality: **[1]**	Contribution to overall quality: **[1]**	Contribution to overall quality: **[0]**	Contribution to overall quality: **[1]**
Delivery of education and training	All three recent monitoring activities have a satisfactory outcome (100%).	No recent monitoring. Retain previously assigned outcome.	One out of the four most recent monitoring activities has a satisfactory outcome (25%).	Six out of the seven most recent monitoring activities have a satisfactory outcome (86%). The remaining activity, with a high proportion of the TEP's learners, resulted in NZQA taking statutory action.

	Contribution to overall quality: **[4]**	Contribution to overall quality: **[4]**	Contribution to overall quality: **[1]**	Contribution to overall quality: **[statutory action]**
Assessment practice	92% of assessor decisions are verified across most recent SSB post-assessment moderation results.	66.7% of assessor decisions are verified across most recent SSB post-assessment moderation results.	33% of assessor decisions are verified across most recent NZQA moderation results.	100% of assessor decisions are verified across most recent SSB post-assessment moderation results.
	Contribution to overall quality: **[3]**	Contribution to overall quality: **[2]**	Contribution to overall quality: **[1]**	Contribution to overall quality: **[3]**
Quality management system implementation	Met all organisational and reporting requirements.	Met requirements but were late in submitting documentations and reporting.	Met organisational and reporting requirements.	Met organisational and reporting requirements.
	Contribution to overall quality: **[2]**	Contribution to overall quality: **[1]**	Contribution to overall quality: **[2]**	Contribution to overall quality: **[2]**
Descriptor	**Highly Effective [10]**	**Effective [8]**	**Not Effective [4]**	**Not Effective***

* NZQA will not assign this TEP a 'Highly effective' descriptor due to the statutory action. Depending on the materiality of the statutory action, the TEP will be assigned a 'not effective' (as in this case) or an 'effective' descriptor. Refer statutory action information of page 19.

From: Team Mailbox quality times <qualitytimes@nzqa.govt.nz>
Sent: Friday, 31 July 2026 4:36 pm
Subject: Quality Times - He Kounga Kōrero July 2026 - Updates for Tertiary Education Organisations

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

QUALITY TIMES: HE KOUNGA KŌRERO

UPDATES TO TERTIARY EDUCATION ORGANISATIONS

In this edition

- Welcome to Quality Times: He Kounga Kōrero
- Implementing iQAF: What's in place
- Te Hono te Kahurangi review
- Other regulatory changes: Credit charging fees for micro-credentials
- Current events: responding to international qualifications fraud, nominations open for Pacific Advisory Group
- Planned Tertiary portal outage

Welcome to the Quality Times - He Kounga Kōrero

Tena koutou katoa, nau mai haere mai and welcome to the first edition of the *Quality Times: He Kounga Kōrero* - a new two-monthly email newsletter for tertiary education organisations (TEOs) regulated by NZQA. The newsletter focuses on the 'two Qs': quality and qualifications, share insights helpful to our sector, and keeps you updated on our ongoing implementation of the integrated quality assurance framework (iQAF). You will also find the link to information or reminders you need to know about.

TEO Chief Executives and Quality Assurance contacts will receive this email every two months, from the email address qualitytimes@nzqa.govt.nz. I'd also like to welcome back subscribers to our now retired eQuate newsletter.

If you know someone who would like to receive the Quality Times, **email us**. Future editions of the Quality Times will be published on the Quality Assurance Hub of our website: a good place to start for finding information about our regulatory requirements. In this edition, we're reflecting on what has been achieved six months into the two-year transition to fully implement the Integrated Quality Assurance Framework (iQAF), as well as looking forward to what comes next. Enjoy!

Emily Fabling
Deputy Chief Executive, Quality Assurance,
New Zealand Qualifications Authority

Implementing iQAF: What's in place


System performance and improvement
Data and Insights
System assurance
Compliance and enforcement
Effective verification of TEO quality

TEO self-review

In July, we launched TEO self-review reporting through a new provider portal, supported by guidance, resources, and engagement activities. The new self-reporting approach is designed to reduce regulatory burden by placing greater reliance on providers' own quality assurance and self-assessment processes.

Our evaluators have completed initial discussions with the first TEOs participating in the process. We appreciate feedback and support from TEOs as we continue to refine and embed the new process. More information about the process and review schedule is here: TEO Self Review. You can also email the TEO self-review team at teo_sr@nzqa.govt.nz.

Risk-informed approach
In July we also published information about our new risk-informed approach on our website, providing greater transparency about how monitoring and regulatory activities are prioritised under iQAF, and highlighting our increased use of sector-wide intelligence and data as part of the approach

iQAF: What's coming up

We have been developing **quality descriptors to give learners, providers, government agencies,** and other stakeholders a clear and meaningful picture of provider quality. Look out for the public consultation on the proposed draft descriptors, which will start next month.

We are now laying out the groundwork to **identify emerging trends, risks, and opportunities to strengthen educational quality** across the sector. An outcome of this work will be the release of our inaugural annual system risk scan and new qualification impact reports to provide greater visibility of sector performance and learner outcome. As time goes on, TEOs will see the outcomes of our analysis used to inform our monitoring and compliance activities, alongside education outreach to support quality improvement in the sector.

Integration under iQAF extends beyond NZQA's regulatory activities: we are working with other agencies including the Tertiary Education Commission (TEC), Ministry of Business, Innovation and Employment (MBIE), and Immigration New Zealand (INZ) to improve data sharing, intelligence gathering, and proactive risk monitoring across the sector. We are also working with TEC to reduce unnecessary compliance and reporting requirements for TEOs. NZQA and Industry Skills Boards are also working together to clarify and streamline programme endorsement and approval processes, supporting speed to market of programmes developed by TEOs.

Te Hono o Te Kahurangi review

We are reviewing how TEOs use Te Hono o Te Kahurangi (THoTK), our kaupapa Māori quality assurance approach for the non-university tertiary sector, to ensure it continues to support Māori educational success and reflects Māori ways of understanding and assuring quality. We are making good progress on the first phase of the three-phase review that will explore how the framework has been implemented, identify opportunities for improvement, update guidance and tools, and test a refreshed approach grounded in mātauranga Māori. Read more about the review on our website.

Other regulatory changes

Charging Credit Reporting Fees for micro-credential completions

In late June, Parliament passed legislative changes allowing us to extend the Credit Reporting Fee to completed micro-credentials. This change was included in fees consultations with the sector last year. We are now working through the required changes to our Rules. We will keep you informed of the date that these fees will take effect and any applicable transition arrangements.

Current events

International qualification fraud

NZQA's Qualifications Recognition Service is noting an increase in sophisticated fraudulent qualification documents. This is a reminder that when assessing overseas qualifications for enrolment into programmes of study it is important to verify credentials directly with the awarding institution where possible, rather than relying on applicant-provided documentation or contact details.

Be part of NZQA's Pacific advisory group: nominations open

We are seeking nominations for members to join the Taupulega, NZQA's Pacific advisory group that provides Pacific thought leadership, advice, guidance, and support to help NZQA progress and achieve the goals outlined in our strategic priorities that aim to improve Pacific peoples' education participation, engagement, and achievement. The group meets four times a year.

If this opportunity interests you, or someone you know, please contact us at pasifika@nzqa.govt.nz by the end of August 2026.

Key date reminders

Please refer to the key dates section of the Quality Assurance Hub for the full list of dates for when to submit information to NZQA.

Annual Declaration

You are no longer required to submit a separate Annual Declaration form five months after your financial year end. The TEO self-review summary report will collect some of this information.

Programmes of study or PAA (Transitional) at Levels 1 to 6

You can submit programme applications to NZQA at any time. If you want to be ready for delivery in Semester One 2027, please submit your application before 2 October 2026 for:

- New approvals or accreditations for programmes of study at Levels 1 to 6
- Type 2 changes to existing Level 1 to 6 programmes of study and PAA (Transitionals).

Refer to your A&A contact if more information is required.

In case you missed it

Planned Tertiary Portal Outage - 31 July to 3 August 2026

We have emailed to let all TEOs know that as part of a planned upgrade to NZQA's systems, the Tertiary Portal will be affected during the following period:

3:00pm Friday 31 July 2026 until 8:00am Monday 3 August 2026

During this time, you will be unable to:

- Submit any applications
- Upload any documents
- Add or update organisation or contact information

Following the upgrade, you will notice improvements to how organisation and contact information is displayed, and you will be able to edit and update some information directly into the new MyNZQA portal TEO Profile. We encourage you to review the information and update if necessary. Thank you for your patience while we complete this work.

New PTEs

There have been seven new Private Training Establishments (PTEs) registered since December 2025.

Institute of Sikh Studies NZ (20600)	Hermitage Education Limited trading as Hermitage Career Institute (4448)
QMS Audits New Zealand Ltd (20599)	QMS Audits New Zealand Ltd (20599)
Kura Cares Charity trading as Kura Cares PTE (4431)	Hair Industries Support Opportunities Charitable Trust trading as HITO (4447)

Resources

NZQA webinars and information session

We deliver deliver webinars and information on a range of topics related to our work throughout the year. These are free and open to all providers. Check out the NZQA events page to view our listing of upcoming webinars. If there is a topic you would like to see us develop a webinar on, please let us know by email spc@nzqa.govt.nz.

Australian concerns about overseas student transfers

The Australian Skills Quality Authority (ASQA) and Tertiary Education Quality and Standards Agency (TEQSA) have concerns that some advertising by Australian registered providers appears inconsistent with the intent of Australia's ban on paying education agent commissions in relation to onshore transfers. More information is available on the ASQA website.

Australian guidance on responsible use of Artificial Intelligence (AI) in Vocational Education

ASQA has also published advice and principles for responsible use of AI in vocational education. While AI is increasingly being used across VET for administration, teaching, learning and assessment, there are risks that need to be managed with using AI tools that can make judgments and interpretations.

NZQA
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Memo to: Academic Committee

From: Trish Cochrane, Event Manager - Tāmaki

Contributors: Tara Roberts, Academic Registry

Subject: 2027 Unitec Autumn Graduation

Classification: For Information

Date: 25 August 2026

Recommendation

That the Academic Committee note the change and update the Academic Calendar to reflect the 2027 Autumn Graduation dates, (previously advised as 5 - 6 April 2027). The new dates for 2027 Graduation are **4 - 5 May 2027**, due to the Aotea Centre being unavailable on the original dates.

Background

The 2027 Autumn Graduation ceremonies were originally scheduled for 5 and 6 April 2027. However, the Aotea Centre is unavailable on these dates.

Following consideration of the available options, Tuesday 4 and Wednesday 5 May 2027 have been identified as the next best dates at the Aotea Centre and have therefore been confirmed for the 2027 Graduation ceremonies.

MANUKAU INSTITUTE OF TECHNOLOGY
Te Whare Takiura o Manukau

Unitec
Te Whare Wānanga o Wairaka

25 August 2026

Eastern Institute of Technology
501 Gloucester Street
Napier, 4112

Transfer of welding micro-credentials

This letter is to confirm that Manukau Institute of Technology and Unitec [6004] hereby gifts to the Eastern Institute of Technology the following micro-credentials, including associated intellectual property:

Introduction to TIG Welding (Gas Tungsten Arc Welding) (Micro-credential) (Level 3, 10 credits)
[Programme reference 126712; NZQCF: 4370]

Introduction to Arc Welding (Manual Metal Arc Welding) (Micro-credential) (Level 3, 10 credits)
[Programme reference 126713; NZQCF: 4371]

Introduction to MIG Welding (Metal Inert Gas Welding) (Micro-credential) (Level 3, 10 credits)
[Programme reference 126714; NZQCF: 4372]

We note the following organisations have accreditation to deliver one or more of the above micro-credentials:

- New Zealand Institute of Skills and Technology (Whitireia & WelTec) [6014]
- Southern Institute of Technology [6015]

Manukau Institute of Technology and Unitec [6004] have requested that the New Zealand Qualifications Authority transfer the ownership of the above Micro-credentials to the Eastern Institute of Technology forthwith.

Ngā mihi

Simon Tries
Director, Te Korowai Kahurangi

Manukau Institute of Technology
www.manukau.ac.nz
0800 62 62 52
Private Bag 94006
Manukau
Auckland 2241, New Zealand

Unitec
www.unitec.ac.nz
0800 10 95 10
Private Bag 92025
Victoria Street West
Auckland 1142, New Zealand

Manukau Institute of Technology
www.manukau.ac.nz
0800 62 62 52
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Manukau
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Unitec
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Victoria Street West
Auckland 1142, New Zealand

Memo to: Academic Committee
From: Prof Martin Carroll, DCE Academic
Contributors: Dr Simon Nash, DCE - Learner Experience and Success
Subject: **Subcommittee Membership Nominations**
Classification: Unclassified
Date: 31 August 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.

Nomination Received
Academic Approvals Committee:

Name	Position	Membership
David McCurdy	Lecturer, School of Digital Technologies	Member

RECOMMENDATION:
That the Academic Committee approve the appointments of David McCurdy as a member of Academic Approvals Committee, among the Professoriate and Principal Lecturers, nominated by the Deputy Chief Executive Academic on advice from the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.

Nomination Received
Research Committee:

Name	Position	Membership
James Prescott	Senior Lecturer, School of Applied Business, Unitec	Member

RECOMMENDATION:
That the Academic Committee approve the appointments of James Prescott (Senior Lecturer, Applied Business) as a member of Research Committee, nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

Memo to: Academic Committee

From: Chris Park, GM Academic Services

Contributors: Chris King, Director Schools and Performance, Jeff Howe, International Director, Pip Schollum-Manase, GM Schools, Simon Tries, Director, Te Korowai Kahurangi

Subject: Institute Calendar 2028

Classification: Unclassified

Date: 20 August 2028

Recommendations

That the Academic Committee receive the report and approve the 2028 Institute Calendar.

Background

MIT and Unitec have different semester dates due to having different approved programme duration. In order to fix this MIT and Unitec need to align to one delivery and undertake the necessary programme redevelopment. This work is expected to take several years.

Students have given feedback in the past about their preference for aligning MIT and Unitec calendars with the compulsory sector (school) holiday breaks. Calendars are therefore typically situated around these (anchored to the mid-year break). As school calendars move each year. This results in different start and end dates year to year.

Annual calendars are indicative. Schools decide their own delivery patterns based on a number of factors: resourcing, teaching staff and room availability, the number of course offerings.

Major issues and risks

- Early start dates – don't allow sufficient time for learners to obtain visas;
- Late end dates – don't allow schools sufficient time to result and publish grade and qualification outcomes before we close.

Attached is the proposed 2028 calendar for MIT and Unitec. The school holidays are late this year. Academic Committee should consider whether this calendar allows sufficient time for Semester 2 resulting before the institute closes.

Attachments

2028 Institute Calendar

2028 Indicative Calendar

Week commencing - MONDAY	27 December 2027	3 January 2028	10 January 2028	17 January 2028	24 January 2028	31 January 2028	7 February 2028	14 February 2028	21 February 2028	28 February 2028	6 March 2028	13 March 2028	20 March 2028	27 March 2028	3 April 2028	10 April 2028	17 April 2028	24 April 2028
	New Years Day				SDR	Auckland Anniv Waitangi Day										Good Friday	Easter Monday	Anzac Day SDR
Calendar week	***52***	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8***	***9***	***10***	***11***	***12***	***13***	***14***	***15***	***16***	***17***
2028: Schools						*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*		
2028: University of Auckland		*1*	*2*	*3*	*4*	*5*	*6*	*S*		*1*	*2*	*3*	*4*	*5*	*6*			*7*
MIT site opens TBC																		
16 week Semester	C	C								1	2	3	4	5	6	7		
17 week Semester	C	C							1	2	3	4	5	6	7	8		

Week commencing - MONDAY	1 May 2028	8 May 2028	15 May 2028	22 May 2028	29 May 2028	5 June 2028	12 June 2028	19 June 2028	26 June 2028	3 July 2028	10 July 2028	17 July 2028	24 July 2028	31 July 2028	7 August 2028	14 August 2028	21 August 2028	28 August 2028
						King's B'day					Matariki					SDR		
Calendar week	***18***	***19***	***20***	***21***	***22***	***23***	***24***	***25***	***26***	***27***	***28***	***29***	***30***	***31***	***32***	***33***	***34***	***35***
2028: Schools	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*			*1*	*2*	*3*	*4*	*5*	*6*
2028: University of Auckland	*8*	*9*	*10*	*11*	*12*	*S*	*S*	*S*				*1*	*2*	*3*	*4*	*5*	*6*	
MIT site opens TBC																		
16 week Semester	8	9	10	11	12	13	14	15	16				1	2	3	4	5	6
17 week Semester	9	10	11	12	13	14	15	16	17			O	1	2	3	4	5	6

Week commencing - MONDAY	4 September 2028	11 September 2028	18 September 2028	25 September 2028	2 October 2028	9 October 2028	16 October 2028	23 October 2028	30 October 2028	6 November 2028	13 November 2028	20 November 2028	27 November 2028	4 December 2028	11 December 2028	18 December 2028	25 December 2028
								Labour Day									Christmas Day
Calendar week	***36***	***37***	***38***	***39***	***40***	***41***	***42***	***43***	***44***	***45***	***46***	***47***	***48***	***49***	***50***	***51***	***52***
2028: Schools	*7*	*8*	*9*	*10*			*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*		
2028: University of Auckland		*7*	*8*	*9*	*10*	*11*	*12*	*S*	*S*	*S*							
MIT site opens TBC																	
16 week Semester	7	8	9	10			11	12	13	14	15	16					C
17 week Semester	7	8	9	10			11	12	13	14	15	16	17				C

Breaks
TBC

Key:

School Holiday Breaks	
UOA holidays	
Intake start	
Breaks	
O	Orientation
Partial week (Public Holiday/s)	
S	Study break/exams
C	Closed
SDR	Single Data Return ** BEST GUESS

Manukau Institute of Technology and Unitec

Academic Approvals Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	2.0
Issue date	23 January 2026
Approval authority	Academic Committee
Date of approval	23 January 2026
Document owner	Deputy Chief Executive Academic
Contact person	General Manager, Academic Services
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23
2.0	Addition of section 4.5 Delegated Decisions	Academic Committee	2026-06-03

1 Background

The Academic Approvals Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Academic Approvals Committee is to approve proposals for new short courses, microcredentials, programmes, and qualifications and changes to existing short courses, microcredentials, programmes, and qualifications, having satisfied itself that all relevant standards and criteria have been met and that the proposals are in compliance with all relevant internal and external regulations and policies.

2 Responsibilities and Delegations

Academic Approvals Committee is charged by the Academic Committee to:

- Approve (subject to relevant external approvals) the establishment, amendment (NZQA Type 1 and Type 2) and disestablishment of credit-bearing academic programmes, including programmes leading to the awarding of microcredentials, qualifications and

Certificates of Proficiency, and recommending approved programmes to Industry Skills Boards, NZQA, TEC and other regulatory bodies as appropriate;

- Approve (subject to relevant external approvals) the establishment, amendment and disestablishment of non-credit-bearing academic offerings, including short courses leading to the awarding of Certificates of Proficiency, Certificates of Attendance and similar outcomes;
- Approve applications to NZQA for Consents to Assess.
- Approve (subject to relevant external approvals) permanent and temporary delivery sites for short courses, programmes and micro-credentials.
- Consider and report to the Academic Committee on any other academic matters, which are referred to it by the Academic Committee, or which the Academic Approvals Committee believes are of significance in relation to its Terms of Reference;
- Draw to the attention of the Academic Committee any identified risks to the quality of short courses, programmes, microcredentials and qualifications, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Provide expert input to the Academic Committee on academic approval policies, standards and procedures for the good governance of the Institute's academic activities; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- General Manager, Academic Services (formerly of MIT Division), *ex officio*
- Director, Te Korowai Kahurangi (formerly of Unitec Division) or delegate, *ex officio*
- Head, Academic Quality (formerly of MIT Division) or delegate, *ex officio*
- Manager, Te Puna Ako (formerly of Unitec Division) or delegate, *ex officio*
- One (1) Member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) Member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Heads of School, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Professoriate and Principal Lecturers, nominated by the Deputy Chief Executive Academic on advice from the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.

- Two (2) Members from among the Programme Committee Chairs, nominated by the Deputy Chief Academic on advice from Director, Schools and Performance and the General Manager Schools, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

3.2 Chair and Deputy Chair

The Chair will be the General Manager, Academic Services.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the Academic Approvals Committee, and with the approval of Academic Committee, up to three further members from among the staff of the Institute may be co-opted or seconded to the Academic Approvals Committee.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Academic Approvals Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Academic Approvals Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- demonstrated depth of understanding relating to the New Zealand Qualifications and Credentials Framework and related NZQA Rules, in particular for programme approvals and accreditation, qualification listing, microcredentials and consent to assess;
- demonstrated depth of understanding relating to programme design;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- a commitment to actively participate in the work of the Academic Approvals Committee, and work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Academic Approvals Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Academic Approvals Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Academic Approvals Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

4.4 Reporting

The Academic Approvals Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Academic Approvals Committee then the amended Minutes will also be reported to the Academic Committee.

4.5 Delegated Decisions

Where the Academic Approvals Committee has delegated authority to a Sub-Committee, it remains responsible for maintaining oversight of decisions made under that delegation. In particular, the Academic Approvals Committee is responsible for:

• Receiving the minutes and decision summaries of each Sub-Committee meeting, including a record of approvals granted, conditions applied, matters referred onward, and any decisions declined.
• Assuring itself that delegated decisions are being made within the approved scope of delegation, in accordance with relevant NZQA Rules, institutional academic policies, and approved standards and procedures.
• Monitoring patterns, trends, or systemic issues arising from delegated decisions, including recurring assessment changes, curriculum adjustments, or short-course activity that may indicate emerging academic or regulatory risk.
• Identifying matters requiring escalation to the Academic Committee, external agencies, or inclusion in the Academic Risk Register, where the Academic Approvals Committee judges that issues arising from delegated decisions have institutional-level significance.
• Reviewing the effectiveness and appropriateness of delegated arrangements, including Page 5 of 5
decision thresholds, reporting mechanisms, and membership composition, and amending or revoking delegations where necessary.
• Providing guidance and direction to sub-committees, where required, to ensure consistent

interpretation of academic standards, regulatory requirements, and approval expectations.

Manukau Institute of Technology and Unitec

Academic Committee Executive Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
Issue date	23 January 2026
Approval authority	Academic Committee
Date of approval	23 January 2026
Document owner	Deputy Chief Executive Academic
Contact person	Deputy Chief Executive Academic
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

The Academic Committee Executive Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Academic Committee Executive Committee is to act for and on behalf of the Academic Committee in relation to any matters that are considered to be extraordinary or that require urgent attention and that cannot reasonably be deferred to the next scheduled meeting of the Academic Board.

Whether a matter should be considered by the Academic Committee Executive Committee will be at the discretion of the Chair, or upon request from the Council, Chief Executive or Academic Committee.

2 Responsibilities and Delegations

The Academic Committee Executive Committee is charged by the Academic Committee to:

- Exercise all powers and functions of the Academic Committee in relation to any matters that are considered extraordinary or that require urgent attention and that cannot reasonably be deferred to the next scheduled meeting of the Academic Committee; all decisions or actions of the Academic Committee Executive Committee will be deemed to be decisions or actions of the Academic Committee;
- Meet when and as required to ensure that the responsibilities and delegations of the Academic Committee are exercised in a timely fashion;
- Report to the Academic Committee at its next scheduled meeting;
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Deputy Chief Executive, Academic, *ex officio*
- Deputy Chief Executive, Learner Experience & Success, *ex officio*
- Director, Te Korowai Kahurangi (formerly of Unitec Division), *ex officio*
- General Manager, Academic Services (formerly of MIT Division), *ex officio*
- Director, Schools and Performance, *ex officio*
- General Manager, Schools, *ex officio*

3.2 Chair and Deputy Chair

The Chair will be the Deputy Chief Executive Academic.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

There is no power to co-opt Members to the Academic Committee Executive Committee.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Any Member of the Academic Committee Executive Committee may have their Membership revoked by resolution of the Manukau Institute of Technology and Unitec Council.

4 Modus Operandi

4.1 Standing Orders

The Academic Committee Executive Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec, with the exception of Clause 17.1, which is replaced with the following:

The purpose of this Committee is to be able to make decisions under urgency. As such, a Quorum shall be two Members, one of whom must be the Chair or Deputy Chair.

4.2 Secretarial Support

The Academic Committee Executive Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Committee Executive Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Academic Committee Executive Committee will meet when and as required.

The Open Session of each meeting will be open to the public; non-Members may be excluded from any Closed Session, which is for items where there is a need to protect the rights of persons or organisations.

4.4 Reporting

The Academic Committee Executive Committee will submit its written Minutes to the next scheduled meeting of the Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of Academic Committee Executive Committee then the amended Minutes will also be reported to the Academic Committee.

Decisions of the Academic Committee Executive Committee made under delegated authority will be included in the Minutes of the Academic Committee for subsequent reporting to Council.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Academic Committee Executive Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Academic Quality Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
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Contact person	Director, Te Korowai Kahurangi
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Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2025-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

The Academic Quality Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Academic Quality Committee is to ensure that the academic activities of the Institute are designed, delivered and reviewed in accordance with best practice policies and procedures for risk-based quality assurance and continuous improvement.

2 Responsibilities and Delegations

Academic Quality Committee is charged by the Academic Committee to:

- Recommend to the Academic Committee the establishment, maintenance and continuous improvement of an Academic Quality Management Framework, including but not limited to relevant policies, procedures, practices, monitoring systems, reporting, and associated training;

(For clarity, under current arrangements this is inclusive of moderation in all its forms, course and programme evaluation, monitoring and review)

- Ensure that the Academic Quality Management Framework is fully compatible with the requirements of NZQA, TEC, Industry Skills Boards, Professional Regulatory Bodies and relevant international regulators;
- Oversee and monitor the application and effectiveness of the Institute's Academic Quality Management Framework, including the provision of advice on the policies and operating procedures that support it;
- Provide oversight of Programme Committees and report to Academic Committee accordingly, including recommendations for changes to Programme Committees where appropriate;
- Draw to the attention of the Academic Committee any identified risks to the quality of academic activities, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Consider and report to the Academic Committee on any other academic matters, which are referred to it by the Academic Committee, or which the Academic Quality Committee believes are of significance in relation to its Terms of Reference;
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Te Korowai Kahurangi (formerly of Unitec Division), *ex officio*
- General Manager, Academic Services (formerly of MIT Division) or delegate, *ex officio*
- Head, Academic Quality (formerly of MIT Division) or delegate, *ex officio*
- Manager, Digital Learning (formerly of Unitec Division) or delegate, *ex officio*
- One (1) Member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Heads of School, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Professoriate and Principal Lecturers, nominated by the Deputy Chief Executive Academic on advice from the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
- Two (2) Members from among the Programme Committee Chairs, nominated by the Deputy Chief Academic on advice from Director, Schools and Performance and the General Manager Schools, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Director, Te Korowai Kahurangi.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

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

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Academic Quality Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Academic Quality Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- experience in the review or delivery of quality assurance of tertiary academic activities;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- ability to work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Academic Quality Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Academic Quality Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Quality Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Academic Quality Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

4.4 Reporting

The Academic Quality Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Academic Quality Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Academic Quality Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Learning and Teaching Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
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Contact person	Deputy Chief Executive, Learner Experience & Success
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Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2025-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

The Learning and Teaching Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Learning and Teaching Committee is to develop a culture of excellence at the Institute in which all aspects of teaching, across all modalities, are designed to optimise learning and outcomes for learners.

2 Responsibilities

The Learning and Teaching Committee is charged by the Academic Committee to:

- Plan, advise and report on the strategic direction of learning and teaching at the Institute including recommendations to Academic Committee;
- Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, modalities and systems (inclusive of the digital learning ecosystem);

- Promote and support the application of good learning and teaching practice within the Institute including but not limited to curriculum, programme and course design;
- Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula;
- Recommend to Academic Committee a set of Teaching Excellence Standards, and how they may be embedded within the policies and processes of the Institute (such as, but not limited to, academic recruitment, promotion, performance planning, management and review, curriculum design, digital ecosystem development, and student evaluation of teaching);
- Monitor and periodically report to Academic Committee on the impact of the Teaching Excellence Standards, and raise matters of concern or commendation when and as necessary;
- Recommend to Academic Committee priorities and approaches to teacher professional development aligned to Teaching Excellence Standards;
- Advise on the establishment and review of appropriate student feedback mechanisms pertaining to offerings, learning, teaching, including ensuring that student feedback is acted upon constructively at course and teacher level through to institutional levels;
- Draw to the attention of the Academic Committee any significant risks to learning and teaching, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Consider and report to the Academic Committee on any other academic matters, which are referred to it by the Academic Committee, or which the Learning and Teaching Committee believes are of significance in relation to its Terms of Reference;
- Provide expert input to the Academic Committee on learning and teaching policies and standards for the good governance of the Institute's academic activities;
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Delegations

The Learning and Teaching Committee holds no standing delegations.

4 Membership

4.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Deputy Chief Executive, Learner Experience & Success, *ex officio*
- Manager, Te Puna Ako (formerly Unitec Division), *ex officio*
- Manager, Digital Learning (formerly Unitec Division) or delegate, *ex officio*
- Head, Academic Quality (formerly MIT Division) or delegate, *ex officio*
- One (1) Member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

- One (1) Member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) Member from each School, nominated by the relevant Head of School from among the academic staff of the School at Senior Lecturer or above, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
- Two (2) enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

4.2 Chair and Deputy Chair

The Chair will be the Deputy Chief Executive Learner Experience & Success.

The Chair may appoint a Deputy Chair, who will deputise in the Chair’s absence.

4.3 Co-opted members

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

4.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.5 Terminating membership

Members of the Learning and Teaching Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks’ written notice in writing to the Chair.

Any and all Members of the Learning and Teaching may have their Membership revoked by resolution of the Academic Committee.

4.6 Members’ characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- a commitment to educational quality and learner achievement;
- an ability to apply both a local and global view to academic issues;
- a commitment to the success of learners who are under-served by the education system (with a specific focus on Māori learners, Pacific learners, learners with disabilities);
- demonstrated leadership relating to teaching and learning across multiple modalities, research and rangahau, scholarship, programme development and delivery and academic quality;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- a preparedness to commit to the reading and depth of analysis, thought and contribution required for the task; and

- an ability to work collegially and in accordance with Institutional values.

5 Modus Operandi

5.1 Standing Orders

The Learning and Teaching Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

5.2 Secretarial Support

The Learning and Teaching Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Learning and Teaching Committee, and shall not act as a proxy in the absence of an appointed member.

5.3 Meetings

Learning and Teaching Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

5.4 Reporting

The Learning and Teaching Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Learning and Teaching Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Learning and Teaching Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Post-Graduate Research and Scholarships Committee

(a subcommittee of Academic Committee) Terms of Reference

Approval details

Version number	1.0
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Document owner	Deputy Chief Executive Academic
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Version control

Version	**Summary of changes**	**Approved by**	**Date of Approval**
0.1	New draft version	DCEA	2025-01-30
1.0	Approved version	Academic Committee	2026-02-03

1 Background

The Postgraduate Research and Scholarships Committee is established by the Academic Committee as a Standing Subcommittee. Its primary purpose to oversee the Institute's quality systems for research-based programmes at NZCQF Levels 9 and 10, ensuring that appropriate academic standards and quality are maintained.

Guided by the principles of Te Tiriti o Waitangi, the Committee upholds Kaupapa Māori postgraduate research, supports the aspirations of Vision Mātauranga, and nurtures the vā (relational space) in research involving Pacific communities. The Committee actively fosters and supports working with Indigenous knowledge, ensuring the research practice, supervision and scholarship are culturally and diversity sensitive.

The Committee also fosters a culture of excellence in postgraduate research and applied research that is rigorous, contributes to meaningful student learning, and strengthens partnerships with the communities the Institute serves. In carrying out its role, the Committee will ensure that postgraduate research is culturally appropriate and reflective of the diverse communities the Institute serves, promoting inclusive research practices that respect and safeguard cultural values, beliefs, and knowledge systems.

2 Responsibilities

The Postgraduate Research and Scholarships Committee is charged by the Academic Committee to:

- Oversee the approval processes for Level 9 research of 90 credits or more, including consideration of research proposals and confirmation or replacement of supervisory arrangements;
- Consider Examiners reports for Level 9 theses, dissertations, and research projects of 90 credits or more;
- Receive biannual reports on grades for sub-90-credit Level 9 theses, dissertations, and research projects;
- Make recommendations to the Academic Board concerning amendments to the Generic Regulations for postgraduate programmes;
- Consider and report on any other postgraduate research matters referred by the Academic Committee, or those identified by the Committee as significant to the Committee's Terms of Reference; and
- Undertake an annual self-review of its effectiveness, using the Institute's approved process.

3 Delegations

The Postgraduate Research and Scholarships Committee is delegated by the Academic Committee to:

- Approve proposals for Level 10 doctoral theses;
- Approve the registration of supervisors for postgraduate research;
- Appoint examiners, conveners, and adjudicators for Level 9 (90+ credit) and Level 10 research, based on recommendations from the School;
- Manage exceptional circumstances and appeals related to assessment decisions for sub-90-credit Level 9 research;
- Delegate authority to Discipline Leaders, Academic Programme Managers, and Programme Academic Quality Committees for supervisory arrangements, examination processes, and grade determinations for sub-90-credit Level 9 theses, dissertations, and research projects;
- Approve the awarding of postgrad research scholarships;
- Approve the final postgraduate grade for Level 9 (90 or more credits) and Level 10 research; and
- Award and oversee the administration of postgraduate scholarships.

4 Membership

4.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Research and Enterprise, *ex officio*;
- One (1) member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- One (1) member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- Two (2) senior general staff 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;
- Two (2) Members 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;
- Two (2) learners from MIT and Unitec enrolled in research-based programmes, nominated by the Student Council, for a period of one (1) year with possibility of renewal for a second one (1) year term only.

4.2 Chair and Deputy Chair

The Chair will be the Director, Research and Enterprise.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

4.3 Co-opted members

At the discretion of the Postgraduate Research and Scholarships Committee, and with the approval of Academic Committee, up to three further members from among the staff and students of the Institute may be co-opted to the Postgraduate Research and Scholarships Committee.

4.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.5 Terminating membership

Members of the Postgraduate Research and Scholarships Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Postgraduate Research and Scholarships Committee may have their Membership revoked by resolution of the Academic Committee.

4.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- Knowledge of Māori issues, tikanga, and mātauranga, with a sound understanding of Te Tiriti o Waitangi, kaupapa Māori research and its implications for postgraduate research;
- Understanding of Pacific cultures, values, and research ethics, including nurturing the vā (relational space) in research involving Pacific communities;
- Demonstrated research experience, with strong capability in applied research;
- Understanding and experience of the research–teaching nexus and its application within programmes of study;
- Expertise in research methodologies, including qualitative, quantitative, kaupapa Māori, and Pacific approaches;
- Experience in postgraduate supervision, including knowledge of supervisory responsibilities, processes, and quality expectations;
- Experience with academic quality assurance, programme monitoring, and assessment moderation at postgraduate level; and
- Commitment to equity and accessibility for diverse learner groups (including people with disabilities), and the collegial conduct and contribution expected of members (prepared reading, analysis, and alignment with institutional values).

5 Modus Operandi

5.1 Secretarial Support

The Postgraduate Research and Scholarships Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Postgraduate Research and Scholarships Committee, and shall not act as a proxy in the absence of an appointed member.

5.2 Quorum

Half the current membership of Postgraduate Research and Scholarships Committee constitutes a quorum, provide that this number is no less than four (4).

If the requirement for a quorum is not met, the meeting can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

5.3 Meetings

Postgraduate Research and Scholarships Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

The Open Session of each meeting will be open to the public; non-Members may be excluded from any Closed Session, which is for items where there is a need to protect the rights of persons or organisations.

5.4 Standing Orders

The Postgraduate Research and Scholarships Committee is bound by the Standing Orders of Manukau Institute of Technology and Unitec.

5.5 Reporting

The Postgraduate Research and Scholarships Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of Postgraduate Research and Scholarships Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Postgraduate Research and Scholarships Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Research Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
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Contact person	Director, Research and Enterprise
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Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved Version	Academic Committee	2026-01-23

1 Background

The Research Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Research Committee is to develop a culture of excellence at the Institute in which research is fostered within a vocational education and training context, is of the highest standard, contributes to student learning and is in partnership with the communities we serve.

2 Responsibilities and Delegations

Research Committee is charged by the Academic Committee to:

- Foster the conduct of research, and support the achievement of the Institution's strategic research, enterprise and innovation priorities;
- Propose and advise on strategic directions and priorities for research, enterprise and innovation generally, and review the Institute's Research Plan in particular;

- Recommend to the Academic Committee the approval, amendment or rescinding of policies pertaining to research, enterprise and innovation;
- Develop procedures and guidelines and make recommendations in relation to the conduct of research, enterprise and innovation;
- Encourage and enhance the development of a culture of research, enterprise and innovation including student and staff research capability, with an emphasis on the development of Māori and Pacific research capability;
- Oversee the monitoring of research outputs and research reporting (including funded projects);
- Approve the awarding of internal Research Grants;
- Foster multidisciplinary, interdisciplinary and transdisciplinary, applied research, enterprise and innovation;
- Draw to the attention of the Academic Committee any identified risks to the quality and integrity of research, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Consider and report to the Academic Committee on any other research matters, which are referred to it by the Academic Committee, or which the Research Committee believes are of significance in relation to its Terms of Reference; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Research and Enterprise, *ex officio*
- One (1) member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) Member, nominated by the Deputy Chief Executive Academic on advice from, and from among, Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) Member, nominated by the Deputy Chief Executive Academic on the advice of, and from among, Research Group Leaders, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) Member nominated by the Deputy Chief Executive Academic on the advice of, and from among, the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
- One (1) Member nominated by the Deputy Chief Executive Academic, on the advice of the Director, Research and Enterprise, from among the Institute's early career researcher

staff, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.

- One (1) Member, nominated by the Deputy Chief Executive Academic from among the Institute's research support staff, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
- Two (2) enrolled learners from Manukau Institute of Technology and Unitec enrolled in Bachelor level or higher research-based programmes, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Director, Research and Enterprise.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the Research Committee, and with the approval of Academic Committee, up to three further members from among the staff and students of the Institute may be co-opted or seconded to the Research Committee.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Research Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Research Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- demonstrated depth of understanding and substantial practice relating to research (with particular emphasis on applied research), enterprise and innovation;
- demonstrated depth of understanding and substantial practice relating to relating to the nexus of research and programmes of study;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- ability to work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Research Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Research Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Research Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Research Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

4.4 Reporting

The Research Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Research Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Research Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Research Ethics Committee

(a subcommittee of Academic Committee) Terms of Reference

Approval details

Version number	1.0
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Date of approval	3 February 2026
Document owner	Deputy Chief Executive Academic
Contact person	Chair, Research Ethics Committee
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version	DCEA	2025-01-30
1.0	Approved version	Academic Committee	2026-02-03
1.1	Number of co-opted members increased from three to seven	Academic Committee	2026-05-06

1 Background

The Research Ethics Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Research Ethics Committee is to ensure that all research conducted by staff and students is undertaken ethically, responsibly, and in accordance with national and international standards for ethical research.

The Committee provides oversight to protect participants' and researchers' rights, wellbeing, and dignity, and ensures research is culturally responsive, inclusive, honours Te Tiriti o Waitangi, and upholds Kaupapa Māori research ethics. This includes ensuring that research involving Māori and Pacific communities is conducted in ways that respects mana and nurtures the vā- the relational space that holds and connects people-consistent with Pasifika values and the principles of Vision Mātauranga through fostering Māori knowledge, innovation, and equitable research outcomes.

2 Responsibilities

Research Ethics Committee is charged by the Academic Committee to:

- Recommend to Academic Committee the approval, amendment or rescinding of policies, procedures and guidelines pertaining to ethics for ensuring that the Institute's research complies with ethical standards and international best practice;
- Recommend to Academic Committee a mechanism for handling complaints or queries made in relation to the ethics of research within the Institute;
- Provide advice for research that requires referral to the Health Research Council (HRC);
- Ensure that research involving Māori and Pacific communities upholds Kaupapa Māori ethics, nurtures the vā relational space (teu le vā), and aligns with the principles of Vision Mātauranga, drawing upon advice from the Academic Committee's Advisory Committees as appropriate;
- Provide advice and guidance regarding ethical standards related to research to anyone undertaking research at the Institute;
- Consider and report to the Academic Committee on any other research ethics matters, which are referred to it by the Academic Committee, or which the Research Subcommittee or Postgraduate Research and Scholarships Subcommittee believes are of significance in relation to its Terms of Reference; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Delegations

The Research Ethics Committee is delegated by the Academic Committee to:

- Approve research projects (and their protocols) by staff and students with respect to ensuring compliance with ethical standards and international best practice;
- Oversee research projects by staff and students with respect to ensuring compliance with approved protocols, and intervene when necessary to ensure compliance;
- Implement a mechanism, approved by the Academic Committee, for handling complaints or queries made in relation to the ethics of research within the Institute, including making decisions required to resolve complaints and/or referring matters to a researcher's line manager when appropriate.

4 Membership

4.1 Members

Membership and practice of the Research Ethics Committee shall be in accordance with the

National Ethics Advisory Committee's National Ethical Standards for Research Ethics Committees. The committee shall have no fewer than seven members. At least two members should be external, i.e. not currently a student or employee of the Institution.
Members will be approved by the Academic Committee and will comprise the following:

- Two (2) independent members nominated by the DEC Academic, of which one must be the Chair, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Heads of School, nominated by the Deputy Chief Executive Academic on advice from the Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members nominated by the Deputy Chief Executive Academic on the advice of, and from among, the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
- Two (2) learners from MIT and Unitec enrolled in research-based programmes, nominated by the Student Council, for a period of one (1) year with possibility of renewal for a second one (1) year term only.

4.2 Chair and Deputy Chair

The Chair will be an external individual, independent to the Institute.

The Chair will appoint a Deputy Chair, who may deputise in the Chair's absence and report to Academic Committee.

The Chair may delegate to the Deputy Chair, on an ongoing basis or on a meeting by meeting basis, the membership position of the Chair of Research Ethics Committee on the Academic Committee.

4.3 Co-opted members

At the discretion of the Research Ethics Committee, and with the approval of Academic Committee, up to seven further members from among the staff and students of the Institute may be co-opted or seconded to the Research Ethics Committee.

4.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.5 Terminating membership

Members of the Research Ethics Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Research Ethics Committee may have their Membership revoked by resolution of the Academic Committee.

4.6 Members' characteristics, skills and experiences

Membership should collectively reflect a broad and balanced set of characteristics, skills and experiences, including:

- Knowledge of Māori issues, tikanga, and mātauranga, including a strong understanding of Te Tiriti o Waitangi and Kaupapa Māori research ethics;
- Knowledge of Pacific peoples, cultures, and values, including understanding of the vā and its importance in guiding ethical, relational Pacific research practice;
- Understanding of Vision Mātauranga and its application in supporting Māori knowledge, innovation, and equitable research outcomes;
- Awareness of the experiences and perspectives of people with disabilities and other vulnerable groups, ensuring inclusive and accessible ethical review;
- Health professional experience or research expertise, particularly in health, social research, and/or animal research ethics;
- Knowledge of qualitative, quantitative, Kaupapa Māori, and Pacific research methodologies, ensuring culturally and methodologically robust review capability;
- Awareness of student research issues, including research capability development and student advocacy (student representative); and
- Strong community connection, including members who can bring lay perspectives or who have deep ties to ethnic or local communities to ensure diverse worldviews in decision-making.

5 Modus Operandi

5.1 Secretarial Support

The Research Ethics Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Research Ethics Committee and shall not act as a proxy in the absence of an appointed member.

5.2 Quorum

Half the current membership constitutes a quorum, provided that this number is no less than four (4).

If the requirement for a quorum is not met, the meeting can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

5.3 Meetings

Research Ethics Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

All meetings of the Research Ethics Committee shall be conducted in Closed Session (not open to the public).

5.4 Standing Orders

The Research Ethics Committee is bound by the Standing Orders of Manukau Institute of Technology and Unitec.

5.5 Reporting

The Research Ethics Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of Research Ethics Committee then the amended Minutes will also be reported to the Academic Committee.

In addition, the Research Ethics Committee will provide statistical reporting on research ethics applications and outcomes, including (but not limited to) the number of applications received, approval rates, requests for modifications, withdrawals, and any noted trends or issues arising from the Committee's review activity.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Research Ethics Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Disabilities Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
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Contact person	Director, Student Success
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-03-04

1 Background

The Disabilities Academic Advisory Committee (DAAC) is established by the Academic Committee as an Advisory Subcommittee of the Academic Committee.

Advisory Committees do not hold formal delegations, but the Academic Committee and subcommittees that do hold formal delegations are expected to make good use of Advisory Committees' expertise. Advisory Committees are expected to contribute through the policies and procedures established by the Academic Committee rather than establish additional policies and procedures. Where an Advisory Committee considers the policies and procedures of the Institute to be inadequate for this purpose, then it is expected to make recommendations to the Academic Committee on the amendment to those policies and procedures.

The primary reason for the Disabilities Academic Advisory Committee is to provide expert leadership and guidance to the Academic Committee regarding all Disabilities related aspects of the academic portfolio, with a view to helping position the Institute as the leader in vocational education and training in the Asia-Pacific Region.

2 Responsibilities

Disabilities Academic Advisory Committee is charged by the Academic Committee to:

- Provide advice to the Academic Committee ensuring that academic policies and procedures are fit for the Institute's Disability Action Plan as required by TEC and related strategy;
- Provide advice to Programme Committees and the Academic Approvals Committee on the need, academic rationale, design, content, delivery and evaluation of programme proposals in relation to Disabled students;
- Provide advice to the Academic Committee on trends and risks in relation to the performance of Disabled students;
- Provide advice to the Academic Committee on compliance with academic regulations in relation to Disabled students;
- Draw to the attention of the Academic Committee any identified academic risks to the attainment of the Institute's Disability Action Plan and related strategy; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Student Success, *ex officio;*
- At least two (2) but no more than four (4) Members from among the academic staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the support staff and leaders, nominated by the Deputy Chief Executive Academic on advice from the Director, Student Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only; and
- Two (2) enrolled students from Manukau Institute of Technology and Unitec, nominated by the Student Council, with at least one (1) Disabled student, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Director, Student Success.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the Disabilities 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 Disabilities Academic Advisory Committee.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Disabilities Academic Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Disabilities Academic Advisory Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- Demonstrated expertise in Disability Success;
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- A broad range of Disability perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- A commitment to actively participate in the work of the Disabilities Academic Advisory Committee, and work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Disabilities Academic Advisory Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Disabilities Academic Advisory Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Disabilities Academic Advisory Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with an expectation of four meetings per academic year and additional meetings if required.

4.4 Reporting

The Disabilities Academic Advisory Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Disabilities Academic Advisory Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Disabilities Academic Advisory Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

International Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
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Contact person	Director, International
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Version control

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0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-02-03

1 Background

The International Academic Advisory Committee is established by the Academic Committee as an Advisory Subcommittee of the Academic Committee.

Advisory Committees do not hold formal delegations, but the Academic Committee and subcommittees that do hold formal delegations are expected to make good use of Advisory Committees' expertise. Advisory Committees are expected to contribute through the policies and procedures established by the Academic Committee rather than establish additional policies and procedures. Where an Advisory Committee considers the policies and procedures of the Institute to be inadequate for this purpose, then it is expected to make recommendations to the Academic Committee on the amendment to those policies and procedures.

The primary reason for the International Academic Advisory Committee is to provide expert leadership and guidance to the Academic Committee regarding all international aspects of the academic portfolio, with a view to helping position the Institute as the leader in vocational education and training in the Asia-Pacific Region.

2 Responsibilities

International Academic Advisory Committee is charged by the Academic Committee to:

- Provide advice to the Academic Committee ensuring that academic policies and procedures are fit for the Institute's international strategy;
- Provide advice to Programme Committees and the Academic Approvals Committee on the need, academic rationale, design, content, delivery and evaluation of programme proposals in relation to onshore international students and offshore delivery;
- Provide advice to the Academic Committee on trends and risks in relation to the performance of international students;
- Recommend to the Academic Committee on entry criteria and standards for international students,
- Recommend to the Academic Committee on the equivalency of international credit and qualifications;
- Provide advice to the Academic Committee on compliance with domestic and international academic regulations
- Provide advice to the Academic Committee on the optimal balance of international to domestic students across the academic portfolio, having regard for such matters as the learner experience, risks to programme continuity, impact on reputation and learner success.
- Draw to the attention of the Academic Committee any identified academic risks to the attainment of the Institute's International strategy; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, International, *ex officio;*
- At least two (2) but no more than four (4) Members from among the academic staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the support staff and leaders, nominated by the Deputy Chief Executive Academic on advice from the Director, International, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only; and

- Two (2) enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, with at least one (1) international learner, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Director, International.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the International 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 International Academic Advisory Committee.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the International Academic Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the International Academic Advisory Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- Demonstrated expertise in international education;
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- A broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- A commitment to actively participate in the work of the International Academic Advisory Committee, and work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The International Academic Advisory Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The International Academic Advisory Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

International Academic Advisory Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with an expectation of four meetings per academic year and additional meetings if required.

4.4 Reporting

The International Academic Advisory Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the International Academic Advisory Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the International Academic Advisory Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Māori Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

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Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-02-03

1 Background

The Māori Academic Advisory Committee is established by the Academic Committee as an Advisory Subcommittee of the Academic Committee.

Advisory Committees do not hold formal delegations, but the Academic Committee and subcommittees that do hold formal delegations are expected to make good use of Advisory Committees' expertise. Advisory Committees are expected to contribute through the policies and procedures established by the Academic Committee rather than establish additional policies and procedures. Where an Advisory Committee considers the policies and procedures of the Institute to be inadequate for this purpose, then it is expected to make recommendations to the Academic Committee on the amendment to those policies and procedures.

The primary reason for the Māori Academic Advisory Committee is to provide expert Māori leadership and guidance to the academic activities of the Institute in fulfilment of its commitments to the access, participation and learner outcomes of Māori people and to Te Tiriti o Waitangi.

The committee has a role on tikanga appropriate design and delivery where Mātauranga Māori is embedded including cultural and intellectual boundaries. The committee recognises Mātauranga Māori as a distinct knowledge system with its own epistemologies, values, and tikanga Māori protocols.

2 Responsibilities

Māori Academic Advisory Committee is charged by the Academic Committee to:

- Provide advice to the Academic Committee ensuring that academic policies and procedures are fit for Māori needs and aspirations;
- Provide advice to Programme Committees and the Academic Approvals Committee on the need, design, content, delivery and evaluation of programme proposals in relation to the needs and aspirations of Māori people;
- Ensure that advice relating to Mātauranga Māori carries appropriate weight**,** including clear expectations about how the MITU Academic Committee responds to such advice. ;
- Provide advice on learning and teaching that includes Māori epistemological approaches and pedagogical strategies that strengthen academic depth; Provide advice to the Academic Committee on trends and risks in relation to the performance of Māori students;
- Provide advice to the Research Committee and the Postgraduate Research Committee on rangahau and kaupapa Māori rangahau principles;
- Draw to the attention of the Academic Committee any identified risks to the attainment of the Institute's commitments to the access, participation and success of Māori learners;
- To identify risks to the integrity, misuse, or dilution of Mātauranga Māori within academic activity.
- Provide oversight of Mātauranga Māori in programme and course curriculum, assessment and innovation and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Pou Whakarewa Mātauranga Māori - Director, Māori Education, *ex officio;*
- Taharangi – Director, Māori Success, *ex officio;*
- Kaumatua, MIT, *ex officio;*
- Kaumatua, Unitec, *ex officio;*
- One (1) Member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the academic staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Heads of

School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;

- At least two (2) but no more than four (4) Members from among the support staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Pou Whakarewa Mātauranga Māori and Taharangi, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only; and
- Two (2) enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Pou Whakarewa Mātauranga Māori.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

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

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Māori Academic Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Māori Academic Advisory Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- Demonstrated expertise in tikanga (Māori culture) and te Reo Māori (the Māori language);
- Demonstrated expertise in Mātauranga Māori (Māori knowledges) and ako (Māori pedagogies);
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- A broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- A commitment to actively participate in the work of the Māori Academic Advisory Committee, and work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Māori Academic Advisory Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Māori Academic Advisory Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Māori Academic Advisory Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with an expectation of four meetings per academic year and additional meetings if required.

4.4 Reporting

The Māori Academic Advisory Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Māori Academic Advisory Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Māori Academic Advisory Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

The Committee's advice interfaces with other academic committees where Mātauranga Māori is relevant in order to ensure coherence of Māori academic leadership and avoid duplication or dilution of Mātauranga Māori knowledge.

The Committee will act as the 'kaitiaki' (guardian) of Mātauranga Māori within the organisation as well as an advisor on Māori participation and success in order to uphold the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

Manukau Institute of Technology and Unitec

Pacific Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

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0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-03-04

1 Background

The Pacific Academic Advisory Committee is established by the Academic Committee as an Advisory Subcommittee of the Academic Committee.

Advisory Committees do not hold formal delegations, but the Academic Committee and subcommittees that do hold formal delegations are expected to make good use of Advisory Committees' expertise. Advisory Committees are expected to contribute through the policies and procedures established by the Academic Committee rather than establish additional policies and procedures. Where an Advisory Committee considers the policies and procedures of the Institute to be inadequate for this purpose, then it is expected to make recommendations to the Academic Committee on the amendment to those policies and procedures.

The primary reason for the Pacific Academic Advisory Committee is to provide expert Pacific leadership and guidance to the academic activities of the Institute in fulfilment of its commitments to the access, participation and learner outcomes of Pacific people.

2 Responsibilities

Pacific Academic Advisory Committee is charged by the Academic Committee to:

- Provide advice to the Academic Committee ensuring that academic policies and procedures are fit for Pacific needs and aspirations;
- Provide advice to Programme Committees and the Academic Approvals Committee on the need, design, content, delivery and evaluation of programme proposals in relation to the needs and aspirations of Pacific people;
- Provide advice to the Learning and Teaching Committee on Pacific pedagogies and Pacific-centred learner success strategies;
- Provide advice to the Academic Committee on trends and risks in relation to the performance of Pacific students;
- Provide advice to the Research Committee and the Postgraduate Research Committee on Pacific research;
- Draw to the attention of the Academic Committee any identified risks to the attainment of the Institute's commitments to the access, participation and success of Pacific learners; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Pacific Success, *ex officio;*
- One (1) Member nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the academic staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the Pacific service team and/or support staff and leaders, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only; and
- Two (2) enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Director, Pacific Success.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the 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.

3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

3.5 Terminating membership

Members of the Pacific Academic Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Pacific Academic Advisory Committee may have their Membership revoked by resolution of the Academic Committee.

3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- Demonstrated expertise in Pacific cultures and languages;
- Demonstrated expertise in Pacific knowledges and pedagogies;
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- A broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- A commitment to actively participate in the work of the Pacific Academic Advisory Committee, and work collegially and in accordance with Institutional values.

4 Modus Operandi

4.1 Standing Orders

The Pacific Academic Advisory Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Pacific Academic Advisory Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Pacific Academic Advisory Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with an expectation of four meetings per academic year and additional meetings if required.

4.4 Reporting

The Pacific Academic Advisory Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Pacific Academic Advisory Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Pacific Academic Advisory Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Programme Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
Issue date	23 January 2026
Approval authority	Academic Committee
Date of approval	23 January 2026
Document owner	Deputy Chief Executive Academic
Contact person	Deputy Chief Executive Academic
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

Programme Advisory Committees are established by the Academic Committee as Standing Subcommittees of the Academic Committee.

The primary reason for the Programme Advisory Committee is to provide expert industry, profession, hapū and community guidance and insights to ensure that the Institute's academic offerings align with current needs and future strategic directions.

2 Responsibilities

The Programme Advisory Committee is charged by the Academic Committee to:

- Ensure that proposed and current academic offerings meet the needs of employers and industry by equipping graduates with workplace-relevant skills, knowledge and experience at entry level and throughout relevant career paths;
- Endorse academic programme redesign and applications for new programmes to be developed;

- Participate in various programme review processes;
- Facilitate partnerships between the Institution and relevant industry, professional and community contacts;
- Provide advice to the relevant School/s on emerging industry trends, challenges, and opportunities to inform programme development;
- Draw to the attention of the Programme Committee any identified risks to the quality of courses, programmes and qualifications from an industry perspective, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.
- Collaborate with the International Academic Advisory Committee as appropriate.

While not a responsibility *per se*, Programme Advisory Committee Members may also be invited to undertake important activities including but not limited to:

- Attend and participate in Programme events such as Careers Days, prizegivings and special events;
- Provide guest lectures;
- Serve as judges for competitions;
- Host student placements.

The Head of School is charged by the Academic Committee to:

- Induct the Programme Advisory Committee members into the Institute, the School and the relevant programmes.
- Provide to the Programme Advisory Committee copies of submissions made to external regulatory bodies (including, but not limited to, Industry Skills Boards, NZQA, Professional Bodies and External Monitors), and resulting reports from those entities, for their consideration and input.
- Present information on graduate outcomes and academic programme performance as applicable (ākonga retention and success, priority group performance, performance against professional standards).
- Present to the Programme Advisory Committee any other information that it may reasonably request to assist in exercising its responsibilities.
- Present to each meeting a report indicating how advice raised previously by the Programme Advisory Committee has been addressed.

3 Delegations

The Programme Advisory Committee holds no standing delegations.

4 Membership

4.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Head of the School that delivers the relevant programme/s, *ex officio*
- Chair of the relevant Programme Committee/s, *ex officio*
- At least four (4) and no more than six (6) Members drawn from industries, professions and communities relevant to the programmes, nominated by the Head of School on advice from the Programme Advisory Committee, appointed for a period of two (2) years, renewable for a single additional two-year term at the discretion of the Chair.
- At least two (2) and no more than four (4) Members drawn from graduates of the relevant programmes within the past five years, nominated by the Head of School on advice from the Programme Advisory Committee, appointed for a period of two (2) years, renewable for a single additional two-year term at the discretion of the Chair

4.2 Chair and Deputy Chair

The Chair will be appointed by the Deputy Chief Executive Academic on the recommendation of the Committee from among the industry, profession and community Members. Appointments to the Chair will be for a period of two years and may be renewed by mutual agreement of the Chair and the DCE Academic.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

4.3 Co-opted members

At the discretion of the Programme Advisory Committee, and with the approval of Academic Committee, up to three further members may be co-opted or seconded to the Programme Advisory Committee.

4.4 Confidentiality and Conflicts of Interest

Members must maintain confidentiality regarding sensitive discussions and information.

Members will declare conflicts of interest before engaging in discussions or decision-making.

Members will act professionally, respectfully, and collaboratively to achieve the group's objectives.

4.5 Observers

All Members of the relevant Programme Committee/s are expected to attend Programme Advisory Committee meetings as non-voting observers.

All Members of the Programme Teaching Teams are encouraged to attend Programme Advisory Committee meetings as non-voting observers.

Members of the Institute's Senior Leadership may attend and present to the Programme Advisory Committee.

Other non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.6 Terminating membership

Members of the Programme Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Programme Advisory Committee may have their Membership revoked by resolution of the Academic Committee.

4.7 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- demonstrated expertise in the relevant industry, profession or community;
- a deep commitment to supporting education and workforce development;
- the ability to provide strategic insights based on expertise and understanding of industry needs;
- willingness to contribute to annual monitor visits/consistency reviews to give feedback on the programme as a key stakeholder; and
- the ability to work collegially and in accordance with Institutional values.

5 Modus Operandi

5.1 Standing Orders

The Programme Advisory Committee is not bound by the *Standing Orders* of Manukau Institute of Technology and Unitec. However, it is encouraged to use these *Standing Orders* as a guide.

5.2 Quorum

Half the current membership plus one member of Programme Advisory Committee constitutes a quorum.

If the requirement for a quorum is not met, the meeting can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

5.3 Secretarial Support

Each Programme Advisory Committee shall be supported by a designated, trained staff member appointed by the School to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Programme Advisory Committee, and shall not act as a proxy in the absence of an appointed member.

5.4 Meetings

The Head of the relevant School will recommend for approval to the Academic Committee the schedule of Programme Advisory Committee meetings for the following year, with no fewer than two meetings per academic year.

The Open Session of each meeting will be open to the public; non-Members may be excluded from any Closed Session, which is for items where there is a need to protect the rights of persons or organisations.

5.5 Reporting

A Programme Advisory Committee will submit its written Minutes to the relevant Programme Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Programme Advisory Committee then the amended Minutes will also be reported to the Programme Committee.

The Chair will accompany the written Minutes with a Cover Memo, including recommendations from the Programme Advisory Committee to the Programme Committee and highlighting any other matters from the Minutes which the Chair considers merit the Programme Committee's attention.

Copies of all Programme Advisory Committee Minutes and Cover Memos will also be provided by the Head of School to the Programme Advisory Oversight Committee prior to its next scheduled meeting.

Manukau Institute of Technology and Unitec

Programme Advisory Oversight Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
Issue date	23 January 2026
Approval authority	Academic Committee
Date of approval	23 January 2026
Document owner	Deputy Chief Executive Academic
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Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

The Programme Advisory Oversight Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Programme Advisory Oversight Committee is to ensure that the Programme Advisory Committees are working effectively to optimise the Institute's engagement with external professions, industries, iwi and communities, in order to ensure that the Institute is providing relevant and excellent quality vocational education and training.

2 Responsibilities

The Programme Advisory Oversight Committee is charged by the Academic Committee to:

- Provide oversight of the effectiveness Programme Advisory Committees and report to Academic Committee accordingly;

- Draw to the attention of the Academic Committee any identified risks to the quality of courses, programmes and qualifications from an industry perspective, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Recommend to the Academic Committee amendments to the Terms of Reference and Membership of the Institute's Programme Advisory Committees;
- Provide advice generally to the Academic Committee and Executive of the Institute on its engagement with professions, industries, hapū and communities in relation to its academic activities;
- Provide expert advice to the Academic Committee on external engagement policies for the good governance of the Institute's academic activities; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Delegations

The Programme Advisory Oversight Committee holds no standing delegations.

4 Membership

4.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Director, Pathways and External Engagement, *ex officio*
- Director, Schools and Performance, *ex officio*
- General Manager, Schools, *ex officio*
- Five (5) Programme Advisory Committee Chairs, nominated by the Deputy Chief Executive Academic on advice from the Director, Pathways and External Engagement, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) senior Māori staff member, nominated by the Deputy Chief Executive Academic on advice from the Director Māori Education and Director Māori Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) senior Pacific staff member, nominated by the Deputy Chief Executive Academic on advice from Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

4.2 Chair and Deputy Chair

The Chair will be the Director, Pathways and External Engagement.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

4.3 Co-opted members

At the discretion of the Programme Advisory Oversight Committee, and with the approval of Academic Committee, up to three further members may be co-opted or seconded to the Programme Advisory Oversight Committee.

4.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.5 Terminating membership

Members of the Programme Advisory Oversight Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Programme Advisory Oversight Committee may have their Membership revoked by resolution of the Academic Committee.

4.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- a deep commitment to connecting the Institute meaningfully with the professionals, industries, employers and communities it serves in order to improve the relevance and quality of that service;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the depth of honesty, transparency, analysis, thought and contribution required for the task; and
- ability to work collegially and in accordance with Institutional values.

5 Modus Operandi

5.1 Standing Orders

The Programme Advisory Oversight Committee is not bound by the *Standing Orders* of Manukau Institute of Technology and Unitec. However, it is encouraged to use these *Standing Orders* as a guide.

5.2 Quorum

Half the current membership plus one member of Programme Advisory Oversight Committee constitutes a quorum.

If the requirement for a quorum is not met, the meeting can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

5.3 Secretarial Support

The Programme Advisory Oversight Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Programme Advisory Oversight Committee, and shall not act as a proxy in the absence of an appointed member.

5.4 Meetings

The Programme Advisory Oversight Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than four (4) meetings per academic year.

These meetings are not open to the public, unless determined otherwise at the discretion of the Chair, in order to provide opportunity for the Committee to provide free and frank advice to the Institute.

5.5 Reporting

The Programme Advisory Oversight Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Programme Advisory Oversight Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Programme Advisory Oversight Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Manukau Institute of Technology and Unitec

Programme Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
Issue date	23 January 2026
Approval authority	Academic Committee
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Document owner	Deputy Chief Executive Academic
Contact person	Deputy Chief Executive Academic
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	
1.0	Approved version	Academic Committee	2026-01-23

1 Background

Programme Committees are established by the Academic Committee as Standing Subcommittees of the Academic Committee.

Every credit-bearing programme of study leading to the awarding of a qualification, including microcredentials, will be overseen by a designated Programme Committee as decided by the Academic Committee.

Every non-credit-bearing programme of study leading to the awarding of Certificates of Attendance and similar outcomes will be overseen by a designated Programme Committee as decided by the Academic Committee, unless determined otherwise by the Academic Committee.

Programme Committees are responsible to the Academic Committee for the academic quality and standards of all academic offerings within their designated remit.

2 Responsibilities

Programme Committees are charged by the Academic Committee to:

- Ensure the maintenance of high standards, academic quality, and continuous improvement, in accordance with the Institute's policies and procedures. This includes, but is not limited to:
  - programme design (including improvements) and approval;
  - programme delivery, learning and teaching (in accordance with the Teaching Excellence Standards);
  - assessment and moderation (including ensuring issues raised in pre-moderation and post-moderation are addressed appropriately);
  - academic integrity;
  - programme evaluation and review;
  - collecting and responding to feedback from students;
  - programme monitoring;
  - consistency of graduate outcomes; and
  - literacy and numeracy assessment.
- Actively encourage innovation in curriculum, assessment, learning and teaching within the Programme teams;
- Engage fulsomely and constructively with the relevant Programme Advisory Committee;
- Ensure that programmes maintain relevance through effective engagement with students as the customer of the programme, and with industry, graduates and other relevant stakeholders in accordance with the Institute's policies and procedures;
- Ensure that Te Ao Māori, Ako (Māori Pedagogy) and Tikanga are appropriately embedded into programme development, design, delivery and evaluation;
- Ensure that programmes are designed having regard for the needs of disabled learners;
- Ensure that Pasifika pedagogies are appropriately embedded into programme development, design, delivery and evaluation;
- Monitor the progress and academic performance of students enrolled in each programme, giving particular regard to the support for, and achievement of, priority groups;
- Safeguard the fair treatment of students and the academic integrity of the Institute in the granting of credits and qualifications;
- Recommend to the Academic Committee the granting of awards of the Institute where students have met the requirements for the award as set out in approved programme regulations;
- Ensure the recording and safe custody of records containing details of assessments, credits and qualifications for students in accordance with Institute policies.
- Evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for students;
- Identify and recommend additional resource requirements for programmes as required;
- Draw to the attention of the Academic Committee any identified risks to the quality of courses, programmes and qualifications, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;

- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Delegations

The Programme Committees are delegated by the Academic Committee to:

- recognise credit (including recognition of prior knowledge and skills);
- formally approve student course results and their release; and
- formally approve student programme completion and recommend the conferral of qualifications and other awards.

4 Membership

4.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- Head of School*, ex officio;*
- Where applicable, the relevant Academic Lead (Curriculum, Quality, Research and Students*), ex officio*;
- Where applicable, the relevant Academic Programme Manager, *ex officio*;
- For each programme suite within the Programme Committee's remit, two (2) members of the teaching team who have a significant teaching involvement, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- For each programme within the Programme Committee's remit, one (1) member from each other School that makes a significant contribution to teaching, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- For programmes at NZQCF Level 7 and above, the person in the School with primary research leadership responsibility.

4.2 Chair and Deputy Chair

The Chair will be appointed by the Deputy Chief Executive Academic on the recommendation of the Programme Committee. Appointments to the Chair will be for a period of two years and may be renewed by mutual agreement of the Chair and the DCE Academic.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

4.3 Co-opted members

At the discretion of the Programme Committee, and with the approval of Academic Committee, up to two (2) further members from among the staff of the Institute may be co-opted or seconded to the Programme Committee.

4.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

4.5 Terminating membership

Members of the Programme Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Programme Committee may have their Membership revoked by resolution of the Academic Committee.

4.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- demonstrated depth of understanding relating to the New Zealand Qualifications and Credentials Framework and related NZQA Rules, in particular for programme approvals and accreditation;
- demonstrated depth of understanding relating to programme design;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- ability to work collegially and in accordance with Institutional values.

5 Modus Operandi

5.1 Standing Orders

The Programme Committee is bound by the Standing Orders of Manukau Institute of Technology and Unitec.

5.2 Secretarial Support

Each Programme Committee shall be supported by a designated, trained staff member appointed by the School to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Programme Committee, and shall not act as a proxy in the absence of an appointed member.

5.3 Meetings

The Programme Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

5.4 Reporting

The Programme Committee will submit its written Minutes to the Academic Quality Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Programme Committee then the amended Minutes will also be reported to the Academic Committee.

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Programme Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

Memo to: Academic Committee

From: **Chair of DAAC:** Annette Pitovao, Director Student Success

Subject: Disability Academic Advisory Committee Minutes Hui 2 in June 2026

Classification: In-Confidence

Date: August 2026

Recommendations

That the Academic Committee receive the approved minutes from Hui 2 for DAAC in June 2026.

Attachment

Minutes

	Disability Academic Advisory Committee MIT and Unitec **AGENDA and MINUTES** **Date:** 17/06/2026 **Time:** 10-11am **Venue:** Teams https://teams.microsoft.com/meet/42828220575378?p=MUmGhlzjDC536kHlXK

1 Whakatuwheratanga | Opening

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

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

The Chair welcomed all the Committee Members and [staff] to the meeting.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Annette Pitovao	Director, Student Success	✓			
Dave Hicks	Academic Programme Manager, Supported Learning	✓			
Jochelee Punzalan	Code of Practice Lead	✓			
Lele Talagi	Interim Team Leader, Access4Success	✓			
Laura Harvey	Head of School, Environmental and Animal Science	✓			
Mirabel Mowat-Smith	Organisational Development and Equity Business Partner	✓			

Melanie Wong	Senior Lecturer, School of Social Work	✓			
Nikiah Rodriguez	Waitākere Student Representative, Unitec		✓		None
Roland Blignaut	MIT Disability Student Representative	✓			
Radhika Kumar	Head of School, Health & Applied Counselling	✓			
Sabrina Sharma	Team Leader Disability Support	✓			
Sophia de Fossard (as observer with speaker rights)	Access4Success Project Lead	✓			

In attendance:

Annette Pitovao	Director, Student Success				
Dave Hicks	Academic Programme Manager, Supported Learning				
Jochelee Punzalan	Code of Practice Lead				
Laura Harvey	Head of School, Environmental and Animal Science				
Lele Talagi	Interim Team Leader, Access4Success				
Mirabel Mowat-Smith	Organisational Development and Equity Business Partner				
Melanie Wong	Senior Lecturer, School of Social Work				

Roland Blignaut	MIT Disability Student Representative				
Radhika Kumar	Head of School, Health & Applied Counselling				
Sabrina Sharma	Team Leader Disability Support				
Sophia de Fossard	Access4Success Project Lead				

RESOLVED: That the apologies be received from:

- Nikiah Rodriguez

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 22 April 2026 be confirmed as a true and correct record.

Moved: Dave Hicks
Seconded: Sabrina Sharma
CARRIED

1.4 Action Register

ID	Action Item	Details	Responsible	Timelines
7	Sophia to present DAP update	Provide memo and present DAP update to DAAC members	Sophia de Fossard	19 August 2026
9	Seek cross-committee input on the Disability Action update	Engage other Advisory Committee Chairs for Pasifika & Māori perspectives	Annette Pitovao	After DAP update is ready
10	Explore in-person hui option	Look for funding/logistics for possible in-person meeting. Annette is looking at venues in Onehunga area. Committee members to please send their dietary requirements (if any) to Jo	Annette Pitovao & Jo Punzalan	Aim for mid-year break

13	Call for agenda items for DAAC Hui #3	Invite members to submit agenda items for August hui	Jo Punzalan	Before August hui
14	Communication with nominated kaimahi for co-opting	Reach out to nominated/co-opted members, submit their names to the Academic Committee Secretariat, and invite them to the next hui	Annette Pitovao & Jo Punzalan	Before August hui
15	Confirmation of Committee Membership	Reach out to Nikiah Rodriguez through Christine Fusio is she is aware of her membership and role in DAAC	Jo Punzalan	Done. Nikiah has replied and will join the next 2 meetings
16	To accommodate other business not included in the agenda	To delegate time for members to raise other items that were not included in the agenda, and for these to be tabled as Section 2.3 in the Minutes.	Annette Pitovao & Jo Punzalan	From DAAC Hui #2 onwards
17	Email copy of MITU 2025 EPI to all members	Annette to email copy to all members	Annette Pitovao	Before August hui
18	Understand the MITU 2025 EPI analysis	Read, absorb, and understand the analysis from the POV of disabled learners	All members	Before August hui

2 General Business

2.1 Chairperson's Report

Presenter: Annette Pitovao

The Chair spoke to her report on the agenda. The items that she expanded on were:

- Updates on the Action Register
- Introduction of Sophia de Fossard as observer member with speaker rights
- Nominations for Deputy Chair:
    - Melanie Wong was nominated by Sabrina Sharma and Sabrina Sharma was nominated by Roland Blignaut
    - Sabrina politely declined the nomination. Melanie Wong accepted.
    - Moved: Sabrina Sharma
    - Seconded: Radhika Kumar
    - Everyone was in favor of Melanie Wong
    - CARRIED
- Nominations for Co-opted Members – ToR allowed us to open 3 more spaces for members from different disciplines to address identified capability gaps within DAAC:
    - Laura Harvey nominated Ruth Laing (Learning Advisor), seconded by Dave Hicks
    - Sabrina Sharma nominated Trisha Edwards (Support Advisor), seconded by Laura Harvey
    - Annette Pitovao will reach out to both nominees and confirmed there is one more space open for nominations
- Laura Harvey asked in what part of the meeting can members raise other business not included in the agenda; Annette Pitovao advised that an additional section 2.3 could be added to accommodate other business.

RESOLVED: That the Disability Academic Advisory Committee received the Chairperson's Report.
Moved: Laura Harvey
Seconded: Lele Talagi
CARRIED

2.2 Correspondence

- Annette Pitovao clarified that this refers to any formal correspondence or updates—particularly TEC or NZQA adjustments, or other changes identified by members—and should be formally documented and minuted for discussion within the Disability Academic Advisory Committee to ensure members are kept appropriately informed of relevant changes and developments.
- Dave Hicks noted that NZQA is beginning a nationwide review of programmes for supported learners, currently in the data-gathering stage. He indicated it is the most comprehensive review since 2016, and suggested significant changes to qualifications and related programmes for supported learners are likely within the next year.

Moved: Laura Harvey
Seconded: Lele Talagi
CARRIED

2.3 Other Business not in agenda

- Laura Harvey spoke about the underfunding of the Access4Success and the impact it has on learners. Everyone agreed.
  - Laura Harvey says our current marketing slogan is "we back you" but the reality on the ground is we don't because of insufficient funds, particularly around exams and assessments. We are trying to market ourselves as an institute that support our learners but we are not following through on our commitment.
  - Lele Talagi noted that there is a recognised funding gap between schools and other services supporting disability within the institute, with schools carrying significant responsibility. She emphasised the need for additional resources to reduce pressure on staff and ensure educational delivery is not impacted, and suggested this gap should be formally acknowledged across all services supporting disability.
  - Sabrina Sharma also highlighted an ongoing funding gap in MIT disability support for open-entry programmes such as baking and hospitality, noting increasing demand for in-class teaching support and additional academic assistance, and requested the issue be tabled and escalated.

RESOLVED: That the Disability Academic Advisory Committee will make this part of the agenda to discuss other official business not included in the agenda.

Moved: Laura Harvey
Seconded: Roland Blignaut
CARRIED

3 Standing Items

3.1 Reports

- EPI Analysis
  - Link couldn't be accessed by some members so Annette will email the memo (MITU 2025 EPI) to all members to read, absorb and understand how the analysis is on the POV of the disabled learners across our mega institute
  - Will be part of the agenda for the 17 August hui

RESOLVED: That the Disability Academic Advisory Committee MIT and Unitec will discuss the

MITU 2025 EPI Analysis during the DAAC Hui #3 on 17 August 2026.

Moved: Laura Harvey
Seconded: Lele Talagi
CARRIED

4 Resolution to exclude the public (if required)

No public member was in attendance.

5 CLOSED Session (if required)

The whole meeting was held in Closed Session.

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!
We are departing
Peacefully
Joyfully
And resolute
We are united, progressing forward!

The meeting concluded at 10:49am.

Confirmed as a true and correct record:

Chair: Annette Pitovao

Date: 27/07/2026

Action Register as at 21 July 2026

ID	Action Item	Details	Responsible	Status/Timelines
1	Build 2026 Action Register	Develop and maintain a centralised table of all action items (this register)	Jo Punzalan	Done
2	Call for agenda items for DAAC Hui #2	Invite members to submit agenda items for June hui	Annette Pitovao	Done
3	Call for Deputy Chair nominations	Seek nominations for Deputy Chair role	Jo Punzalan	Done
4	Call for additional members	Seek nominations for up to 3 co-opted members	Jo Punzalan	Done
5	Send Disability Action Plan (old/expired) and Disability Strategy	Email to members	Annette Pitovao	Done
6	Observer with speaker rights status for Sophia de Fossard on committee	Everyone agreed. Formalise Sophia as “observer” member of DAAC	Jo & Annette	Done
7	Sophia to present DAP update	Provide memo and present DAP update to DAAC members	Sophia de Fossard	19 August 2026
8	Introduce Mel to Sophia	Connect for Dyslexia-Friendly Quality Mark discussion	Sabrina Sharma	Done
9	Seek cross-committee input on the Disability Action update	Engage other Advisory Committee Chairs for Pasifika & Māori perspectives	Annette Pitovao	After DAP update is ready
10	Explore in-person hui option	Look for funding/logistics for possible in-person meeting. Annette is looking at venues in Onehunga area. Committee members to please send their dietary requirements (if any) to Jo	Annette Pitovao & Jo Punzalan	Aim for mid-year break
11	Establish membership continuity process	Define process when members leave/resign in accordance with ToR	Committee / Annette	End of each hui
12	Set up correspondence process	Ensure all official correspondence (e.g., NZQA) is shared and tabled, the member who received the correspondence will present it to the team for discussion	All members (lead: Chair)	Every hui
13	Call for agenda items for DAAC Hui #3	Invite members to submit agenda items for August hui	Jo Punzalan	Before August hui

14	Communication with nominated kaimahi for co-option	Reach out to nominated/co-opted members, submit their names to the Academic Committee Secretariat, and invite them to the next hui	Annette Pitovao & Jo Punzalan	Annette has emailed Ruth Laing and Trisha Edwards. Trisha Edwards accepted nomination (21 July) Ruth Laing accepted nomination (22 July)
15	Confirmation of Committee Membership	Reach out to Nikiah Rodriguez through Christine Fusio is she is aware of her membership and role in DAAC	Jo Punzalan	Done. Nikiah replied and confirmed attendance to the next 2 meetings
16	To accommodate other business not included in the agenda	To delegate time for members to raise other items that were not included in the agenda, and for these to be tabled as Section 2.3 in the Minutes.	Annette Pitovao & Jo Punzalan	From DAAC Hui #2 onwards
17	Email copy of MITU 2025 EPI to all members	Annette to email copy to all members	Annette Pitovao	Before August hui
18	Understand the MITU 2025 EPI analysis	Read, absorb, and understand the analysis from the POV of disabled learners	All members	Before August hui

Memo to: Academic Committee

From: Wiremu Manaia, Chair Pou Whakarewa Mātauranga Māori

Contributors: MAAC Members

Subject: MAAC 11 August 2026 Minutes

Classification: Unclassified

Date: 11 August 2026

Recommendations

That the Academic Committee:

1. Accept the minutes of the Manukura Academic Advisory Committee (MAAC) meeting held on 11 August 2026.

2. Note that MAAC approved the revised Te Mana Akoranga Overview and Self-Assessment Tools (MIT & Unitec V1) and endorsed their inclusion in the Academic Development and Approval Procedures for progression to the next stage of implementation.

3. Note that the Te Mana Akoranga Annual Review Work Plan is progressing, including further consideration of Te Tipare and building MAAC capability to undertake Te Mana Akoranga review and assurance.

4. Note the need to clarify MAAC membership, quorum and voting rights, particularly for regular participants who are not currently formal members.

5. Note that MAAC is reviewing its representation across relevant academic subcommittees, including the Academic Quality Committee and Academic Programme Committee.

6. Note that further engagement with the Student Council and Māori tauira is proposed to strengthen learner participation in Te Mana Akoranga discussions and decision-making.

Key matters arising from the meeting included Te Mana Akoranga implementation and annual review, strengthening committee capability and representation, clarification of MAAC membership and voting arrangements, and improved engagement with Māori tauira.

Open

Open Session:
This paper may be considered in open session.

MANUKAU INSTITUTE OF TECHNOLOGY Te Whare Takiura o Manukau Unitec Te Whare Wānanga o Wairaka	**Māori Academic Advisory Committee | MIT and Unitec** **MINUTES** **Date:** 11 August 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 (Ex Officio)	**Pou Whakarewa**	✓			
Vivienne Merito (Ex Officio)	**Taharangi**	✓			
Vince Hapi (Ex Officio)	**MIT Kaumatua**		✓		
Hohepa Renata (Ex Officio)	**Unitec Kaumatua**	✓			
Kianu Toia-Tawhai (Ex Officio)	**Student Rep**	✓			
Beyoncé Kahui (Ex Officio)	**Student Rep**	✓			

In attendance:

Hana Hohapata	**Kaiarahi Ako, MIT**					
Ange Sagapolutele	**Te Ara Oranga Programme Manager,**					
Veraneeca Taiepa	**Kaihautū Matauranga Māori Lead, Unitec**					
Ngaire Molyneux	**Relationships Manager,**					
Hinewaimarama	**Senior Lecturer/Kaitiaki**					

Reihana-White	Taiao, Unitec					
Deborah Heke	Director, Ngā Wai o Te Tui					
Mikaere Berryman-Kemp	Hauora Navigator					
Mere Tupaea	Pasifika Success Navigator					
Hohepa Renata	Unitec Kaumatua					
Jennifer Haraki	Senior Lecturer					
Sailauama Cheryl Talamaivao	Senior Lecturer					
Mahuta Amoamo	Secretary					

RESOLVED: That apologies be received from Vince Hapi, Deborah Heke, Hinewaimarama Reihana-White, and Diane Tamati

Moved: Wiremu Manaia

Seconded: Hohepa Renata

CARRIED

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 30 June 2026 be confirmed as a true and correct record.

Moved: Hohepa Renata

Seconded: Vivienne Merito

CARRIED

1.4 Action Register

2 General Business

2.1 Chairperson's Report

NA

Membership and Quorum

Presenter: Wiremu Manaia

Discussion took place regarding non-members attending committee meetings and clarification of quorum requirements & voting rights. Wiremu is to seek clarification from Juee regarding attendees who are not formal members and regularly participate in MAAC meeting discussions and yet they cannot vote. This may be raised as a matter at the Academic Committee (AC) meeting.

2.2 Correspondence

NA

3 Standing Items

3.1 Reports

Te Mana Akoranga Overview and Self-Assessment Tool (MIT&Unitec V1)

Presenter: Hana Hohapata

The new versions of Te Mana Akoranga (Overview and Self-Assessment Tool) were submitted to MAAC for approval (sent out for consultation/feedback in July). The new versions now reflect input from both MIT and Unitec. Key changes: 10 principles as opposed to 15. Some names have changed. The critical reason for approving new versions was that Te Mana Akoranga needs to be integrated into new MIT&Unitec policies.

Discussion

Vivenne Merito: Noted that Te Tipare was not specifically referenced in Te Mana Akoranga and expressed concern that without explicit reference, Te Tipare may be overlooked.

David Jones: supported the work and expressed interest in how the various initiatives would interweave and align for the benefit of tauira. Te Tawharau highlighted ongoing engagement with Te Mana Akoranga and acknowledged opportunities to incorporate Te Tipare.

David Jones also advised that an invitation would be extended in two weeks for a September gathering focused on bringing kaimahi together to discuss this kaupapa.

Hana Hohapata advised that Te Tipare had more relevance to the teaching excellence standards rather than programme development. She also highlighted the direct request from MITU in November about Te Tipare. Veraneeca and Hana Hohapata have discussed ways to integrate Te Tipare into teaching resources. Will integrate Te Tipare into the Annual Review Work Plan in September 2026.

Resolution: Te Mana Akoranga

Motion: That the new versions of Te Mana Akoranga (Overview and Self-Assessment Tools MIT&Unitec V1) be approved.

Proposed: Vivienne Merito
Seconded: Wiremu Manaia
Carried

Policy: Academic Development and Approval Procedures 20260101

Presenter: Hana Hohapata

Submission of new versions of Te Mana Akoranga Overview and Self-Assessment Tool to be attached to the Academic Development and Approval Procedures to replace old versions.

Resolution: Te Mana Akoranga Overview and Self-Assessment

Motion: That the new versions of Te Mana Akoranga Overview and Self-Assessment Tool in the Academic Development and Approval Procedure be approved by MAAC and submitted for consideration to proceed to the next stage of implementation.

Proposed: Hohepa Renata

Seconded: Vivienne Merito

Carried

Annual Review of Te Mana Akoranga

Presenter: Hana Hohapata

Te Mana Akoranga Annual Review Work Plan was presented and discussed (refer Minutes 14 April 2026, 30 June 2026). The Work Plan focuses on 5 Pou (Preparation and Resource Development, Building Cultural Capability, Review and Feedback, Monitoring and Engagement and Reporting and Future Planning).

Key points highlighted:

- The review in September will differ from future reviews due to Te Mana Akoranga still in the early stages of being integrated into policy and Unitec.
- No specific Te Mana Akoranga workshops for schools are currently planned. There will be support at school/programme level and resources provided to schools.
- The new versions of Te Mana Akoranga have already been out for consultation to Māori internal stakeholders (July 2026), and this has been reflected in the Work Plan.
- Members were invited to comment on and/or suggest changes to the Work Plan.

Discussion

Vivenne Merito recommended that Pou One specifically reference Te Tipare and acknowledge that a review of Te Tipare is currently underway.

MAAC - Te Mana Akoranga Self-Assessment Tool

Presenter: Hana Hohapata

- School of Nursing completed the new version of Te Mana Akoranga for the NZ Diploma in Enrolled Nursing (given Te Mana Akoranga authentic due diligence).
- Bachelor of Pasifika Primary Redevelopment of Degree (yet to complete Te Mana Akoranga).

Hana Hohapata and Veraneeca Taiepa - need to build MAAC members' capability across both MIT and Unitec to review Te Mana Akoranga.

Bachelor of Nursing Māori (BNM)

- Hana Hohapata asked to review all BNM assessments (School of Nursing) by September 30th.
- May seek support from other BNM Māori staff in the review process.

Te Mana Akoranga - Capability and Membership Discussion

Wiremu Manaia suggested that:

- Kayne Haira
- David Jones
- Sonny Tahi

Be invited to contribute to this work due to their expertise and involvement in the delivery of mātauranga Māori. Suggested establishing a broader support arrangement so that the responsibility does not rest solely with two people.

Veraneeca Taiepa agreed and noted that:

- The work requires significant commitment.
- Participants should be aware of the learning requirements and workload involved.
- Organisational commitment is also necessary to support the mahi.

Discussion returned to MAAC membership and committee representation, with members again highlighting concerns regarding membership status and voting rights.

Subcommittee Reports
Academic Quality Committee (AQC)
Discussion was held regarding MAAC representation on AQC.
Members noted that the MAAC representative should ideally hold a senior leadership position.
Kayne Haira was identified as a suitable representative in his capacity as Manager.

Academic Programme Committee (APC)
Vivenne Merito asked whether committee representation should be reviewed to ensure appropriate coverage across committees.
Members also sought confirmation that relevant information had been shared with all committees.
Wiremu Manaia advised that he believed this had occurred and that final checks and approvals were underway.

Student Council Engagement
Wiremu Manaia reported ongoing discussions with Ngaire Molynuex and the Student Council regarding engagement with Te Mana Akoranga. A dedicated hui with the Student Council was proposed.

Discussion
Kianu Toia Tawhai asked what involvement Student Council members would have and how Māori tauira could contribute to discussions and decision-making.

Hana Hohapata responded that further discussions would take place with Veraneeca to determine the most appropriate approach, noting that Te Mana Akoranga focuses primarily on programme development. Hana Hohapata confirmed she would contact Kianu before the next meeting to discuss participation opportunities.

4 Resolution to exclude the public (if required)

NA

5 CLOSED Session (if required)

NA

Whakamutunga | Closing

Ka wehe atu tātou	We are departing
I raro i te rangimārie	Peacefully
Te harikoa	Joyfully
Me te manawanui	And resolute
Haumi ē! Hui ē! Taiki ē!	We are united, progressing forward!

The meeting concluded at 9.28am.

Confirmed as a true and correct record:

Chair: Wiremu Manaia

Date: 11 August, 2026

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:	13 August 2026

For Information

- Confirmation has been received from the MoE and TEC regarding the proposed operational design and implementation of the Tertiary Research Excellence Fund (TREF). TEC is working with universities, ITPs and wānanga throughout the remainder of 2026 to develop the metrics and assessment approach for TREF. The second TEC-ITP workshop will be held on 9th September. The focus of the workshop will be on the research capacity component.
- Tūāpapa Rangahau is updating its postgraduate research supervision training. The proposed new approach adopts a supervision lifecycle model, with different training entry points for new, experienced and advanced supervisors.
- The updated Applied Research – Rangahau Strategic Plan 2026-2029 incorporates feedback from the extensive co-creation process involving more than 200 kaimahi. The updated Plan responds to TREF and the new National Science Investment Priorities, as well as feedback from Teaching & Learning.
- Tūāpapa Rangahau is reviewing its internal research funding products, systems and processes, with a report to be brought to the Research Committee once completed.
- A review of research policies, procedures and guidelines will commence next month. This will include consolidation of existing MIT and Unitec research policies and updating them to reflect recent government requirements, including the National IP Policy and Trusted Research Protective Security Requirements (TR-PSR).
- Student co-authorship was identified as one of the policies requiring review, with examples from other institutions to inform the process.

MANUKAU INSTITUTE OF TECHNOLOGY Te Whare Takiura o Manukau / Unitec Te Whare Wānanga o Wairaka	**MIT and Unitec Academic/Research Committee MINUTES** **Date:** 13 August 2026 **Time:** 1pm **Venue:** MS Teams

SECTION 1 – WHAKATUWHERATANA | OPENING

Item 1.1 Welcome and Apologies

The chair warmly welcomed members of the committee to the meeting. Everyone was invited to briefly introduce themselves now that the committee has a near full contingent of members.

Members:	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
Hadley Brown	Research Support Staff	√			
Natara Lata Pimoe	Student Rep - Unitec	√			
A/P Vanessa Byrnes	Head of School		√		A/P Leon Tan
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	Committee Secretary			
Dr Evangelia Papoutsaki – for item 4.1	Tūāpapa Rangahau			

RESOLUTION: That the apologies be received from Vanessa Byrnes.

Moved: Leon Tan
Seconded: Hadley Brown

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

RESOLUTION: That the minutes of the meeting held on 14 May 2026 be confirmed as a true and correct record.

Moved: Natara Lata Pimoe
Seconded: Hadley Brown

CARRIED

RESOLUTION: That the minutes of the meeting held on 9 July 2026 be confirmed as a true and correct record.

Moved: Deb Heke
Seconded: Linda Kestle

CARRIED

Item 1.4 Action Register

Both actions from last month (confirm the minutes of the May meeting at the August meeting and advise Academic Committee 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) have been marked as complete.

SECTION 2 – GENERAL BUSINESS

Confirmation has been received from the MoE and TEC regarding the proposed operational design of the Tertiary Research Excellence Fund (TREF). TEC is working with universities, ITPs and wānanga throughout the remainder of 2026 to develop the metrics and assessment approach for TREF.

A workshop with TEC is scheduled for 9 September, with a particular focus on the research capacity component of TREF. The Director Research and Enterprise will attend as the representative for MIT and Unitec. Ahead of the workshop, feedback on the questions provided by TEC will be sought from the professoriate and research leaders to ensure the institution's response reflects the diversity of teaching and research programmes across the combined organisation.

SECTION 3 – ITEMS TO APPROVE

N/A

SECTION 4 - ITEMS FOR DISCUSSION

Section 4.1 Proposed Postgraduate Research Supervision Training Programme

Dr Evangelia (Valia) Papoutsaki joined the meeting to present an overview of the proposed redevelopment of professional development training for postgraduate supervision. The review is timely, given the formation of our merged organisation and the need to ensure that training reflects future postgraduate supervision requirements.

- The immediate focus is on establishing a series of training workshops and online resources, with feedback and co-development involving members of the Postgraduate Research & Scholarships Committee (PGRSC) and the MIT-Unitec Academic/Research Committee.
- The proposed approach adopts a supervision lifecycle model, with different training entry points for new, experienced and advanced supervisors. The existing foundational module will be retained, with refresher training introduced for existing supervisors and more advanced training developed to support doctoral and professional doctorate supervision.
- A number of cross-cutting areas have been identified for inclusion, including AI and supervision, academic integrity and ethics, research proposal requirements, co-authorship, and Indigenous research methods and ethics. The programme will progressively address these areas at different levels of complexity.
- The proposed training will combine self-directed online learning with interactive workshops and progressively more substantive forms of assessment, including reflection, a commitment statement and, at the advanced level, a portfolio demonstrating supervisory practice.
- Valia will continue to pilot and refine the workshops and materials through to the end of the year, with the intention to use feedback to inform the next stage of development.

A summary of the committee's discussion is as follows:

- It was queried whether there is room for mentorship, for instance from advanced supervisors, in the professional development programme.
- It was suggested that "beginner" supervisors could instead be described as "new supervisors" or their training be referred to as "foundation training".
- Clarification was sought of the duration of the training sessions.
- It was queried whether the framework will address joint supervision, including expectations and processes where two supervisors are involved and there are disagreements or issues relating to supervision.

Valia responded that the workshop does address how to manage co-supervision arrangements. Full day workshops are for supervisors at the advanced doctorate level, while half day workshops are offered for the other two levels.

- It was queried whether there is going to be some student-facing training as well. As a student it can be problematic raising an issue with the person that is signing off your work. Valia responded that often we tend to leave such things to the schools, to the instructors, to the lecturer who teaches research methods. There was support for developing a student-facing resource or framework similar to the proposed supervision training, with a particular focus on supporting positive supervisory relationships.
- The quality of the supervisor–student relationship was highlighted as critical to student success, wellbeing and enjoyment, given the significant commitment involved in undertaking a master's or PhD.
- There was support for recognising that postgraduate and undergraduate supervision may require different approaches to supervisor training and development, particularly as postgraduate provision expands into schools that do not currently have postgraduate programmes.
- MAI ki Wairaka (the national Māori and Indigenous (MAI) Post-Graduate Network and Programme) provides an important informal support mechanism for Māori and Indigenous students, including Pacific students, although it is not a formal supervision structure.

- Any framework should appropriately incorporate Mātauranga Māori and Indigenous concepts and values, recognising this as an area requiring further consideration.
- The discussion highlighted the potential need for a more substantial, institution-wide postgraduate support function, similar to a School of Graduate Research found in universities.
- The need for greater consistency across schools was highlighted. Supervision workload is currently treated differently across schools, with varying approaches to allocating workload hours. There was support for developing clear guidelines or principles to ensure supervision is recognised consistently and equitably in workload allocation, while allowing for differences in the nature and complexity of research projects.
- As an initial **action**, the Chair of the Research Committee will provide an update to the PGRSC on the discussion and seek its endorsement to lead a review of supervision arrangements across schools and disciplines, with findings and recommendations to be reported back to this committee. The review should consider supervisor numbers, workload/time allocation, and current supervision practices, with a report/update to come back to the committee.
- The committee agreed that work on supervision and postgraduate research should commence immediately, rather than waiting for the future organisational structure to be finalised. In parallel, development of the supervision training content and associated requirements should continue.

Valia will utilise the committee's feedback to further develop the programme while continuing to deliver it. Towards the end of the year, she will present a more refined programme for further feedback.

The committee thanked Valia for her excellent presentation.

Section 4.2 Applied Research – Rangahau Strategic Plan 2026-2029

The chair provided an update on the Applied Research – Rangahau Strategic Plan 2026-2029 which has undergone some minor updates since first being presented to this committee in April.

- The strategy will be presented to Academic Committee on 2 September. It incorporates not only feedback from the co-creation process, CEO, Executive and Council, but responds to TREF and the new National Science Investment Priorities.
- The strategy has been developed through an extensive co-creation and consultation process with more than 200 staff, through four workshops, Pacific Talanoa research sessions and engagement with Māori, Pacific and research leadership groups.
- The 2026–2029 timeframe is intended to provide a transition and development period ahead of TREF implementation in 2029, allowing the merged institution to establish its research identity, governance, systems and capability while retaining sufficient flexibility for future leadership to determine specific priorities and projects for investment.
- The committee was advised that work is also progressing on research governance frameworks and guiding principles for research decision-making, which will be brought forward for further discussion.
- Key strategic shifts include strengthening the connection between research, teaching and vocational practice; increasing applied and translational research, impact and knowledge transfer; building a more collaborative research culture; and increasing external research funding and partnerships.

- The strategy positions the institution as a distinctive, Treaty-aligned applied research organisation, recognising its developing research maturity and the importance of valuing Māori, Pacific and Indigenous knowledge and methodologies alongside Western approaches. The *Waka Hauora* concept was highlighted as representing this maturity pathway.
- The strategy moves from an emphasis on individual research activity and outputs towards an institutional research system, with greater focus on capability, participation, research clusters, collaboration and research impact.
- Research is integral to the institution's vocational education mission, connecting research with teaching, learning, employment pathways, industry and community partnerships, and regional priorities.
- Current baseline data indicates some challenges, including declining external research income and postgraduate enrolments, alongside increasing ethics applications and research activity. Increasing the number of research-active staff and strengthening external collaboration and funding are identified as priorities.

The Committee was advised that the guiding principles, deliberate strategic choices and six key objectives of the Applied Research - Rangahau Strategy remain unchanged. The focus is now on how these objectives will be progressively implemented, recognising that some initiatives will extend beyond the 2026–2029 strategy period and will need to remain open to influence from future leadership.

The six objectives continue to focus on:

1. Establishing a distinctive, Treaty-aligned applied research identity.
2. Developing equitable and fit-for-purpose research systems, including research support structures and internal funding.
3. Building research capability and participation, including Māori and Pacific kaimahi career pathways and research leadership development.
4. Establishing research clusters as vehicles for collaboration, scale, translation and impact. Māori and Indigenous research was identified as an example of a potential priority cluster, while acknowledging no decisions have been made regarding final clusters.
5. Mobilising research through stronger and more enduring partnerships with communities, industry and external research organisations.
6. Developing meaningful quantitative and qualitative measures of research success, impact and outcomes.

- Implementation will be supported through the institution's broader integration programme and associated project workstreams, with most research-related projects sitting within the Academic workstream and some within Stakeholder Management.
- Key implementation priorities include increasing postgraduate enrolments and completions, strengthening supervision, developing an applied professional doctorate, increasing teaching staff participation in applied research, and establishing mentoring and peer-support pathways.
- The proposed research clusters will operate within a wider applied research ecosystem, aligned with national science priorities, regional needs and external stakeholder priorities, and will provide a mechanism for achieving scale, translation, system-level impact and research income growth.

- It was acknowledged that some proposed milestones are ambitious given the scale of organisational change, but establishing clear milestones provides a basis for monitoring progress and future refinement.
- The committee supported the strategic direction but emphasised the need to develop the granular implementation detail required to translate the objectives into practice.
- Key enablers identified included clear leadership expectations, academic workload and time allocation for research, and pathways for staff to participate in research and industry engagement. It was noted that these foundational settings need to be addressed to enable broader growth in research capability and outputs.
- Members expressed interest in being actively involved in developing these pathways and in understanding how staff can connect with, contribute to and be mentored through the proposed research clusters and partnerships.
- The committee emphasised that research should be positioned as a core and integral part of the institution's academic mission, alongside teaching and learning, rather than being treated as an additional or peripheral activity.
- Members stressed the importance of ensuring that research remains visible and embedded through the forthcoming structural and organisational changes, rather than being diluted or lost during the transition.

SECTION 5 - ITEMS TO RECEIVE

N/A

SECTION 6 CLOSING

Section 6.1 Any Other Business

- The committee was advised of an upcoming review of internal research funding products, systems and processes, with a report to be brought to the Research Committee once completed.
- A review of research policies, procedures and guidelines will commence next month. This will include consolidating the existing MIT and Unitec research policies and updating them to reflect recent government requirements, including the National IP Policy and Trusted Research Protective Security Requirements (TR-PSR). Committee members may be asked to provide feedback outside of the normal committee cycle.
- Student co-authorship was identified as one of the policies requiring review, with examples from other institutions to inform the process.

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:	1435 h

ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
4.1	Update the Postgraduate Research and Scholarships Committee on the discussion and seek its endorsement to lead a review of supervision arrangements across schools and disciplines, with findings and recommendations to be reported back to this Committee.	Rosanne Ellis	