

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)



Academic Committee | MIT & Unitec OPEN Meeting MINUTES

Date: 2 September 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!

Welcome and Introductions

The Chair welcomed members to the meeting and acknowledged Susan Bennett, who was attending as Peter McPherson's proxy.

The Chair extended a special welcome to Doana Fatuleai, who was attending as an observer ahead of commencing her new role as Director, Pacific Success. It was noted that, following her commencement in the role, Doana Fatuleai would assume the Chairpersonship of the Pacific Academic Advisory Committee (PAAC).

The Chair congratulated Doana Fatuleai on her appointment and welcomed the opportunity to work with her in her new capacity.

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	✓			
Jeff Howe	Member		✓		
Julie Prentice	Member	✓			
Kylie Smith	Member		✓		
Peter McPherson	Member		✓		Susan Bennett
Pip Schollum-Manase	Member	✓			
Rosanne Ellis	Member	✓			
Simon Nash	Member	✓			
Simon Tries	Member	✓			
Viv Merito	Member		✓		
Wiremu Manaia	Member	✓			

Terina Haimona	Student Representative	✓			
Thao Nguyen	Student Representative	✓			

In attendance:

Juee Jin (Secretary)
Doana Fatulea

Sharon Brownie

Aiono Manu Fa'aea

RESOLVED:

That the apologies from Jeff Howe, Kylie Smith, Peter McPherson and Viv Merito be accepted.

Moved: Simon Nash

Seconded: Simon Tries

CARRIED

The Chair received all apologies and declared the meeting quorate.

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 Session Item:

Item	General subject of each matter	Section(s) relied upon
2.1	REC Report	s9(2)(a), s9(2)(i) OIA
2.2	Closed Academic Committee Meeting Minutes	s9(2)(b)(ii), s9(2)(i) OIA
2.3	Closed Academic Committee Work plan	s9(2)(b)(ii), s9(2)(i) OIA
2.4	Closed Action Register	s9(2)(b)(ii), s9(2)(i) OIA
2.5	Submission on TES Indicators	s9(2)(i) OIA
2.6	Applied Research Strategic Plan	s9(2)(i) OIA
2.7	Misconduct review report	s9(2)(b)(ii)
2.8	PAC Members Survey Report	s9(2)(i) OIA
2.9	Summary reports on Annual Programme Evaluation	s9(2)(b)(ii), s9(2)(i) OIA
2.10	Granting of Awards	s9(2)(a)
2.11	Approval of Graduand Lists	s9(2)(a)
2.12	AAC Report	s9(2)(b)(ii)
2.13	AQC Report	s9(2)(b)(ii)

Interests Protected

Section	Interest
s9(2)(a)	To protect the privacy of natural persons, including that of deceased natural persons.

- s9(2)(b) To protect information where release would be likely to unreasonably prejudice the
(ii) OIA commercial position of the person who supplied or is the subject of the
information.
s9(2)(i) To enable the organisation to carry out its activities without prejudice or
OIA disadvantage.

RESOLVED:

That the Committee exclude the public and move into closed session.

Moved: Martin Carroll

Seconded: Simon Tries

CARRIED

3 Closed Session

The Meeting moved into Closed Session at 1.04pm.

4 Return to Open Session

The Committee resumed in open session at 3.07 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: Rosanne Ellis

CARRIED

- 5.1** Receive the Research Ethics Committee report.
- 5.2** Confirm the Minutes of the closed portion of Academic Committee meeting minutes as a true and correct record.
- 5.3** Receive the Academic Committee Work Plan.
- 5.4** Receive the Closed Action Register.
- 5.5** Note the Submission on TES Indicators.
- 5.6** Receive the Applied Research Strategic Plan.
- 5.7** Receive the Misconduct review report.
- 5.8** Receive the PAC members survey report.
- 5.9** Receive the 2025 Annual Programme Evaluation Reports.
- 5.10** Receive and approve the Granting of Awards of the Institute to graduands as detailed in the paper.
- 5.11** Approve the list of graduands as detailed in the paper.
- 5.12** Receive the Academic Approvals Committee report.
- 5.13** Receive the Academic Quality Committee report.

6.0 Work Plan

The Committee reviewed the Work Plan and noted that the items scheduled for the meeting were included on the agenda.

6.1 Previous Minutes

RESOLVED:

That the Academic Committee confirm the Minutes of the meeting held on 5 August 2026 as a true and correct record.

Moved: Julie Prentice

Seconded: Simon Tries

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.

Discussion on 2026-09-02:

The action was carried forward to the next meeting pending further engagement with the Student Councils. A meeting was scheduled for the following Monday, after which the action was expected to be finalised.

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.

Discussion on 2026-09-02:

The Chair's nomination as presented under agenda item 7.3 had been completed.

One nomination from the Māori Academic Advisory Committee (MAAC) Chair remained outstanding. The action was reassigned to MAAC Chair for completion.

c. 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 action was carried forward to the next meeting, with the revised proposal to be submitted for consideration.

d. 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.

Institute Calendar was included on the agenda item 7.4 and the action is closed.

7 General Business

7.1 Chairperson's Report

There was no open session Chairperson's Report.

7.2 Correspondence

INWARDS:

a. To: Academic Committee

From: NZQA

Date: 01 Aug 2026

Subject: Consultation: Describing tertiary education provider quality under iQAF

b. To: Academic Committee

From: Quality Times

Date: 11 Aug 2026

Subject: He Kounga Kōrero July 2026 - Updates for Tertiary Education Organisations

c. To: Academic Committee

From: Trish Cochrane

Date: 11 Aug 2026

Subject: 2027 Unitec Autumn Graduation Dates

The Committee deferred consideration of the 2027 Unitec Autumn Graduation Dates paper pending further information and discussion regarding the potential for a combined MIT and Unitec graduation. It was noted that this proposal remained at an early scoping stage, including consideration of the potential structure, timing and logistics. The paper will be brought back to the Committee once further information is available.

OUTWARDS:

d. To: NZQA

From: Simon Tries

Date: 25 August 2026

Subject: Transfer of MC ownership

The Committee noted that NZQA was proposing to review its approach to approving Kaupapa Māori programme applications. The Chair noted the potential relevance of the review to the institution and supported exploring an institutional response.

ACTION:

Wiremu Manaia, Viv Merito, Chris Park and Simon Tries to consider the proposed NZQA approach to approving Kaupapa Māori programme applications and explore the opportunity for the institution to make a submission.

7.3 Subcommittee Membership Nominations

Presenter: Martin Carroll

The Committee considered the nominations for membership of the Academic Approvals Committee (AAC) and Research subcommittee.

In relation to the AAC nomination, the Committee noted that the Terms of Reference specify representation from the professoriate and Principal Lecturers. The Chair advised that although David McCurdy did not hold a Principal Lecturer position, advice received indicated that he had the appropriate capability and experience to contribute effectively at that level.

The Committee was also advised that progress was being made on the remaining subcommittee vacancies, with potential nominees undertaking discussions with their line managers and relevant subcommittee Chairs before confirming their nominations.

RESOLVED:

That the Academic Committee approve the proposed subcommittee nominations as set out in the paper.

Moved: Martin Carroll

Seconded: Chris Park

CARRIED

7.4 Academic Calendar 2028

Presenter: Chris Park

The Committee considered the proposed 2028 Academic Calendar, which had been developed following consultation on semester dates and provides standard start and end dates for the main teaching periods. It was noted that the proposed calendar accommodates the current difference in delivery patterns between former MIT and Unitec sites, with 17-week and 16-week semesters respectively, while allowing for programme level variations where required.

The Committee discussed the challenges of achieving a consistent institutional approach while the different delivery patterns remain in place. The Chair noted that the planned integration of programmes provided an opportunity to progressively move towards a common 16-week semester model, subject to the required programme changes and NZQA approval. It was noted that this would require associated work to redesign teaching and assessment arrangements.

The Committee also considered the proposed late finish for some sites and the potential impact on the time available for resulting and communicating outcomes to learners. It was noted that schools could adjust semester dates within the standard template where required to accommodate programme specific requirements.

The Committee approved the 2028 Academic Calendar as the standard institutional template, noting that programme level variations may be required. The Committee further noted that, should

programmes transition to a 16-week delivery model before 2028, the corresponding semester dates would apply.

RESOLVED:

That the Academic Committee approve the Academic Calendar 2028.

Moved: Chris Park

Seconded: Chris King

CARRIED

7.5 Review of Subcommittee Terms of Reference.

Presenter: Martin Carroll

The Chair advised that the Subcommittee Terms of Reference were due for review within the first year of the new academic governance structure. The proposed approach was to invite feedback from staff through the Academic Committee update, with subcommittee Chairs initially consolidating feedback for consideration by their respective committees and subsequent recommendations to the Academic Committee.

The Committee discussed whether the review should extend beyond individual Terms of Reference to consider the effectiveness and purpose of the overall academic governance structure, including the number and configuration of committees and whether these remain fit for purpose as the institution transitions and integrates. The Committee also noted the potential relationship between the governance structure and the emerging organisational structure, particularly where advisory arrangements had been established in place of previous structural roles.

It was agreed that the review should consider the governance structure as a whole, while also inviting feedback on individual Terms of Reference. The Chair proposed that information and feedback be gathered initially, followed by a workshop to consider the overall structure and identify any recommendations for change.

The Committee noted that some subcommittees were still in the early stages of operation and that sufficient time should be allowed for meaningful input, including Programme Committees, recognising that their Terms of Reference and operating arrangements required separate consideration.

The Chair and Christina Hong agreed to work together on the review methodology. The Chair confirmed that the process would incorporate the Committee's feedback and that any proposed changes would be brought back to the Academic Committee for consideration before decisions were made.

8 Standing Items
Subcommittee Reporting

8.1 Disability Academic Advisory Committee

Presenter: Annette Pitovao

The Committee received the Disability Academic Advisory Committee (DAAC) report and noted progress on DAAC's membership and the development of the merged Disability Action Plan.

The Committee considered the nominations of Ruth Laing (Academic Development Lecturer) and Trisha Edwards (Student Outreach Advisor) as co-opted members of DAAC and approved their appointments.

RESOLVED:

That the Academic Committee receive Disability Academic Advisory Committee Report.

Moved: Annette Pitovao

Seconded: Christina Hong

CARRIED

8.2 International Academic Advisory Committee

No report received for this meeting.

8.3 Māori Academic Advisory Committee

Presenter: Wiremu Manaia

The Committee received the Māori Academic Advisory Committee (MAAC) report and noted that recent work had focused on the review of Te Mana Akoranga, including consideration of the review process and clarification of membership arrangements.

MAAC was also progressing work to strengthen its representation and voting arrangements and to improve engagement with Māori Tauira. The Committee noted that MAAC's Terms of Reference would be considered further as part of the broader review of subcommittee Terms of Reference.

The Chair noted that the forthcoming review of academic policies would provide an opportunity to further embed Te Mana Akoranga within the institution's policy framework.

RESOLVED:

That the Academic Committee receive Māori Academic Advisory Committee Report.

Moved: Wiremu Manaia

Seconded: Chris Park

CARRIED

8.4 Postgraduate Research and Scholarships Committee

No report received for this meeting.

8.5 Research Committee

Presenter: Rosanne Ellis

Research Report: 2026-08-13

The Committee received the Research Committee (RC) report and noted that recent work had included further consideration of the Applied Research Rangahau Plan 2026–2029, including feedback from the Research Committee.

The Committee also noted work to update and expand postgraduate research supervision training resources, with a focus on providing flexible, on-demand access to support the development of supervision capability. The potential for badging or formal recognition of supervision capability was also discussed in the context of feedback arising from monitor visits.

RESOLUTION:

That the Academic Committee receive Research Committee Report.

Moved: Rosanne Ellis

Seconded: Julie Prentice

CARRIED

8.6 Programme Advisory Oversight Committee

No report received for this meeting.

Julie Prentice provided a verbal update on the Programme Advisory Oversight Committee (PAOC), noting that recent work had included consideration of the PAC member survey, the review of the PAC structure and the preparation for the forthcoming workshop.

The workshop would consider the draft PAC Terms of Reference and structure, together with the survey findings, and would also address the remaining vacancies in PAC Chair membership.

Whakamutunga | Closing

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

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

The meeting concluded at 3.55pm.

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, 02 Sep 2026, 06 Oct 2026	6.2a	Development of Learner Experience KPIs on Complaints and Appeals The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, DCE Academic and the Director People and Culture. <i>In Progress - further consultation with Student Council and other relevant stakeholders would be undertaken, and a revised KPI framework would be presented to a future meeting for consideration.</i>	Martin Carroll Simon Nash Christine Hutton	Oct 2026
03 June 2026, 01 Jul 2026, 05 Aug 2026, 02 Sep 2026, 06 Oct 2026	6.2b	AAC membership nominations One nomination from the Māori Academic Advisory Committee (MAAC) Chair remained outstanding. The MAAC Chair to provide the nomination for the vacant position.	Wiremu Manaia	Oct 2026
03 June 2026, 01 Jul 2026, 05 Aug 2026, 02 Sep 2026, 06 Oct 2026	6.2c	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	Oct 2026
02 Sep 2026, 06 Oct 2026	7.2	NZQA Kaupapa Māori Programme Approval Approach – Institutional Response Wiremu Manaia, Viv Merito, Chris Park and Simon Tries to consider the proposed NZQA approach to approving Kaupapa Māori programme applications and explore the opportunity for the institution to make a submission.	Wiremu Manaia Viv Merito Chris Park Simon Tries	Oct 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. <i>The item was considered under agenda item 1.5c and is now closed</i>	Rosanne Ellis	Prior to finalisation of ToR
3 Dec 2025, 3 Feb 2026.	3.3.7	Record the reduction in programme development capability as a governance risk and implement targeted upskilling for Programme Committee members and Academic Approval Committee members, with progress to be monitored and reported to the Joint Academic Committee. <i>The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.</i>	Simon Tries	Progress update mid-year
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4e	Academic Committee Handbook The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.	Martin Carroll Chris Park	Mar 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4d	Clarification of Learner Representative Workload Expectations and Appointment Processes DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees. <i>2026-03-04:</i> Appointments to several learner representative roles remain in progress.	Simon Nash Martin Carroll	Apr 2026
04 Mar 2026, 02 Apr 2026	2.8	Proposed Moderation Policy and Procedure Targeted consultation on the proposed Moderation Policy and Procedure will be undertaken with Heads of School and academic staff, including consideration of implementation implications and proposed delegations, with a revised policy to be presented to the Academic Committee for approval at May meeting.	Simon Tries	May 2026

		<i>The report is presented under agenda item 2.5.</i>		
02 Apr 2026	2.11	AI Policy and Procedures - James Oldfield to update the draft policy to address identified issues, including correction and alignment of policy references, and to incorporate feedback arising from Committee discussion. - James Oldfield to liaise with relevant teams to resolve alignment between AI policy provisions and existing BYOD/device guidance.	James Oldfield	Jun 2026
02 Apr 2026	2.6	AAC Standing Subcommittees Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to: - develop Terms of Reference and SOPs for two AAC subcommittees, - propose an appropriate membership approach consistent with governance protocols, and - present the proposed structure to the Academic Committee for formal approval at the next meeting. <i>The report is presented under agenda item 2.8</i>	Chris Park	May 2026
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4b	External Moderation Costing and Paid Moderation Framework ACTIONS: - Simon Tries to undertake a costing exercise for external moderation. - Simon Tries to develop advice on the budgetary treatment and protocol for paid moderation arrangements. <i>The report is presented under CLOSED agenda item 5.4</i>	Simon Tries	June 2026
06 May 2026	1.3.f	Micro-credential Ownership and Record Allocation Clarification Simon Tries to clarify ownership, allocation, and NZQA record arrangements relating to legacy micro-credentials associated with NZIST and 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. <i>The report is presented under agenda item 2.14</i>	Wiremu Manaia	June 2026
04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	2.3	Academic Misconduct Report 1. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions. 2. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period. <i>The report is presented under agenda item 2.2</i>	Pip Schollum-Manase Deborah Rowe	Jun 2026
02 Apr 2026, 06 May 2026	2.7	Programmes for Closure Process Chris Park and Simon Tries to develop and present a proposed consistent and systematic process for programme closures across the institution.	Chris Park Simon Tries	June 2026
1 Jul 2026	7.2	NZQA Draft Degree Guidelines Coordinate targeted consultation on the NZQA Draft Degree Guidelines (Version 3), consolidate institutional feedback, and submit the institutional response to NZQA by the consultation deadline.	Helen Perry Simon Tries	July 2026
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	Julie Prentice, Pip Schollum-Manase, Chris King	Jul 2026

		Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee. Deliverable B – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration. <i>Implementation proposal is presented under agenda item 7.5</i>		
04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4g	Academic Misconduct Report 1.Remind all Schools to consistently report misconduct cases in accordance with policy. <i>Communication issued to all Schools reinforcing expectations for the consistent reporting of academic misconduct cases in accordance with institutional policy. Action completed.</i>	Pip Schollum-Manase	Jul 2026
02 Apr 2026, 06 May 2026, 03 Jun 2026, 01 Jul 2026.	1.4h	Student Complaints and Appeals Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee. Student Complaints and Appeals were considered by the IAAC and is documented in the minutes of 17 June 2026. There were 7 formal complaints 147 issues were actually enquiries. The matter was concluded.	Jeff Howe	Jul 2026
06 May 2026, 03 June 2026, 01 July 2026	1.4j	Establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme ACTION: That Julie Prentice progress establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme area as part of continuing programme redevelopment activity. Discussion on 2026-07-01:	Julie Prentice	Jul 2026

		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
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.	Chris Park	Sep 2026

		<i>Academic Calendar was presented under agenda item 7.4</i>		
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Memo to: Academic Committee
Subject: Correspondence
Classification: Unclassified
Date: 2026-10-06

Recommendations

That the Academic Committee receive the correspondence.

INWARDS:

Attachments:

- a. To: Academic Committee
From: NZQA
Date: 21 September 2026
Subject: Notification of programme monitoring activity for Manukau Institute of Technology and Unitec – Unitec (MoE: 6004) (Pg. 2-8)
- b. To: Academic Committee
From: NZQA
Date: 24 September 2026
Subject: Skill standards transition letter from NZQA and Industry Skills Boards (Pg. 9-10)
- c. To: Academic Committee
From: NZQA
Date: 10 September 2026
Subject: NZQA – Further Update to Research Section of Draft Degree Guidelines (Pg. 11-15)
** The Committee received further correspondence from NZQA, including an updated Research section of the draft Degree Guidelines, provided for information following the Committee's earlier request.*

OUTWARDS:

Attachments:

- d. To: qafredesign@nzqa.govt.nz
From: Simon Tries
Date: 7 September 2026
Subject: Transfer of MC ownership (Pg.16-25)
- e. To: NZQA
From: Martin Carroll
Date: 8 September 2026
Subject: Submission from MIT and Unitec re: TES Monitoring Framework – Final (Pg. 26-29)
- f. From: NZQA
Date: 1 October 2026
Subject: Quality Times - He Kouniga Kōrero - Updates for Tertiary Education Organisations (Pg. 30-36)

21 September 2026
Christina Hong
Chief Executive
Manukau Institute of Technology and Unitec - Unitec

email: christina.hong@manukau.ac.nz

Tēnā koe Christina

Programme monitoring of New Zealand Diploma in Business (Level 5) (Prog. Ref. 127531-2) [NZQCF Ref.: 2459-3], Bachelor of Business (Level 7) (Prog. Ref. 102286-6) [NZQCF Ref.: CA2109-9] and Bachelor of Accounting (Level 7) (Prog. Ref. 127550-1) [NZQCF Ref.: 4775-1] delivered by Manukau Institute of Technology and Unitec – Unitec (MITU)

NZQA's Monitoring and Risk team monitors and verifies education performance including learner wellbeing and pastoral care.

As discussed in our phone call on 21 September 2026, we have selected the above programmes for monitoring. Two Monitors from the Monitoring and Risk team will undertake the monitoring visit at the Mount Albert campus on 13 October 2026.

NZQA will also select a representative sample of learner work to be submitted for moderation.

Evidence required

To begin this monitoring activity, NZQA requires the documents listed in Appendix 2.

Please use the provided link to upload the evidence requested into the folders set up in the [SharePoint](#) by 28 September 2026.

Please email Maheeja Fernando, once the documents have been uploaded. Maheeja will advise if any additional files are required.

Submission of learner work to NZQA

When we receive the learner information, we will select a representative sample of learner work to be submitted for validation of assessor marking. Maheeja will advise you how the learner work and associated assessment materials should be submitted.

Draft monitoring report

We will send you a draft monitoring report to confirm the factual accuracy before the report is finalised and any follow up actions are agreed.

Next steps

The monitoring will focus on specific programmes listed and Programme Approvals, Recognition and Accreditation Rules, and Code requirements as outlined in Appendix 1.

If your monitored programmes meet the monitoring criteria, you can continue to deliver the programme as it is approved.

If the report identifies areas for improvement, we may ask for an Action Plan. You will be given time to implement this Action Plan and to provide evidence of improvement.

If we have significant concerns about the programme, other steps may be considered including statutory action.

Rules and outcomes

Please refer to Appendix 1 for more information on the Rules Framework and potential monitoring outcomes.

Fees

There is no charge for the costs associated with this activity. However, quality assurance fees may apply if any follow up is required. Please refer to the [NZQA website](#) for more information on quality assurance fees.

Further information

If you would like to discuss this letter, please contact Maheeja Fernando, Monitor, Monitoring and Risk, on 04 463 3032 or email her on Maheeja.Fernando@nzqa.govt.nz.

Nāku noa, nā



Stacey Rees
Manager
Monitoring and Risk
Quality Assurance Division

cc Simon Andrew Tries, Director, Te Korowai Kahurangi, stries@unitec.ac.nz
Michelle Ronduen, Team Leader Monitoring, Monitoring and Risk, Michelle.Ronduen@nzqa.govt.nz

Appendix 1 – The Rules Framework and Monitoring outcomes

Context

NZQA's role in the education sector is to ensure that New Zealand qualifications are regarded as credible and robust, nationally and internationally, to help learners succeed in their chosen endeavours and to contribute to New Zealand society. This includes responsibility for independent quality assurance of non-university education providers.

Rules Framework

Participation in programme monitoring is a requirement of [Quality Assurance of Tertiary Education Providers Rules 2026](#).

- Rule 7.1 NZQA may give notice to a tertiary education provider to engage with NZQA in monitoring of particular qualifications, programmes, micro-credentials, or management of its education or training (or both), which may include site visits.
- Rule 7.2 The tertiary education provider must participate and cooperate in that monitoring and in any site visit.

To maintain programme approval and accreditation, Tertiary Education Organisations (TEOs) must continue to meet approval and recognition criteria specified in [Programme Approvals, Recognition and Accreditation Rules 2026](#). The [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) ('Code') requires providers to implement the Code in a way that is appropriate to learners' needs and contexts and consistent with Code Administrator's expectations.

This monitoring will evaluate and verify MITU's compliance in meeting various aspects of the above rules and the relevant requirements of the Code as outlined below.

Programme Approvals, Recognition and Accreditation Rules 2026

- Rule 7.1 Criterion 1 Assessment and moderation
- Rule 7.1 Criterion 2 Resources
- Rule 7.1 Criterion 2 Criterion 4 Programme review
- Rule 7.1 Criterion 5 Research activity required to deliver degrees and post-graduate qualifications
- Rule 13 Requirements to be met to maintain programme approval
- Rule 15. Criterion 1 and 2 Requirements to be met to maintain accreditation
- Rule 21 English language requirements for international students

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

- Outcome 2 Process 2: Learner complaints
- Outcome 3 Process 2: Supporting learner participation and engagement
- Outcome 8: Responding to distinct wellbeing and safety needs of international tertiary learners
- Outcome 9 Process 1: Marketing and promotion
- Outcome 10 Process 1: Offer of educational instruction
- Outcome 10 Process 2: Information to be provided before entering contract
- Outcome 11: International learners receive appropriate orientations, information and advice

Monitoring outcomes

There are three possible monitoring outcomes:

Programme monitoring outcome	Indicators
Meets criteria	• Programme continues to meet approval and accreditation criteria • Education organisation is proactively managing programme quality • Improvements have been self-identified and implemented
Partially meets criteria	• Programme has some weaknesses • Education organisation is identifying and addressing some gaps or weaknesses • Some improvements required to meet approval and accreditation criteria
Does not meet criteria	• Programme delivery has serious weaknesses • Education organisation is not identifying or addressing gaps or weaknesses • Significant improvements required to meet approval and accreditation criteria

NZQA follows up with organisations that *partially meet* or *do not meet criteria*. This may include a request for an action plan, additional programme monitoring activities, or imposing conditions.

Appendix 2 - Preparation for the monitoring visit

Evidence Requested

Documentation specified below to be submitted to NZQA by **28 September 2026**:

For each programme,

- A. Programme Handbook
- B. Latest approved programme document
- C. Student Handbook
- D. Quality management system, programme regulations, and policies relevant to the programme(s) being monitored, covering the following aspects;
 - Code of practice (Pastoral Care for Tertiary and International Learners)
 - Complaint and concerns
 - Assessment and moderation
 - RPL and CRT
 - Academic and assessment integrity, including the use of AI
 - Enrolment and entry criteria
 - Academic appeals (including assessment appeals)
 - Programme review
 - Research and professional development (PD)- Academic staff
- E. Programme review documentation - could include annual programme evaluation reports, interim review reports, action plans as described above, longitudinal data analysis, consultation with stakeholders, feedback from graduates, employers and next-level study providers
- F. Course outline for each course (should include the learning outcomes assessed and the weighting of each assessment)
- G. Delivery schedule and class timetable for students for the last 12 months
- H. Any programme marketing material (Prospectus) and pre - enrolment information
- I. Enrolment records for the last 12 months, see below for minimum enrolment data requirements
- J. RPL/CRT record data for each assessment in each course during the last 12 months - see below for minimum data requirements
- K. Academic record data for each assessment in each course during the last 12 months - see below for minimum data requirements
- L. Graduate information for the last 12 months, must include graduate numbers and employment outcomes (including role) or further study
- M. Any documentation relating to collaborative delivery arrangements and student exchange arrangements with partner institutions, including the Memorandum of Understanding (MoU) with Shandong University of Economics and any other exchange partner institutions.
- N. Moderation documentation (internal and external pre- and post-assessment moderation reports and annual schedule for the last 24 months, experience and qualifications of external moderators (as applicable) *every course within the programme delivered*)
- O. Learner concerns and complaints received and their outcomes/resolutions
- P. Information for all staff teaching, assessing and moderating in the programme for the last 12 months including:
 - I. A list of teaching staff and which components of the programme they taught.
 - II. Teaching staff CVs which include all relevant employment, industry and tertiary teaching experience, as well as their academic and adult education

- qualifications, and details of membership of relevant professional organisation(s)
- III. A list of staff who have moderated or are currently moderating specific components of the programme.
- IV. Staff PD and research data for the last 12 months

Minimum data requirements for Student Enrolment information

- Name of student
- Enrolment start date
- Programme start/finish dates
- International or domestic status of the student
- Evidence accepted for entry to the programme
- Evidence accepted for English language proficiency
- RPL and/or CRT recognised
- Campus they are enrolled
- Progress through programme such as which components completed or enrolled in
- Components re-enrolled in

Minimum data requirements for Student Academic information

- Course code*
- Course Title
- Course Start Date
- Course End Date

NSN (if applicable)	Learner ID	Learner Family Name	Learner First Name	Assignment 1		Assignment 2		Final Grade for module
				Assessment name	Assessment type	Assessment name	Assessment type	
				Mark/Grade	Date	Mark/Grade	Date	

*repeat for each component of the programme

Indicate if any learners have been awarded RPL/CRT for individual assessments and/or courses.

Highlight any reassessment carried out.

Please note that:

- Marked learner work, including group work assessments, presentations, and resubmissions will be required for verification purposes.
- Assessment materials (tasks, schedules/model answers, case studies) and all completed and marked assessments for all course components should be available electronically.

Minimum data requirements for RPL/CRT information

Programme enrolled	NSN (if applicable)	Learner ID	Domestic or International	Learner Family Name	Learner First Name	Course and assessment details	RPL or CRT	Decision: approved or declined	Number of approved credits

Please note that:

- All RPL/CRT documentation including approval decisions and relevant supporting evidence will be required for verification purposes.

People to be available to be interviewed on the monitoring visit

- A. Quality and Academic Manager, Programme Leaders responsible for the programmes
- B. Key academic staff members (Programme delivery/teaching staff/research/ assessors) for the programmes
- C. Academic/Learning Support and Pastoral care staff
- D. The current learners enrolled on the programmes

An agenda will be circulated prior to the visit. Please indicate when each of these groups will be available on the visit day.

NZQA may also ask for additional documents on or after the monitoring visit to assist in the evaluation of the programme.

Submission of additional requested material to NZQA

On receipt of the above information, NZQA will,

- i. select a representative sample of learner work to be submitted for moderation.
- ii. select a sample of learners assessed through RPL/CRT
- iii. select a sample of student enrolment files to check admission processes are being applied appropriately.

NZQA may also ask for additional documents on or after the monitoring visit to assist in the evaluation of the programme.

Additional documentation, learner samples and student enrolment files as requested must be saved to the above SharePoint location by **9 October 2026**.



16 September 2026

Skill standard transitions for qualifications and micro-credentials developed by Industry Skills Boards and NZQA

Kia ora koutou,

With approximately 1,200 skill standards now developed, we are writing to inform you about the transition to skill standards and what this means for you as a provider.

Skill standards are a key component of the vocational education and training system. They support a more consistent, industry-led system that produces work-ready graduates with clearly defined and transferable skills.

The policy intent is that vocational qualifications and micro-credentials will increasingly become comprised of skill standards, because they are designed to clearly articulate the knowledge, skills, and competencies expected of learners, supporting portability of learning, and stronger alignment with workforce needs. NZQA Rules require that if suitable skill standards are available, they must be included in the qualification or micro-credential listing on the NZQCF.

The transition to skill standards also supports a more integrated approach to quality assurance. Programme endorsement, approval, and moderation activities will be more straightforward where programmes are based on skill standards, and there will be less need for NZQA to monitor non-standards-based provider programmes, thereby reducing compliance burden.

What this means for you

As qualifications and unit standards are reviewed, programmes will need to be aligned to the new skill standards. This will involve updating programme and micro-credential content where required and ensuring assessment practices reflect the new expectations.

We recognise that this transition will take time and may require adjustments to your systems and processes. We are committed to supporting you through this change.

Next steps

We encourage you to familiarise yourselves with skill standards and consider how they will apply to your current and future delivery. Additional information on skill standards is available in the [Guidelines for listing skill standards](#) and you can contact the relevant Industry Skills Board (ISB) for an update on specific skill standard developments.

NZQA and ISBs will share more information with you soon, including proposed transition timeframes.

We value your continued partnership and commitment to delivering high-quality education and training.

Ngā mihi,

ISB Chief Executives

Catriona Petrie, Hina Davis, Jenni Pethig, Philip Aldridge, Craig Langdon, Bill Sole, Te Oho Reedy, Samantha McNaughton

Deputy Chief Executive Quality Assurance, NZQA

Emily Fabling



Approval Criterion 8: Research required for degrees and postgraduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

This criterion relates to the research that underpins the curriculum and any research undertaken by learners in research-specific components of the programme.

Refer to **Accreditation Criterion 5** for guidance on staff active research and the research that underpins teaching.

WHAT IS RESEARCH?

Research is a creative, systematic, and intellectually controlled process of inquiry that leads to the generation of new knowledge, reinterpretation of existing knowledge, or innovative application of knowledge. It is conducted by individuals or groups with expertise in relevant disciplines and is characterised by methodological rigour, critical thinking, and effective dissemination through scholarly outputs, presentations, or other recognised formats.

Research Characteristics:

- Research is a systematic and rigorous process of inquiry that generates new knowledge, understanding, or insight.
- Research is conducted through appropriate and transparent methodologies, informed by relevant theoretical, disciplinary, professional, cultural, or practice-based perspectives.
- Research may be undertaken individually or collaboratively and may contribute to scholarly, professional, creative, community, policy, and industry knowledge.
- Research findings may be disseminated through a range of outputs.
- Research may address issues of local, national, and international significance and may involve engagement with communities, stakeholders, and end users where appropriate.

It does not include:

- routine testing and data collection lacking analysis, interpretation and/or evaluation
- preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks where this does not embody new insights) or
- the legal and administrative aspects of intellectual property protection and commercialisation activities

MĀORI RESEARCH

Includes tikanga Māori, kaupapa Māori, mātauranga Māori and re-centring and revitalisation of knowledge (for example, the study of raranga, whakapapa narratives, waiata composition, navigational knowledge, translation studies, historical or literary archival studies, or ecological research). These approaches are grounded in *Te Ao Māori* and reflect relational ethics, community relevance, and intergenerational knowledge. *Rangahau*—Māori-led research—is recognised as rigorous and valid, particularly when it serves the aspirations of iwi, hapū, marae, and Māori communities. Mātauranga Māori is acknowledged as a taonga under Te Tiriti o Waitangi, and its inclusion ensures that Māori knowledge systems are respected and embedded.

PACIFIC RESEARCH

Includes Pacific ways of knowing and conducting inquiry, which draw on diverse cultural frameworks and methodologies. Pacific research is characterised by collective inquiry, cultural integrity, and

responsiveness to Pacific communities. These approaches contribute meaningfully to knowledge creation and are increasingly reflected in degree-level programmes and institutional strategies.

RESEARCH- CURRICULUM LINKS

The application must clarify how research informs the development of the curriculum and how this has been structurally integrated into the programme design, as well as how learner research is linked to the curriculum.

There are several ways to demonstrate and embed the links between research and the curriculum in a programme appropriate to the qualification type, level and discipline:

- programme content reflects current disciplinary, professional, industry, cultural, community, or practice-based knowledge;
- course content, learning resources, and assessment activities are informed by research and developments in the field;
- curriculum review processes ensure programme content remains current and responsive to new knowledge and emerging developments.

RESEARCH COMPONENT

The application must indicate the research-based components along with the level and scale of the research involved. Refer to Approval Criterion 6: Assessment and moderation.

The level of learner research will vary according to the level of the qualification.

Research expectations for students:

Qualification	Level	Research Expectations
Bachelor's Degree	Level 7	While original research is not a requirement, students should demonstrate understanding of research principles and apply critical thinking and inquiry-based learning.
Graduate Certificate / Diploma	Level 7	They do not typically require students to undertake original research but should develop analytical and evaluative skills.
Bachelor Honours Degree	Level 8	Programmes should develop advanced theoretical and technical knowledge through engagement with research methodologies, scholarly literature, and disciplinary inquiry. Honours degrees should normally include a significant supervised research component demonstrating research capability.
Postgraduate Certificate / Diploma	Level 8	Programmes should enable learners to critically analyse, evaluate, interpret, and apply current research, scholarship, and emerging knowledge to complex issues within their discipline or field of practice. Research-based learning may be included where appropriate to the qualification outcomes.
Master's Degree (Coursework)	Level 9	Programmes should develop mastery of highly specialised knowledge and enable learners to critically evaluate and apply research to complex problems, professional practice, or scholarship. Coursework master's programmes may include smaller research projects or applied inquiry activities but are primarily focused on the application and critical evaluation of existing knowledge and research.

Master's Degree (Research)	Level 9	Requires a minimum of 90-credit independent research project (e.g., thesis). Programmes should develop mastery of specialised knowledge and enable learners to critically evaluate, undertake, and apply research appropriate to the discipline. Learners should demonstrate independence, originality, and the ability to address complex problems through research or advanced inquiry. Where appropriate to the qualification type, learners should undertake substantial independent research and contribute to knowledge, professional practice, or creative practice.
Doctoral Degree (PhD)	Level 10	Doctoral programmes should develop intellectual independence, mastery of research methodologies, critical reflection, and the capability to create and interpret new knowledge at the forefront of a discipline, field of practice, or area of creative endeavour.

Accreditation Criterion 5: Research activity required to deliver degrees and postgraduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research- teaching links are made in the curriculum are appropriate.

The Education and Training Act 2020 Section 454(3) states:

NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—
(a) is taught mainly by people engaged in research;

Refer to **Approval Criterion 8** for the definition of research.

RESEARCH FACILITIES

The application should demonstrate that there are sufficient research facilities and resources for academic staff involved in delivering the programme, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated research spaces and areas, and databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

SUPPORT OF STAFF INVOLVED IN RESEARCH

The education organisation must demonstrate that organisational structures and systems provide appropriate support for teaching staff to engage in research, including access to an appropriate ethics committee.

The ethics committee should include Māori membership or, at minimum, processes to ensure that staff and learner ethics applications for research incorporating aspects of te ao Māori are considered by Māori with the appropriate research and/or subject expertise.

The allocation of research time is an essential factor in supporting research engagement. Each educational organisation will have different methods of allocating time for staff to undertake research. Commonly, the workload formula with a staff research allocation is 0.2 FTE. Several cultural and capacity factors significantly influence research productivity and engagement, and educational organisations should adopt business and operational models that best suit their needs while ensuring that research time is allocated appropriately and that staff are encouraged to undertake research consciously.

The application should include details related to a quality assurance system for managing staff research, including documenting, monitoring, and reporting on staff research.

Activities that *support the conduct of research* include:

- management of staff who are either directly engaged in the conduct of research or are providing professional, technical, administrative or clerical support or assistance to those staff
- the development of training and activities for research components
- the supervision of students enrolled and undertaking research components

STAFF RESEARCH ACTIVITY AND LINKS TO THE CURRICULUM

Teaching is mainly carried out by individuals engaged in research, whose primary concern is advancing learning and scholarship, aiming to develop intellectual independence and analytical rigour.

The applicant should demonstrate how they will ensure that more than half of the programme's teaching staff, or the number of staff who represent more than half of the teaching hours of the programme, will be engaged in research either individually or collaboratively and that institutional structures and policies are in place to support research.

A professional or applied degree may focus more on applied research, while a theory-based degree could produce more theoretical, strategic, and scholarly types of research. Educational organisations can consider inter, multi or transdisciplinary research as long as the knowledge is connected to the praxis of the programme.

The education organisation must demonstrate that it monitors the quantity and quality of research outputs of the staff teaching on the programme.

Evidence in the application should also be supplied of forward research planning (usually for a 3-5-year period) indicatively showing how the programme's research culture will unfold, how any emergent researchers will be developed to undertake independent projects, and how programme staff research will maintain an ongoing commitment to programme currency and contribute to knowledge in the discipline of the degree.

Active Research

In higher education institutions, an "active" researcher conducts research on an ongoing basis, produces outputs, contributes to the development of the research environment by participating in research activities and conferences, and may supervise research students.

Research outputs differ according to the programme discipline. Posters and conference presentations, for example, should lead to more developed, published outputs.

A research culture should produce a balanced range of outputs appropriate to the discipline and nature of the degree. An institution's research culture should, over time, be developed to include engagement with and dissemination to broader domestic and international communities of research.

Note that staff who contribute to a programme's delivery but are not academic tutors, such as lab technicians or clinical placement assistants, are not expected to carry a research load; however, they can choose to do so.

Research Expectations at Master's and PhD level

For programmes at Levels 9 and 10, NZQA expects a well-established and sustainable research culture. Providers must demonstrate that staff are actively engaged in relevant research, supported by effective organisational systems, policies, and processes. These systems should enable staff to produce research outputs and ensure that students are appropriately supported to undertake independent research consistent with postgraduate expectations.

The link between research and teaching:

- Research-informed teaching: curriculum content reflects current knowledge, scholarship, professional practice, creative practice, or emerging developments within the discipline.
- Research-led teaching: learners are introduced to significant research findings, theories, debates, and developments relevant to the field.
- Research-oriented teaching: learners develop an understanding of research processes, methodologies, evidence evaluation, and inquiry approaches.
- Research-tutored learning: learners critically discuss, analyse, critique, and evaluate research and scholarly literature with guidance from staff who possess current subject expertise.
- Research-based learning: learners undertake research, inquiry, investigation, practice-led projects, or other forms of knowledge creation as part of their learning. These activities may involve supervised projects, dissertations, theses, capstones, or applied research. These approaches become increasingly important at honours and postgraduate levels.

MIT and Unitec Response to NZQA's consultation on: Describing tertiary education provider quality under iQAF (August 2026)

This document sets out the feedback from Manukau Institute of Technology and Unitec (MIT and Unitec) on the New Zealand Qualifications Authority's (NZQA) consultation on [Describing tertiary education provider quality under iQAF \(August 2026\)](#). This response was approved by the Academic Leadership Team on 7 September 2026.

General feedback

We acknowledge the importance of NZQA having a robust approach to quality assuring the non-university tertiary education sector and appreciate the opportunity to provide our perspective on what has been proposed.

The framework's stated purpose is centred on learner achievement, qualification credibility and graduate outcomes, yet none of the four criteria directly measure those outcomes. This creates a disconnect between the intended purpose of iQAF and the evidence used to determine provider quality.

We support the intent of implementing a dynamic approach to assuring quality across the sector. However, the proposal is insufficiently developed to proffer support for what is proposed. We maintain that the proposed approach has significant weaknesses, including:

- An over-reliance on regulatory activity rather than learner achievement.
- Insufficient adjustment for the scale and complexity of providers across the sector
- Disproportionate weighting given to statutory actions.
- An overly simplistic scoring methodology.
- A small number of monitoring activities can determine a large provider's rating.
- No direct consideration of educational performance or graduate outcomes.
- Potential reputational impacts far beyond the intended regulatory purpose.
- Insufficient distinction between minor non-compliance and serious quality failures.

As currently proposed, the framework appears likely to reward regulatory caution rather than educational innovation, potentially creating unintended incentives that are inconsistent with NZQA's stated objectives.

These issues, and recommendations to address them, have been outlined below.

Given the significant implications for TEPs, including the use of the quality descriptors by government agencies to (p.22):

- "inform investment decisions, including flexible funding eligibility, additional funding requests, the assessment of annual Investment Plans and funding decisions"
- "inform immigration policy advice and settings relating to international students."
- "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"

- “inform our [NZQA and ISBs] respective quality assurance activities.”

Our overarching recommendation is for NZQA to more fulsomely develop the framework for describing tertiary education provider quality and reconsult the sector on a revised proposal.

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

No.

We support NZQA's intention to move beyond a binary "compliant/non-compliant" approach and provide more timely, transparent information about provider quality. The proposed framework appropriately recognises that quality should be assessed on an ongoing basis through multiple sources of evidence rather than a single infrequent periodic review.

However, we do not believe the proposed model will fully achieve its objective of accurately summarising overall quality, particularly for large, complex providers.

Our primary concern is that the framework measures regulatory performance and compliance activity more directly than it measures educational quality and learner success. The four proposed criteria focus on:

- Programme and micro-credential approvals
- Monitoring outcomes
- Assessment moderation outcomes
- Compliance and quality management systems

While these are important indicators, the model does not directly incorporate evidence of:

- Learner achievement and completion
- Educational gain (including progression to further study or employment)
- Graduate outcomes
- Stakeholder (learners, employer, etc) satisfaction
- Equity outcomes for priority learner groups

As a result, there is a risk that the descriptor reflects how successfully a provider navigates regulatory processes rather than the quality and impact of education experienced by learners.

We recommend that NZQA consider introducing a fifth criterion focused on educational outcomes and learner success. This would strengthen alignment between the stated purpose of iQAF and the measures used to determine overall quality.

We are also concerned that the current model does not sufficiently account for provider scale and complexity. Although the consultation document refers to provider size, type and materiality, these considerations are not clearly reflected in the scoring methodology. A very large provider delivering dozens of programmes and serving many thousands of learners should not be assessed identically to a provider delivering a small number of programmes where issues affect a much larger proportion of learners.

We recommend that the model explicitly takes into account materiality measures, including:

- Number and proportion of learners affected
- Number and proportion of programmes affected
- Duration of the issue
- Whether concerns are localised or systemic

Feedback on Criterion 1: Programme and micro-credential design

We support the intent of this criterion, being to ensure that programmes are well designed.

However, we are concerned that achieving a positive outcome for this criterion is dependent upon NZQA's evaluators' consistency of interpretation of the relevant Rules.

We are also concerned that NZQA seeks to limit the amount of guidance on offer. In addition to "minimal guidance" not being a measurable variable, implementation of such a restriction may result in TEPs being reluctant to seek further clarification from NZQA.

As presented, this criterion has the potential to stifle innovation. TEPs who are needing to, for example, adapt their programme assessment approaches in the context of generative AI, or convert an existing degree to enable an apprenticeship delivery model, will likely wish to engage with NZQA in an iterative manner – and presumably NZQA would wish to support such an approach. The potential to be penalised for trying to 'do the right thing' seems counter to the development of a responsive and integrated quality assurance framework.

Additionally, there is a risk that TEPs will move to reframe how they document their programmes to more deliberately meet NZQA requirements, rather than focussing on what is required to ensure fulsome description of how the programme is actually intended to be delivered.

Finally, it is not clear if a "request for further information" refers to a formal RFI, a query from an evaluator through email, or a phone call. Further clarification is needed.

With regard to the scoring of this criterion, failing to meet the requirements means scoring "0" out of a possible "1"

so, if:

Provider A with 100% high-quality applications → 1 point

Provider B with 74% high-quality applications → 0 points.

Provider B may simply have had three applications, two excellent and one complex application requiring iterative NZQA engagement. This makes it very difficult for Provider B *to be highly effective*

Feedback on Quality criterion 2: Delivery of education and training

This criterion requires significant amendment. The consultation document outlines the general evidence that NZQA is looking for, which indicates that NZQA is primarily focussed on compliance with the various NZQA requirements (Rules, etc.), rather than on actual learning and teaching practice.

In other words, it appears that the ‘quality of delivery’ is equated with ‘NZQA monitoring success’ which is at odds with the name of this criterion “*delivery of education and training*”.

Were this criterion measuring the *delivery of education and training* then we would expect to see measures related to teaching quality, learner engagement, learner outcomes, completion, retention, graduate outcomes, learner voice, employer satisfaction, and so forth.

Given this criterion is scored according to “NZQA’s most recent monitoring activities and reports on the quality of education and training delivery” and that the percentage of these activities that achieve a satisfactory outcome, it seems that 40% of the TEP’s rating is not actually a direct measure of educational quality but rather a measure of the outcome of regulatory sampling.

Furthermore, given NZQA’s risk-based approach is more likely to focus on programmes which are identified as being higher risk, the potential for NZQA to identify issues through the monitoring processes are perhaps greater than through a more randomised or equitable approach.

Likewise, the consultation document provides little information on the depth and breadth of intended NZQA monitoring as a source of evidence to measure this criterion, noting that:

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.

Finally, the list of evidence expected to inform an outcome for this criterion includes “Assessment practices are fair, valid and consistent” (p.15). This additional appears to conflate this criterion with the proposed *Quality criterion 3: Assessment Practice*.

Feedback on Quality criterion 3: Assessment practice

It is clear that this criterion is focused on the verification of assessor decisions. Less clear is the extent to which robust assessment design is the focus of this criterion vs. *Quality criterion 2: Delivery of education and training*, which also references assessment practice.

The most significant concern regarding this proposed criterion is how NZQA will ensure and assure consistency of moderation judgements within and across SSBs (including NZQA and the eight Industry Skills Boards). With significant weighting on this criterion, we recommend that NZQA be transparent about how it will provide the sector of the robustness of SSB approaches.

Finally, the consultation document states that, “Over time, NZQA has found the quality of a TEP’s assessment practice to be a powerful proxy for overall TEP quality”. (p.16) NZQA should publish the evidence base, testing methodology and statistical validation underpinning the proposed weightings. Without evidence demonstrating that the proposed weighting accurately predicts provider quality, the allocation appears largely judgement based.

Feedback on Quality criterion 4: Quality management system implementation

We agree that measuring compliance is a core part of NZQA’s regulatory responsibilities.

The name of this criterion, “Quality management system implementation” implies an evaluation of TEP’s quality management systems and whether they actually operate as intended. However, it is

apparent from the description of this criterion that the focus is very much on compliance, rather than on the much broader QMS implementation.

The consultation document states that “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.” (p.17). As noted above, it is our view that the other three quality criteria achieve this intent *in part*.

Given the focus of this criterion on compliance, we recommend that a more appropriate alternative name more reflective of its intent be considered.

Question 2: Do you think "Highly Effective", "Effective", and "Not Effective" are appropriate overall descriptors? What other options would you suggest?

No.

We support the use of simple and easily understood descriptors. However, we have concerns regarding the term "Not Effective".

While we understand the regulatory intent, the descriptor is likely to be interpreted by learners, employers, funders, media, and stakeholders as meaning that a provider delivers poor-quality education. This may not accurately reflect the circumstances of many providers falling within this category.

For example, a provider could:

- Deliver strong outcomes for most learners
- Have high-performing programmes
- Meet most regulatory requirements

but still fall below the proposed threshold due to a limited number of quality concerns.

For any TEP, and large institutions in particular, the reputational and commercial consequences of being publicly labelled "Not Effective" could be significant and potentially disproportionate to the underlying issues.

We recommend NZQA consider alternative descriptors that better reflect regulatory assurance status while remaining understandable to the public, such as:

Option A

- Highly Effective
- Effective
- Requires Improvement

Option B

- Strong Assurance
- Assurance
- Improvement Required

Option C

- Exceeds Expectations
- Meets Expectations
- Improvement Required

These alternatives reduce the risk of stakeholders interpreting the descriptor as a definitive judgement on all aspects of institutional performance.

Alternatively, NZQA could more explicitly use and communicate the specific measures being used to inform/ confirm the descriptor:

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?

Yes.

A TEP's Quality Management System is the mechanism through which they identify, manage and continuously improve quality. A provider should not be able to achieve a high overall descriptor if there are *significant* weaknesses in institution-wide governance, quality assurance processes, reporting, or compliance systems.

If NZQA proceeds with the proposed framework, minimum thresholds are necessary; however, this should not be interpreted as endorsement of the underlying methodology

For Criterion 4, our recommendation would be:

- Highly Effective: Must achieve the full QMS score of 2/2.
- Effective: Must achieve at least 1/2.
- Not Effective: Applied where QMS requirements are not met.

However, we recommend that NZQA distinguish between:

- Administrative non-compliance
- Systemic quality management deficiencies

Minor reporting delays should not be treated the same as failures in academic governance, learner protection, or quality assurance processes.

We also support minimum thresholds across the other criteria. Under the proposal, to be effective a TEP must only obtain 5/10.

Potential example:

1. Programme and micro-credential design = 0
2. Delivery of education and training = 4
3. Assessment practice = 1
4. Quality management system implementation = 0

Total = 5 = Effective

In this example, a TEP which failed the programme-design threshold, achieved only 25–49% of sampled assessor decisions verified, and does not meet QS expectation can still be considered Effective.

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?

No.

The examples do not adequately demonstrate how the framework accounts for scale, complexity, or materiality.

Provider D, which reflects the MIT and Unitec position, is particularly concerning to us. The example shows a very large provider delivering 50 programmes could be classified as "Not Effective" despite:

- 90%+ application success
- 86% satisfactory monitoring outcomes (but one statutory action)
- 100% moderation verification
- Fully met quality management requirements

This outcome appears disproportionate and suggests that a single (albeit potentially significant) issue may outweigh substantial evidence of quality across the institution.

A very large provider will inevitably experience greater operational complexity than a small provider because:

- More learners are enrolled
- More staff are employed
- More programmes are delivered
- More regulatory interactions occur

The framework should therefore explicitly consider materiality, including:

- Number of learners affected
- Significance of the issue
- Systemic versus isolated concerns
- Duration and recurrence of the issue
- Extent of organisational impact

Without this, there is a risk that isolated issues disproportionately determine organisational ratings.

Additionally, the model relies heavily on subjective judgements such as “satisfactory monitoring outcomes”, “meeting expectations”, “minimal guidance”, “quality concerns”, and “materiality

assessments”. What assurance mechanisms will NZQA use to demonstrate consistency of decision-making across evaluators, monitoring teams, ISBs and time?

This is particularly important if ratings become public and influence funding, immigration and other decisions by government agencies and the public.

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

We support publication of a quality descriptor in the interests of transparency and informed decision-making. However, the publication model should recognise the limitations of a single organisation-level descriptor.

We recommend that publication include:

1. Supporting context

The descriptor should always be accompanied by summary information explaining:

- The evidence sources used
- The date of assessment
- Any significant factors influencing the result
- The meaning and limitations of the descriptor

2. Access to supporting information

TEPs should be able to access:

- Recent monitoring outcomes
- Relevant moderation information
- Quality assurance activity summaries
- Provider response to the quality descriptor

This would improve transparency and reduce the risk of over-reliance on a single rating.

3. Distinguishing programme-level and institution-level quality

Large providers often have significant variation across programmes.

An organisational descriptor should not be interpreted as representing every programme equally.

Publication should therefore provide pathways for stakeholders to view programme-specific information where available.

4. Careful management of rating changes

Quarterly updates may increase volatility and create reputational instability.

Clear guidance should be published regarding:

- When ratings may change

- How providers are notified
- How corrections or improvements are reflected

Overall, NZQA should demonstrate that monitoring samples are statistically sufficient to support institution-level quality judgements, particularly for large and multi-campus providers.

See below.

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?

We recommend using a twelve-month evidence window for establishing and maintaining the quality descriptors. We consider quality assurance outcomes being based on the date of evidence collection, rather than on the date of NZQA reporting, to be important. We also consider it critical that NZQA is responsive to reviewing TEP actions when TEPs are required to address gaps in their quality assurance activities.

A twelve-month period would:

- Provide sufficient evidence for reliable judgements
- Reduce volatility from isolated events
- Better reflect sustained organisational performance
- Create consistency across providers with differing levels of regulatory activity

A shorter period may produce ratings that are overly influenced by individual events.

A longer period may reduce responsiveness and fail to reflect recent improvements or emerging issues.

We also recommend that evidence be weighted towards more recent information while not disregarding historical performance entirely.

Finally, NZQA should avoid situations where providers with limited recent activity retain historical ratings indefinitely while providers experiencing more frequent monitoring face continual reassessment. The chosen timeframe should support equitable treatment across providers regardless of their size or frequency of engagement with NZQA.

We recommend NZQA consider amending the weightings to exclude criteria where there has been no related activity over a pre-determined time period. (e.g., no applications over a six-month period and therefore criterion 1 is excluded from the calculation for determining the quality descriptor).

We also recommend that NZQA consider updating the descriptor when a material threshold is crossed, rather through routine quarterly recalculation. This is because:

- Investment planning occurs annually.
- Ratings may fluctuate based on a single monitoring event.
- International recruitment operates on longer cycles.
- Significant reputational impacts could occur before remediation is recognised.

Overall Position

We support the intent of the proposal and NZQA's move toward a more current and transparent description of provider quality. However, before implementation we recommend:

1. Greater emphasis on learner and graduate outcomes.
2. Stronger consideration of scale and materiality.
3. A more nuanced treatment of statutory actions.
4. Validation of the proposed weighting methodology.
5. Additional contextual information accompanying published descriptors.
6. Adoption of a three-year rolling evidence window.

These changes would improve both the credibility of the framework and stakeholder confidence that the descriptor accurately reflects the quality of large, complex tertiary education providers.

Full name	Professor Martin Ian CARROLL
Organisation name	Manukau Institute of Technology and Unitec
Organisation category (please indicate):	Polytechnic
Role/position	Deputy Chief Executive Academic
Request to withhold part or all of submission	N/A
Email address (<i>For contact in response to Official Information Act request only</i>)	mcarroll@unitec.ac.nz

Feedback on the monitoring framework indicators

1. Do you have any comments on the proposed indicators for the TES monitoring framework?

Indicator 1.1. “The percentage of younger learners completing qualifications/programmes within a set number of years”. How is the “set number of years” determined and by whom? It might help to have a standardised approach nationally to calculating the maximum time to complete a qualification.

Indicator 1.1. This appears to suggest that MoE will construct a separate analysis from that conducted by TEC. Why is this necessary? We would prefer single sources of truth.

Indicator 1.1. This framework still does not define “value added (distance travelled).” We assume that this will focus on post-study outcomes for learners who do not complete their qualification – which we support. However, and particularly for people in areas of higher social deprivation, we suggest that transition into paid employment should be viewed as a success whether or not the paid employment was in the same industry area as their uncompleted programme.

Indicator 1.1. We support application of the Social Deprivation Index for contextualising this indicator.

Indicator 1.2. We assume that this model will recognise that qualification requirements for different disciplines and industries peak at different NZCQF levels. For example, for most trades the highest qualification is at Level 4 whereas qualifying as an Accountant requires a Level 7 degree

Indicator 2.1. We assume that this will be assessed by qualification type and level, but it does not state so.

Indicator 2.1. “Prior school achievement” should be reframed as “previous highest education achievement.” Many learners in the polytechnic sector are mature age learners seeking to return to work or change their occupation. School may have been 20 years ago, but in the intervening period that may have picked up other education qualifications.

Indicator 2.1. It is likely that post-qualification earnings are also heavily influenced by immediate pre-qualification earnings, especially for mature age students who have been in work for some time and may have completed their qualification part time. We suggest that this variable should be included in the analysis.

Indicator 2.2. We strongly support a standardised national survey of employer satisfaction.

Indicator 2.5. The heading calls this “2.5 Contribution to foundational (basic) research”, and yet the Description is inclusive of Applied Research. As we have noted in previous submissions (e.g. for UAG, SSAG and PBRF), polytechnics that provide qualifications at Levels 7 and above are obliged to be research active. In the case of MIT and Unitec, our emphasis is on applied research. However, this Indicator is inclusive of applied research and yet specifically excludes polytechnics. We recommend that polytechnics be included in the scope of this indicator. Also, applied research will typically involve business partners. We suggest that there be a metric dedicated to applied research via business partnerships.

Indicator 2.6. The same argument for 2.5 applies here.

Indicator 3.1. We agree with improving access and participation, noting that a major barrier to that may be the Government’s cap on EFTS-funded places.

Indicator 3.1. We agree with the importance of access and participation being available in the regions. We also trust that a measure of delivery proportional to population density and workforce demand will be considered.

Indicator 3.1. There may be a conflict between seeking wider regional delivery on the one hand, and enabling the increase of new providers within a saturated region (be they new providers or providers from one region delivering in another). This has been experienced most particularly Auckland, where funded provision of certain programmes has been approved in the absence of demonstrable unmet demand. Over-supply can lead to lower pricings with potential consequential lowering of quality. We recommend that development of this indicator is mindful of unhelpful unintended consequences.

Indicator 3.2. Neither the purpose nor the interpretations of this indicator are clear. If it refers to enabling learner mobility around the country, and the need for seamless credit transfer, we note that this argument underpinned the unified national programme approach Te Pūkenga, however we have not witnessed any significant volume of inter-provider student mobility and credit transfer during their programme period. We recommend that this indicator be applied more specifically to transitions from pre-trade qualifications into apprenticeships (which typically involves multiple providers and employers).

Indicator 4.2. Polytechnics offering qualifications at levels 7 and above are required to be research active. We note that this indicator is proposed to apply to “higher education” but, unlike earlier indicators, does not specifically exclude polytechnics. We assume therefore that “higher education” means any delivery of qualifications at Level 7 and above. We support that interpretation and, to that end, note that MIT and Unitec would be better described/classified as a Dual Sector institution (a common model in several Australian states, particularly Victoria and the Northern Territory).

Indicator 5.2. We agree with this indicator, but note that the Government may wish to impose some regulation in the form of enrolment caps for particular disciplines where high and growing numbers of international learners are contributing to oversupply and constraints on domestic enrolments (e.g. Nursing).

Indicator 5.2. We recommend an indicator regarding visa processing times, differentiated by provider type. Long delays and high refusal rates (for which there is very little transparency) are significant obstacles to fulfilment of 5.2.

2. Do you think the proposed indicators appropriately measure progress against the TES priorities?

We recommend that the following report from Job Skills Australia is read with a view to refining a suite of TES Indicators. It provides an excellent analysis of economic and social returns on public investment in VET that holds lessons for us in New Zealand.

[Strong and Responsive VET Pathways | Jobs and Skills Australia](#)

3. Are there existing data sources or measures that we have overlooked, that could serve as the basis for additional indicators (particularly in the Economic Impact and Innovation, and Integration and Collaboration priorities)?

The TES distinguishes between Provider-based and In-Work delivery. This is an outdated and arbitrary division.

Provider-based programmes often involve large volumes of in-work learning (e.g. in Nursing, Teaching, Social Work, Hospitality etc.). Moreover, online learning facilitation (e.g. AI-enabled LMS course sites) is increasingly being used by learners in all modes of study.

Perpetuating this divide ignores the increased blurring of traditional modalities and indeed, provides a disincentive for innovation in this space.

We recommend either not differentiating between these modalities, or adopting a more sophisticated model that takes into consideration a broader range of programme delivery characteristics.

4. Are there any existing qualitative information that is suitable for supplementing quantitative information on earnings and employment?

Yes. Graduates from many disciplines will identify a relationship between their discipline of study and their chosen area of work, that is not obvious to regulators. For example, whereas indicators might easily connect a graduate with a degree in teaching with their subsequent employment as a teacher, it may not recognise that another teaching graduate may move into a different line of work (e.g. coaching, community service or entertainment) and profoundly believe that their degree was excellent preparation for that line of work. So, we recommend that graduates are surveyed to ask how well they believe their qualification prepared them for the work they currently do. In many respects, they are the authoritative voice in that matter.

Priorities for further iterations of the framework

5. What do you consider there to be the gaps in system performance information that are the highest priority for addressing?

We recommend that one method of analysis be according to funding bands within funding categories. All tertiary institutions internally cross-subsidise programmes, meaning that the Funding Categories are not always accurate reflections of cost of delivery. This analysis may help reveal comparative success by funding (particularly if augmented with high-level information about organisational cross-subsidy sector-wide).

6. Are there ways to improve the framework while maintaining the principle of minimising compliance and administrative burden?

We strongly support greater use of the IDI and national graduate end employer surveys as sources of truth for many of these indicators. They would provide standardised approaches and empirical accuracy and reduce burden in providers conducting their own surveys (that have high deviations).

Final Comments

7. Do you have any other comments on the draft Tertiary Education Strategy Monitoring Framework?

We appreciate the opportunity to provide these comments.



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

[Key dates](#)

[Resources](#)

[QA Hub](#)

QUALITY TIMES: HE KOUNGA KŌRERO

UPDATES TO TERTIARY EDUCATION ORGANISATIONS

In this edition:

- Acknowledging the life and service of Dr Grant Klinkum
- A focus on quality and international education
- Implementing iQAF: what's in place, what's coming up
- Regulatory updates: Work-based learning and subcontracting, Te Hono o Te Kahurangi review, Guidance on the acceptable use of AI
- In case you missed it
- New Private Training Establishment (PTEs)
- Key dates

Welcome to the Quality Times - He Kounga Kōrero

Tena koutou katoa, welcome to this edition of the Quality Times: He Kounga Kōrero - NZQA's regular email newsletter for tertiary education organisations (TEOs) regulated by NZQA.

In this edition, alongside the latest in our iQAF implementation, we're reflecting on NZQA's role in supporting wider quality, and specifically international credibility of New Zealand qualifications. NZQA's approach reflects our regulatory balance: a qualification is a 'promise' that its holder can do what the award claims. NZQA's international connections and increasing understanding of the value of our qualifications broadens the reach of that promise.

We also acknowledge the life and leadership of Dr Grant Klinkum, former NZQA Chief Executive who passed away earlier this month.



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

Dr Grant Klinkum



With great sorrow, NZQA acknowledges the life and service of former Chief Executive, Dr Grant Klinkum, who passed away on Friday 18 September 2026.

In his final message to staff, Grant reflected on NZQA's mission and ability to have an outsized impact on education outcomes. He held a fundamental belief that everyone has the right to benefit from our education system, and championed improvements for ākonga Māori, Pacific students and disabled learners. This commitment remains deeply engrained in NZQA's culture.

Haere atu rā, e te Rangatira, moe mai rā | Depart on your journey, respected leader, rest in peace.



A focus on quality and international education

International education presents New Zealand with both opportunity and responsibility. International learners here and offshore partnerships can extend the reach of New Zealand qualifications, as set out in the Government's [International Education Going for Growth plan](#). However, sustainable growth depends on learners, employers, and overseas agencies continuing to trust the qualifications carrying New Zealand's name.

NZQA is working on a number of initiatives exploring this balance: drawing from learning we gather through our international regulatory relationships and working with the sector to develop workable solutions to shared challenges.

Our collaboration with polytechnics on our **transnational education settings** is looking at how NZQA Rules for English language proficiency, recognition of prior learning and credit recognition in joint programmes can support innovation and growth without weakening qualification integrity.

We have been gathering feedback on our approach to approving and reviewing **English language proficiency tests** used for international student admissions. Discussions have explored test-specific and programme-related issues, sector challenges, process design considerations, and alignment with the requirements of universities and immigration purposes. Feedback is being developed into a range of options that will be shared with the wider sector as the work progresses – look out for more information in the next Quality Times.

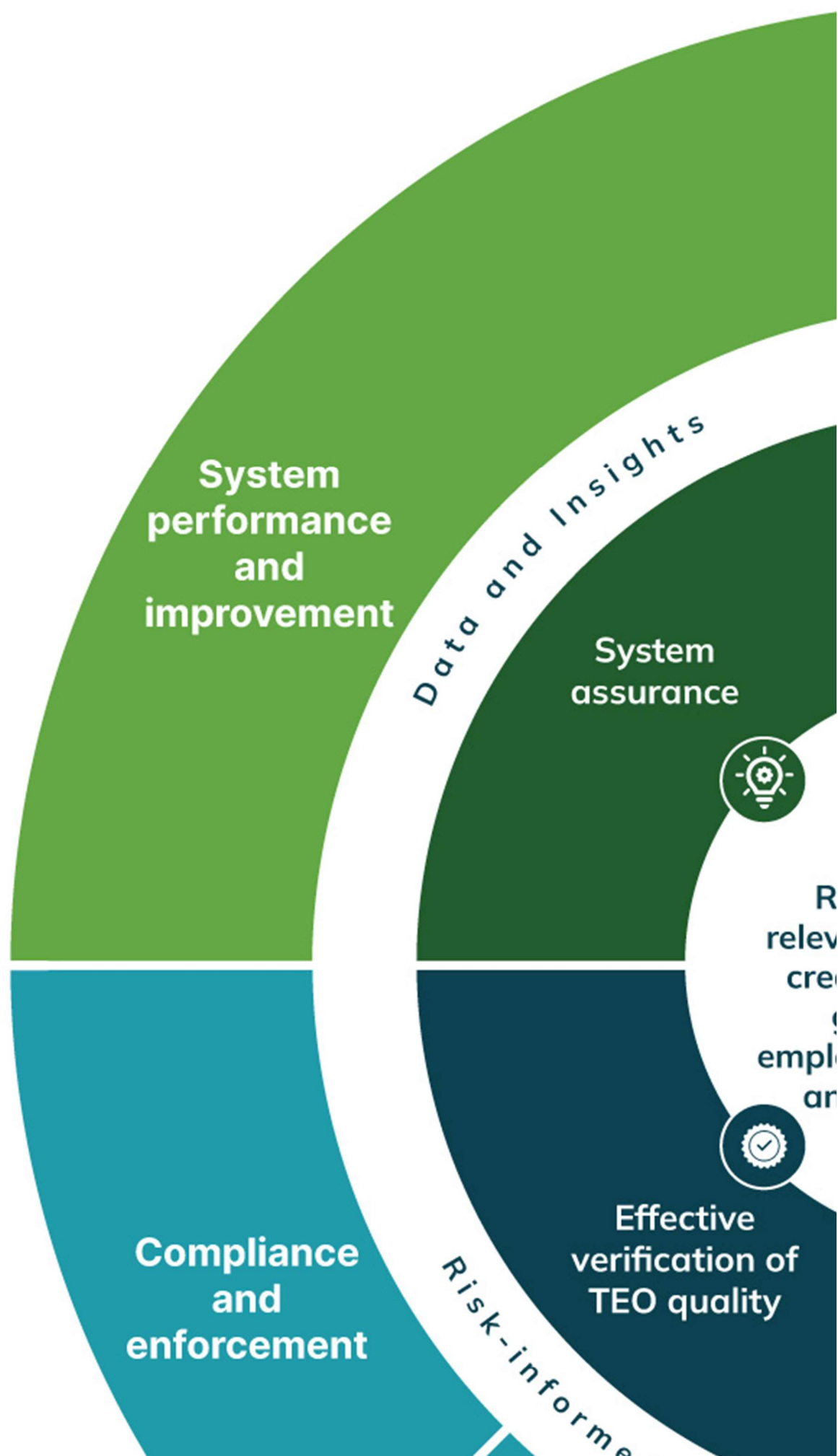
Our **Code of Practice information and capability-building work** supports Code Signatory providers to protect international learner wellbeing. NZQA's [2026/27 Code Administrator Plan](#) sets out our priorities and activities to support learner safety and wellbeing, as well as Government priorities such as the International Education Going for Growth plan.

NZQA's Code work has been highlighted in [recent media coverage](#) profiling NZQA's work with the Government's Chief Victim's Advisor and education agencies on **responding to complaints** that highlights the international reputational impact when something does go wrong. Our regulatory oversight continues to be aimed at strengthening confidence that international and tertiary learners across all parts of the sector are protected by responsive and effective pastoral care systems.

We are also **working with international counterpart regulators on assuring assessment validity in the context of artificial intelligence (AI)**. We are collaborating with regulators in Australia, South Africa, England, Wales, Scotland and Ireland to develop informed regulatory approaches to AI in assessment and quality assurance. As a member of the [Global Academic Integrity Network \(GAIN\)](#), we monitor overseas responses to the use of AI in education to support the integrity of assessment and qualifications in New Zealand. Our partners at Universities NZ | Te Pōkai Tara have also recently issued a [Sector Position Statement](#) outlining outlines the New Zealand universities' common approach to the responsible use of AI. In our qualifications recognition work, the [Verif-AI project](#) is examining the use of AI to verify overseas qualification documents and support qualifications recognition.

The range of different regulatory areas that are profiled in this newsletter alongside our iQAF updates are linked by common themes - ensuring quality remains credible wherever a New Zealand qualification travels, while enabling the innovation and sustainable growth our education system needs.

Implementing iQAF: What's in place



TEO self-review: an update

The first TEOs to participate in TEO self review are progressing through the steps: 47 of the TEOs we regulate have now fully completed the review process. We're evaluating how the process is going, and feedback so far has been positive. If your organisation's review is coming up, new [introduction to TEO self review](#) and [self review summary report submission](#) guidance resources are available to help - we encourage TEOs to view these videos and our [TEO self-review webpages](#), or join our [Q&A sessions](#).

We are offering drop-in online Q&A sessions to support TEOs to prepare for TEO self-review: an opportunity to meet with self-review evaluators and ask questions about the process. The next dates and times for these webinars are:

- **6 October - 12pm to 1pm**
- **15 October - 10am to 11am**

You can register for one of these online sessions by visiting the [NZQA events page](#). To support quality engagement, capacity is limited.

Implementing iQAF: What's coming up

Describing provider quality

We consulted between August and early September on the [development of quality descriptors](#) to give learners, TEOs, government agencies and other stakeholders a clear and more nuanced picture of provider quality. We are currently analysing the 61 submissions received. We will share the outcomes of the consultation and continue to work with the sector, peak bodies and other agencies before finalising the design.

Degree monitoring

NZQA is working through the future approach to degree monitoring as part of the iQAF. We will share more information with the sector in November 2026, including what the approach will mean for providers and how the transition will be managed.

Regulatory updates

Work-based learning and subcontracting arrangements

NZQA (alongside the Tertiary Education Commission) has completed targeted discussions across the vocational education sector to better understand current work-based learning and subcontracting practices. The engagement focused on clarifying definitions, understanding existing delivery models, and identifying any areas where current Rules may not align with sector practice. We will share key findings and components of the Rules to be reviewed by the end of November.

Te Hono o Te Kahurangi review

We are continuing to review [Te Hono o Te Kahurangi](#), 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. Outcomes of the review will be shared with TEOs that use Te Hono o Te Kahurangi in October, and we will continue to engage to develop our regulatory approaches in line with the review outcomes.

Guidance on the acceptable use of AI

In parallel with the international multi-agency work exploring regulatory approaches to AI, we are committed to developing guidance on the acceptable use of AI in vocational education that considers both learner and educator use. We are working with the **ITENZ Assessment and Moderation Community of Practice** to help us better understand how AI is being used across vocational education, including implications for assessment integrity and learner authenticity, and the role NZQA should play in supporting the sector's response to AI.

In case you missed it

NZQA's qualification certificate printing service ending

NZQA will discontinue its qualification certificate printing service for TEOs from 31 December 2026. This change applies only to the printing of qualification certificates for currently registered TEOs.

NZQA will continue to:

- process requests relating to qualifications awarded by de-registered TEOs where achievement verification is required, and
- print NCEA certificates.

Contact the Data Management and Learner Records team at dmlr@nzqa.govt.nz if you need support.

New Private Training Establishment (PTEs)

We have evaluated 14 applications for new PTEs this calendar year to date and registered 13 of these as new PTEs. Three former PTEs have also been re-registered*.

Sexual Wellbeing Aotearoa Trust* (9864)	Connexis Inc (20605)
Hair Industries Support Opportunities Charitable Trust (4447)	EastPack Limited (4450)
Kura Cares Charity (4431)	Ashburton Learning Centre Charitable Trust* (7867)
Hermitage Education Limited (4448)	SmartPath Education Limited (20612)
QMS Audits New Zealand Ltd (20599)	Farm Skills Limited (20606)
Institute of Sikh Studies NZ (20600)	Kaplan International NZ Limited* (8682)
Te Hauora O Te Hiku O Te Ika Trust (20604)	Tauranga Traffic Management 2023 Limited (20602)
Unique Academy of Hair & Beauty Limited (4442)	Kaitiaki Training Limited (20607)

Key date reminders

Dates for submitting information to NZQA are published in the [Key dates](#) section of the [Quality Assurance Hub](#) - a good place to start for the latest information on our requirements and regulatory practice.

Resources

NZQA webinars and information sessions

As above, we 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 on a webinar on, please let us know by email spc@nzqa.govt.nz.



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

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Memo to: Academic Committee
From: Chris Park, General Manager Academic Services
Contributors: Prof Martin Carroll, DCE Academic
Subject: Subcommittee Membership Nominations
Classification: Unclassified
Date: 23 September 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
Christoph Schnoor	Lecturer, School of Digital Technologies	Member
Paul Jeurissen	Head of School, Professional Engineering & Trades	Member

RECOMMENDATION:

That the Academic Committee approve the appointment of Christoph Schnoor as one of 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.

That the Academic Committee approve the appointment of Paul Jeurissen as one of 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.

Nomination Received**Academic Quality Committee:**

Name	Position	Membership
Fatma James	Principal Lecturer, School of Education, Ōtara, Manukau, TechPark and City campuses	Member
Cornelis Kok	Programme Committee Chair, School of Engineering, Ōtara, Manukau, TechPark and City campuses	Member
Yusef Patel	Associate Professor, School of Architecture, Mt Albert and Waitākere campuses	Member
Gerard Lovell	Programme Academic Quality Committee Chair, School of Computing Electrical and Applied Technology, Mt Albert and Waitākere campuses	Member

RECOMMENDATION:

That the Academic Committee approve the appointments of Fatma James (Principal Lecturer, School of Education), and Yusef Patel to the Academic Quality Committee, as 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.

That the Academic Committee approve the appointments of Cornelis Kok (Programme Committee Chair, School of Engineering), and Gerard Lovell (Programme Academic Quality Committee Chair, School of Computing Electrical and Applied Technology) to the Academic Quality Committee, as 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.



Memo to: Academic Committee

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

Subject: DAAC Feedback on the 2025 EPI Summary

Classification: In-Confidence

Date: September 2026

Recommendations

That the Academic Committee receive the feedback from the DAAC on the 2025 EPI Summary.

Attachment

DAAC's Feedback on the 2025 EPI Summary

Disability Academic Advisory Committee's Feedback on the 2025 EPI Analysis

The Disability Academic Advisory Committee appreciates the work undertaken in developing the EPI analysis and the opportunity to consider the findings, particularly as MIT and Unitec move towards more integrated EPI reporting. The analysis provides useful insight into trends in learner outcomes and priority-group performance.

DAAC wishes to highlight one consideration when interpreting the disability data. If the available EPI data represents students captured through enrolment, disclosure up front, registration, or support processes and should not be interpreted as a complete measure of disability prevalence or accessibility-related need overall. It is not clear which specific data contributes to EPI data. Students may have a disability or accessibility need without disclosing or registering for support, while registration with a support service does not necessarily indicate ongoing support needs are required.

As an example, for Unitec the 2025 data provided shows:

Total 866

- 645 students identified through enrolment data
- 377 students in A4S
- 489 enrolled students not registered with A4S
- 221 A4S students not appearing in enrolment data
- 68 in Supported Learning Programmes

Similar to MIT data for 2025:

- 709 students identified through CRM enrolment data
- 509 students ebs registered with Equity and Access team
- 30 students enrolled in supported learning program
- 58 students incorrectly ticked the box, do not have a disability however wanted learning support.
- 112 students disclosed at enrolment but do not want to be registered

The above data provides a useful illustration of the limitation identified above, demonstrating that the available datasets capture different subsets of students. DAAC recommends that this limitation is explicitly acknowledged when considering the EPI findings and any resulting conclusions, priorities, or actions. Disability disclosure and engagement with support services can be influenced by factors including individual choice, awareness of services, perceived need, and willingness or ability to disclose.

DAAC raises this consideration to support appropriate interpretation of the EPI findings and to ensure that disability-related administrative data is not used as a sole indicator of disability prevalence or accessibility-related need across the student population.

DAAC respectfully submits this consideration for the Academic Committee's noting and consideration.

Memo to: Academic Committee

From: Luka Crosbie, Co-chair

Subject: International Academic Advisory Committee Minutes

Classification: [Unclassified]

Date: 24 Sept 2026

Recommendations

That the Academic Committee receive the minutes of the International Academic Advisory Committee of 19 August 2026.

Background

The committee discussed aspects of student experience for reviewing in relation to post-graduate visa fees, more consistent and aligned enrolment process across all campuses and a proposal for a later semester start date in 2028.

Major issues and risks (if required)

No major issues identified

Attachments

Minutes of the International Academic Advisory Committee of 19 August 2026.



International Academic Advisory Committee | MIT and Unitec

MINUTES

Date: 19 August 2026

Time: 10:00 AM

Venue: MS Teams

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!

Welcome & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Jeff Howe	Chair		✓		
Simon Tries	Member		✓		
Jeffrey Wu	Member	✓			
Methindu Madawala Liyanage	Member	✓			
Siosifa Sifa	Member	✓			
Luka Crosbie	Co-chair	✓			
Don Sirimanne	Member	✓			

In attendance:

Sivi Boyce	Minute taker				
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The Co-chair opened the meeting with karakia and welcomed the Committee Members and to the meeting.

Apologies:

Jeff Howe & Simon tries

Academic staff memberships are recorded as vacant.

The Chair received all apologies and declared the meeting quorate.

Declaration of Interest

No declarations of interest were received.

Minutes

Previous minutes were confirmed.

Moved: Jeffrey Wu

Seconded: Methindu Madawala Liyanage

CARRIED

1. Standing Order

1.1 International Student Complaints Report - Unitec

Presenter: Jeffrey Wu

The Committee noted updates on formal and informal student complaints and discussed student awareness of complaints processes and available feedback channels. While no clear trends were evident at this stage, themes and patterns will continue to be monitored and reported as appropriate.

2. General Business

2.1 Postgraduate Programme Visa Duration

The Committee discussed challenges affecting students enrolled in 18-month postgraduate programmes, including visa, fee-setting, and operational processes. The Committee supported further exploration of potential solutions and engagement with relevant internal teams to identify practical options that better support students.

2.2 International Student Enrolment Process

The Committee discussed differences in international student enrolment processes across MIT and Unitec, noting the impact of higher student volumes at Unitec. The Committee supported further investigation to better understand the end-to-end process and explore opportunities for improvement.

2.3 Course Start Dates

The Committee supported consideration of later February 2028 international intake start dates, noting potential benefits for visa processing, travel arrangements, and the availability of academic results.

3. Any other business

3.1 Business School Transition

The Committee received an update on support for students transitioning between MIT and Unitec business programmes and noted ongoing work to minimise disruption and support student success.

Whakamutunga | Closing

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

Peacefully
Joyfully
And resolute
We are united, progressing forward

We are departing

The meeting concluded at 11:27 AM




Māori Academic Advisory Committee | MIT and Unitec Minutes

Date: 8 September 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,					
Ange Sagapolutele	Te Ara Oranga Programme Manager,					
Veraneeca Taiepa	Kaihautū Matauranga Māori Lead, Unitec					

Ngaire Molyneux	Relationships Manager,					
Hinewaimarama Reihana-White	Senior Lecturer/Kaitiaki Taiao, Unitec					
Deborah Heke	Director, Ngā Wai o Te Tui					
Mere Tupaea	Pasifika Success Navigator					
Hohepa Renata	Unitec Kaumatua					
Jennifer Haraki	Senior Lecturer					
Sonny Tahī	Lecturer					
Mahuta Amoamo	Secretary					

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 11 August 2026 be confirmed as a true and correct record.

Moved: Hohepa Renata

Seconded: Vivienne Merito

CARRIED

1.4 Action Register

NA

2 General Business

2.1 Chairperson's Report

Presenter: Wiremu Manaia

Advised that the Academic Committee (AC) accepted the MAAC minutes. Feedback received during consultation came predominantly from MAAC members, and members' contributions were appreciated. The revised Terms of Reference (ToR) will be presented at the next AC meeting in October.

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

Moved: Hohepa Renata

Seconded: Vivienne Merito

CARRIED

2.1.a Review confirmation of the MAAC Terms of Reference

On 6 June, subject to the terms of reference being adjusted and with consultation.

Clarification was sought regarding representation of the Postgraduate Research and Scholarship Committee (PRSC).

- Members discussed Māori postgraduate research supervision, capability, and committee resourcing.

- Concerns were raised regarding capacity, workload, and the need for stronger Māori representation across committees.
- MAAC reps on MITU sub-committee were tabled at AC in June and was to be confirmed. It was discussed and reps agreed. Chair to confirm with all reps before a MEMO is tabled at the next AC meeting.

2.2 Correspondence

NA

3 Standing Items

3.1 Reports

3.1.1 Te Mana Akoranga Self-Assessment Review

Presenter: H Hohapata

The School of Nursing's Te Mana Akoranga Self-Assessment was reviewed. The review focused on Nursing's application of Te Mana Akoranga principles and Te Tiriti obligations. Further evidence of stakeholder engagement and cultural capability development was identified as an area requiring continued attention. The importance of monitoring implementation of recommendations was noted.

Resolution

RESOLVED: That the Manukura Academic Advisory Committee feedback and recommendations, as presented, are submitted to NZ Diploma for consideration.

Moved: Hana Hohapata

Seconded: Vivienne Merito

CARRIED

3.1.2 Academic Development and Approved Procedures Policy

Presenter: Hana Hohapata

Proposed amendments to the Academic Development and Approval Procedures, including the incorporation of ten Te Mana Akoranga principles, were presented.

Resolution

RESOLVED: That the Manukura Academic Advisory Committee accept and approve the changes to the Academic Development and Approval Procedures. The AD & AP will be submitted for consideration to proceed to the next stage of implementation.

Proposed: Hana Hohapata

Moved: Jennifer Haraki

Carried

2.2.3 National Māori Women's Welfare League Conference

Presenter: Hinewaimarama Reihana-White

An update was provided on the national Māori Women's Welfare League speech competition to be held at Due Drop Events Centre in October. Approximately 200 rangatahi from eight

regions are expected to attend.

A request was made to explore MIT participation through a presence or information table at the event.

Action: Hinewaimarama Reihana-White and Ngaire Molyneux to get together to anticipate a presence from MIT and Unitec at the conference.

4 Resolution to exclude the public (if required)

NA

5 CLOSED Session (if required)

NA

Whakamutunga | Closing

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

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

The meeting concluded at 9:35 am

Confirmed as a true and correct record:

Chair: Wiremu Manaia

Date:

Memo to: Academic Committee

From: Wiremu Manaia, Chair Manukau Academic Advisory Committee

Contributors: Hana Hohapata, Kaiarahi Ako, Manukau Institute of Technology

Subject: Te Mana Akoranga

Classification: Māori Curriculum Development Framework

Date: 24 September 2026

Recommendation

That the Academic Committee **Approve the new versions of Te Mana Akoranga (Overview and Self-Assessment Tool) for Manukau Institute of Technology and Unitec.**

Background

Te Mana Akoranga is a Māori curriculum framework developed by MIT and Te Kōmiti Tangata Whenua Academic Sub-Committee in 2022. It supports the integration of mātauranga Māori into programme design, delivery, and evaluation, strengthening cultural capability, teaching practice, and ākonga success. The framework aligns to Te Tiriti o Waitangi and includes a Self-Assessment Tool which schools complete when developing new programmes or significant existing programme redevelopment.

MIT proposed the framework for integration across the Te Pūkenga academic ecosystem; however, changing priorities and the subsequent disestablishment of Te Pūkenga meant this did not proceed.

In July 2024, MIT began integrating Te Mana Akoranga into its academic policies. Although the MIT & Unitec Academic Committee approved the Academic Development and Approvals Policy and Procedures (20260101) in November 2025, the attached version of Te Mana Akoranga needed updating and more importantly, it did not reflect input from Unitec.

In July 2026, the Te Mana Akoranga Overview and Self-Assessment Tool were updated to incorporate feedback from Unitec Kaihautū and kaimahi Māori across MIT and Unitec. The Overview is now two pages and includes reference to Tāmaki Waka Hourua. The Te Tiriti o Waitangi principles within the Self-Assessment Tool have been reduced from fifteen to ten. Consequential amendments to the Academic Development and Approvals Policy and Procedures have been advised to the policy sponsors and will be integrated into MIT&Unitec academic policies progressively.

This paper may be considered in open session.

Attachments: Te Mana Akoranga Overview and Self-Assessment Tool MIT&Unitec V1 (Clean and Tracked Versions)



TE MANA AKORANGA

Tāmaki Waka Hourua and Te Mana Akoranga

The **Tāmaki Waka Hourua** symbolises the partnership between Manukau Institute of Technology and Unitec, navigating a shared journey guided by Te Tiriti o Waitangi, our values, and a commitment to learner success.

Te Mana Akoranga advances this vision through a Māori curriculum and Academic Practice framework that embeds mātauranga Māori and Te Tiriti o Waitangi across programme design, delivery, assessment, review, and continuous improvement. Through culturally responsive academic practice, policies, procedures, and quality systems, it strengthens organisational capability, supports Māori learner success, and prepares all ākonga to engage effectively with Aotearoa New Zealand's diverse communities, workplaces, and professions.

Purpose

Te Mana Akoranga provides a framework for the development, implementation, review, and quality enhancement of academic programmes, courses, micro-credentials, and associated academic policies and procedures.

It supports the meaningful integration of mātauranga Māori and Te Tiriti o Waitangi across curriculum, academic practice, governance, and quality systems, ensuring accountability for Māori learner success through culturally responsive, high-quality, evidence-informed education.

By strengthening capability and confidence in programme design, delivery, and evaluation, the framework supports equitable outcomes for Māori learners and enriches learning experiences for all ākonga.

Application

Te Mana Akoranga is a practical resource for schools, academic leaders, curriculum developers, kaiako, programme committees, academic governance, and quality assurance processes.

It supports the design, development, delivery, assessment, review, and continuous improvement of academic programmes, courses, micro-credentials, and related academic policies and procedures.

The framework can be applied:

- During the design and development of new programmes, courses, and micro-credentials.
- During programme approval, accreditation, endorsement, and vetting processes.
- When developing, reviewing, or revising academic policies, regulations, and procedures.
- When reviewing, revising, or redeveloping existing curriculum.
- For peer review, assessment, evaluation, and moderation activities.
- As a quality enhancement and continuous improvement resource.
- To assist staff in embedding mātauranga Māori and demonstrating how Te Tiriti o Waitangi is implemented through curriculum, educational practice, policies, procedures, and systems.

Guiding Principles Framework

Te Mana Akoranga is underpinned by ten guiding principles that give practical effect to Te Tiriti o Waitangi through curriculum design, delivery, assessment, review, academic practice, and continuous improvement.

The principles provide a consistent framework for academic decision-making, policy development, evaluation, quality enhancement, and integration of mātauranga Māori.

Māori Curriculum Foundations

These principles establish the organisational, academic, and educational foundations for embedding mātauranga Māori and implementing Te Tiriti o Waitangi through curriculum, policy, procedures, and academic practice:

- **Te Tiriti o Waitangi** - Embedding Te Tiriti across Curriculum, Systems, and Processes
- **Whanaungatanga** - Partnership and Consultation
- **Puukenga** - Staff Capability and Cultural Competency

Māori Curriculum Development and Delivery

These principles guide the design, delivery, assessment, and integration of curriculum to support meaningful learning experiences and successful outcomes for Māori learners:

- **Aromatawai** - Equitable and Culturally Responsive Assessment
- **Ngā Whainga Matua** - Outcomes
- **Whai Hua** - Learner Participation, Achievement, Success, and Access
- **Whai Hiranga** - Equitable and Culturally Responsive Curriculum Design and Delivery
- **Taumata** - Embedding Mātauranga Māori
- **Kaupapa Māori** - Integration of Mātauranga Māori and Research-Informed Practice

Quality and Continuous Improvement

These principles guide governance, accountability, evaluation, and continuous improvement to ensure curriculum, academic practice, policies, and organisational systems support positive outcomes for Māori learners while enriching learning experiences and enhancing success for all ākonga:

- **Kia Kotahi te Angitū** - Shared Responsibility and Continuous Improvement

Te Mana Akoranga Self-Assessment Tool

This tool supports the development, delivery, assessment, review, and continuous improvement of academic programmes, courses, micro-credentials, and related academic practices.

It provides a practical process for evaluating how effectively Te Tiriti o Waitangi and mātauranga Māori are embedded within curriculum, teaching, learning, policy implementation, and academic practice.

The tool supports reflection, evidence informed review, accountability, and quality enhancement, enabling programme teams and decision-makers to identify strengths, inform improvement initiatives, and enhance outcomes for Māori learners while contributing to success for all ākonga.

Referencing

The following documents inform and give effect to Te Tiriti o Waitangi in Governance, Management and Operations in this framework:

- Education and Training Act (2020)
- Ka Hikitia: Māori Education Strategy, Ministry of Education (2013)
- A Strategic Direction for Manukau Institute of Technology and Unitec 2025-2026

TE MANA AKORANGA - SELF-ASSESSMENT TOOL

The following Self-Assessment Tool supports the practical application, review and continuous improvement of Te Mana Akoranga principles across academic programmes, courses and micro-credentials. **Please include page numbers where evidence can be located in PAD (where possible).**

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
1.	Te Tiriti o Waitangi	Embedding Te Tiriti o Waitangi across Curriculum, Systems and Processes <i>Give effect to Te Tiriti o Waitangi and meet Education and Training (E&T) Act (2020).</i>	• <i>Do programme development, assessment, and review processes give effect to Te Tiriti o Waitangi and meet Education and Training Act (2020) requirements?</i> • <i>How is Te Tiriti consistently embedded across academic policy, quality systems, governance and institutional processes?</i>	
2.	Whanaungatanga	Partnership and Consultation <i>Māori are key partners in the co-design, delivery, and review of curriculum.</i>	• <i>How are Māori (iwi, hapū, whānau and communities of interest) actively engaged as partners in the co-design, delivery, and ongoing review of curriculum?</i> • <i>How is this partnership embedded across programme, policy, and institutional decision-making processes?</i>	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
3.	Puukenga	Staff Capability and Cultural Competency <i>Building staff capability and cultural competency for Māori-informed curriculum and culturally responsive practice.</i>	• How does the school ensure staff are trained, supported, and accountable to deliver Māori-informed curriculum and culturally responsive practice? • How is staff capability in Māori-informed curriculum delivery and culturally responsive practice embedded through professional learning, policy, quality assurance, and continuous improvement?	
4.	Aromatawai (Assessment)	Equitable and Culturally Responsive Assessment <i>Assessment enables ākonga to demonstrate learning in ways that reflect their strengths, identities, cultures, and aspirations.</i>	• How are Mātauranga Māori curriculum and learner achievement assessed in culturally valid ways? • How do assessment practices respond to the diverse strengths, identities, and needs of ākonga? • How do assessment approaches enable ākonga to demonstrate learning in ways that reflect their culture, identity, tikanga and world views?	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
5.	Ngā Whainga Matua	Outcomes <i>Learning outcomes recognise Mātauranga Māori and support the aspirations, achievement, and success of Māori learners, whānau, iwi, hapū, and communities.</i>	• <i>How do the programme learning outcomes identify, recognise and acknowledge Mātauranga Māori as an achievement?</i> • <i>How do learning outcomes reflect the needs and aspirations of Māori learners, whānau, iwi, hapū and communities?</i> • <i>How does the programme ensure the curriculum is inclusive of, sensitive to, and conducive to the aspirations of iwi and Māori?</i>	
6.	Whai Hua	Learner Access, Participation, Achievement and Success <i>Learning environments address barriers to equitable access, participation, and success for Māori learners through curriculum design, delivery, and planned outcomes.</i>	• <i>How does curriculum design, delivery, and planned outcomes address Māori inequities and remove barriers to access, participation, and success?</i> • <i>How are Māori learner outcomes analysed and used to identify and address inequities?</i> • <i>How is equity in Māori learner access, participation, achievement, and success monitored and improved over time?</i>	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
7.	Whai Hiranga	Equitable and Culturally Responsive Curriculum Design and Delivery <i>Curriculum design and delivery are culturally responsive to the strengths, identities, aspirations, and learning needs of Māori learners to support equitable participation, success, and achievement.</i>	• <i>How does the programme design and delivery reflect the aspirations, strengths, identities and learning needs of Māori learners and their communities?</i> • <i>How do learning approaches, resources, and support services reduce barriers and improve participation and success for Māori learners?</i> • <i>How does the programme use feedback, reflection, insights and evaluation to continuously improve curriculum design and delivery for Māori learners?</i>	
8.	Taumata	Embedding Mātauranga Māori <i>Programme design, delivery, assessment, and review embed Mātauranga Māori, tikanga Māori, te reo Māori, and Te Taiao perspectives to create culturally responsive learning environments.</i>	• <i>How are tikanga Māori embedded in learning and programme delivery to support culturally responsive learning environments?</i> • <i>How are Te Taiao perspectives reflected across curriculum, learning activities, and learning environments to strengthen connections to whenua, whakapapa, communities, and sustainable practice?</i> • <i>How are Mātauranga Māori, te reo Māori, and tikanga Māori consistently integrated through programme design, delivery, assessment, and review?</i>	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
9.	Kaupapa Māori	Integration of Mātauranga Māori, Kaupapa Māori and Research-Informed Practice <i>Programmes and courses embed Mātauranga Māori, Māori research, and kaupapa Māori approaches to advance Māori knowledge and learner success.</i>	• <i>How does the programme or course recognise and draw upon Mātauranga Māori research and Māori sources of expertise?</i> • <i>How does the programme or course contribute to the development, application, and advancement of Mātauranga Māori knowledge?</i> • <i>How are Mātauranga Māori, kaupapa Māori approaches, and research-informed practices embedded through curriculum design, delivery, assessment, and review to strengthen Māori knowledge and learner success?</i>	
10.	Kia Kotahi te Angitū	Shared Responsibility and Continuous Improvement <i>Shared responsibility, clear accountability, and continuous improvement contribute to positive social, economic, cultural, educational, and employment outcomes for Māori.</i>	• <i>How does the programme and/or course contribute to improved social, economic, cultural, educational, and employment outcomes for Māori?</i> • <i>How are responsibility, accountability, and shared ownership for improving Māori learner success reflected across curriculum design, governance, management, and delivery?</i> • <i>How are Māori learner outcomes and curriculum effectiveness monitored, evaluated, and used to drive continuous improvement?</i>	

TE MANA AKORANGA

- Tāmaki Waka Hourua and Te Mana Akoranga

~~The~~ **MĀORI CURRICULUM DEVELOPMENT FRAMEWORK AND SELF-ASSESSMENT TOOL** Tāmaki Waka Hourua symbolises the partnership between Manukau Institute of Technology and Unitec, navigating a shared journey guided by Te Tiriti o Waitangi, our values, and a commitment to learner success.

~~Te Mana Akoranga can be used to develop, assess and peer~~ advances this vision through a Māori curriculum and Academic Practice framework that embeds mātauranga Māori and Te Tiriti o Waitangi across programme design, delivery, assessment, review ~~Māori Curriculum in new or current, and continuous improvement. Through culturally responsive academic practice, policies, procedures, and quality systems, it strengthens organisational capability, supports Māori learner success, and prepares all ākonga to engage effectively with Aotearoa New Zealand's diverse communities, workplaces, and professions.~~

Purpose

Te Mana Akoranga provides a framework for the development, implementation, review, and quality enhancement of academic programmes, courses, training schemes and micro-credentials. The self-assessment tool can be used to guide the inclusion of Mātauranga Māori in the development, review, assessment, and associated academic policies and procedures.

- It supports the meaningful integration of mātauranga Māori and Te Tiriti o Waitangi across curriculum, academic practice, governance, and quality systems, ensuring accountability for Māori learner success through culturally responsive, high-quality, evidence-informed education.

- By strengthening capability and confidence in programme design, delivery, and evaluation ~~of all academic curriculum, the framework supports equitable outcomes for Māori learners and enriches learning experiences for all ākonga.~~

Application Te Mana Akoranga is a “living document” open to change and regional differences such as the vision, reo me ona tikanga, systems and processes if used by others. It is a resource to support kaimahi to build their cultural competency and capability; culturally responsive leadership and practice. It is not an audit tool.

Foreword

~~Ako is the Māori verb for ‘learn, study, instruct, teach or advise’. Akoranga is the action of doing these activities. Akoranga describes ‘learning, disciplines, educational courses, academic programmes, teaching and learning environments.’ In education, akoranga is sometimes referred to as ‘curriculum.’ Te Mana~~

Akoranga in this context means *‘Empowering the Curriculum.’*¹

Vision

‘Akonga continue to grow and thrive in pursuit of their goals, aspirations and potential in Tāmaki Mākaaurau at and beyond MIT Te Pūkenga with confidence and pride.’

Te Mana Akoranga

Te Mana Akoranga Māori Curriculum (TMA) ensures Te Tiriti o Waitangi (ToW)² and Mātauranga (Māori knowledge) is explicit and is embedded into academic policies, programmes and courses (refer the Education and Training Act (2020)³. TMA was developed from Mātauranga (Māori knowledge), research and reports. It presents a series of guidelines and principles for the development of academic curriculum.

Introduction

Te Mana Akoranga was developed by Te Whare Takiūra o Manukau (MIT Te Pūkenga) by Te Kōmiti Tangata Whenua and Te Tāri Mātauranga Māori. In preparing the guiding principles, the following documents have been referenced to inform and give effect to Te Tiriti o Waitangi in Governance, Management and Operations:

- Education and Training Act (2020).
- Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework (2020 – 2022).
- Ka Hikitia: Māori Education Strategy, Ministry of Education (2013).
- Refreshing our Curriculum, Ministry of Education (2021).
- MIT Te Rautaki: Mātauranga Māori Report (2018-2023).
- MIT Te Putanga Mātauranga Māori: Māori Education Strategic Plan (2021-2024).

¹ Matua Vince Hapi (2021) Kaumatua. Te Whare Takiura o Manukau: Manukau Institute of Technology.

² Ministry of Education (2021). Refreshing our Curriculum. Honouring our mutual obligation to Te Tiriti o Waitangi. <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/new-zealand-curriculum/>

³ Education and Training Act (2020). Section 9 (1) (Section 4) ‘...The purpose of this Act includes establishing and regulating an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships.’

Application

Te Mana Akoranga is a practical ~~application~~ resource for ~~kaimahi working with schools~~, academic ~~leaders~~, curriculum. ~~The contexts for applying the self-assessment tool are diverse~~ developers, kaiako, programme committees, academic governance, and ~~include~~ quality assurance processes.

~~Prior to designing new~~

It supports the design, development, delivery, assessment, review, and continuous improvement of academic programmes, courses, ~~training schemes and~~ micro-credentials, ~~and related academic policies and procedures.~~

The framework can be applied:

- During ~~the design and development~~, ~~of new programmes, courses, and micro-credentials.~~
- During ~~programme approval, accreditation, endorsement, and vetting processes and course approvals,~~
 - ~~When making changes, alterations or amendments an including the unification process~~
 - ~~When developing, reviewing, or revising academic policies, regulations, and procedures.~~
 - ~~When reviewing, revising, or redeveloping existing curriculum.~~
 - ~~For assessment and peer review,~~
 - ~~As guidelines for various academic committees.~~

Purpose

- ~~Te Mana Akoranga can be used to support the inclusion of Mātauranga Māori to help staff ensure programme development, review and assessment processes,~~ evaluation, and moderation activities.
 - ~~Are accessible, applicable and relevant to Māori.~~
- ~~Enables~~ As a quality enhancement and continuous improvement resource.
- ~~To assist staff in embedding mātauranga Māori and akonga to develop an appreciation of Mātauranga (Māori knowledge) that can be applied in professional~~ demonstrating how Te Tiriti o Waitangi is implemented through curriculum, educational practice or studies, policies, procedures, and systems.
 - ~~Promotes culturally inclusive communities that value Māori histories, traditions, knowledge and experiences of Māori.~~⁴

~~Te Mana Akoranga:-~~

- ~~Makes ToW explicit in academic policy, systems and processes~~

~~Increase equality of access~~

Guiding Principles Framework

Te Mana Akoranga is underpinned by ten guiding principles that give practical effect to Te Tiriti o Waitangi through curriculum design, delivery, assessment, review, academic practice, and continuous improvement.

-

- ~~The principles provide a consistent framework for Māori and,~~

⁴ Te Putanga Mātauranga Māori: Māori Education Strategic Plan (2021-2024). Te Whare Takiura o Manukau: Manukau Institute of Technology.

- ~~Improve equity of education outcomes for Māori.~~

~~Te Mana Akoranga will support Te Pūkenga subsidiaries and/or wider tertiary sector to demonstrate how ToW is being implemented, assessed and evaluated in academic programme decision-making, policy development and delivery, evaluation, quality enhancement, and integration of mātauranga Māori.~~

~~TMA enables staff to interpret and adapt TMA principles in ways that advance the participation and success of Māori akonga. It is a resource for ensuring programmes, courses, training schemes and micro-credentials are effectively delivering Mātauranga Māori curriculum.~~

Māori Curriculum Foundations

~~Mātauranga Māori is traditional Māori knowledge and originates from understanding of a Māori worldview. It forms the basis of Māori belief systems and practices including traditions, customs and protocols and uses Māori practices and principles to critique, analyse and understand the world.⁵~~

~~Māori curriculum is developed from designing and shaping a curriculum that includes Mātauranga Māori alongside other learning areas and acknowledges its value.⁶ It includes a series of common goals and objectives:~~

- ~~1. **WHAKAPAKARI – DEVELOPMENT:** To improve Māori social, economic, cultural, education and employment outcomes.~~
- ~~2. **TE TAIAO – ENVIRONMENT:** To address the learning environment through curriculum design, delivery and planned outcomes.~~
- ~~3. **ŌRITETANGA: INEQUALITIES:** To address Māori inequalities for effective education and training delivery to the specific needs of Māori.~~
- ~~4. **MATATAU – COMPETENCY:** To develop culturally competent practice and service delivery responsiveness for Māori.~~
- ~~5. **ĀHEITANGA – ACCESS:** To improve systems and structures for better access to education and training services by Māori.~~
- ~~6. **PAEARU – PERFORMANCE:** To ensure curriculum performance measures contribute to improvement of Māori social, cultural, economic, education and employment outcomes.~~

Development Principles

~~The following are the overarching principles for **developing** academic programmes, courses, training schemes and micro-credentials:~~

- ~~1. **TE TIRITI O WAITANGI:** We are committed to the principles of Te Tiriti o Waitangi including maintaining effective delivery of and inclusion of Te Reo, Tikanga and Mātauranga Māori.~~
- ~~2. **WAWATA – ASPIRATIONS:** Courses are designed, developed, assessed and reviewed in ways that ensure the curriculum is inclusive of, sensitive to, and conducive to the aspirations of Māori.~~

⁵

The Education and Training Act (2020) Section 9 (D) – 127 (1) (d)(i) ‘Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori.’

⁶ Ka Hikitia (2013) Māori Education Strategy. Ministry of Education, Wellington.

3. ~~AHEITANGA – EQUALITY OF ACCESS:~~ Design and delivery of courses consider barriers to access, participation and success by Māori.⁷
4. ~~MĀTAURANGA MĀORI – MĀORI KNOWLEDGE:~~ An understanding of Mātauranga Māori contributes to learning that prepares akonga to function effectively in a global society because learning that is conducive to the aspirations of Māori will benefit all akonga.
5. ~~WHAKARATA – RESPONSIBILITY:~~ Incorporating Mātauranga Māori in all programmes and courses is the responsibility of academic governance and not Māori staff.

These principles ~~need to be applied in all~~ establish the organisational, academic ~~policies, programmes,~~ courses, training schemes, and micro-credentials.

⁷ Te Ōritetanga Project (2021) Addressing parities and equity by understanding the student journeyt at MIT.

Delivery Principles

The following are the guiding principles educational foundations for **delivering** academic programmes, courses, training schemes and micro-credentials:

1. **PUTANGA — LEARNING OUTCOMES:** Where applicable, programme learning outcomes identify, recognise and acknowledge Mātauranga embedding mātauranga Māori as an achievement.

WHAKAKOTAHU — INTEGRATION: Māori curriculum is coherently integrated and allows akonga to understand, develop and build their understanding of Mātauranga Māori, and implementing

2. **Aromatawai — ASSESSMENT:** Māori stakeholders and communities of interest contribute to the design and development of curriculum. Mātauranga Māori is formally assessed and evaluated. Assessment is equitable/tika, and values cultural diversity and individual needs.
3. **WHAKAAKO — TRAINING:** All staff have a strong understanding, are appropriately trained and experienced in the Māori curriculum content they are delivering. Professional development training is offered to develop and enhance capacity to deliver Māori curriculum content.
4. **RANGAHAU — RESEARCH:** Programmes formally recognise Mātauranga Māori research sources and acknowledge relevant endorsements by Māori organisations where relevant.
5. **TE AO MĀORI — MĀORI WORLDVIEW:** Programmes and learning outcomes include Te Reo and Tikanga Māori in ways that demonstrate and support Mātauranga Māori worldview, customs and practices. Evaluation and assessment processes incorporate these activities but not by themselves substitute for Māori curriculum content.
6. **AKOAKO — CONSULTATION:** The programme assessment and evaluation process demonstrate that Māori stakeholders and communities of interest have been consulted and included in the course development process.

These principles need to be explicit in the development of all academic policies, programmes and/or courses, training schemes or micro-credentials and demonstrated in delivery.⁸

Conclusion

Te Mana Akoranga presents a series of principles for ensuring Te Tiriti o Waitangi and Mātauranga Māori are explicit and embedded into academic policies and programmes to target priority outcomes outlined in the Te Pae Tawhiti (TPT) framework. TPT is the Te Tiriti o Waitangi excellence framework developed by Te Pūkenga: New Zealand Institute of Skills and Technology (NZIST) for guiding change that produces equitable outcomes for Māori.⁹ Te Mana Akoranga demonstrates how the ToW is being implemented, assessed and evaluated in academic development and delivery through curriculum, policy, procedures, and academic practice:

- **Te Tiriti o Waitangi** - Embedding Te Tiriti across Curriculum, Systems, and Processes
- **Whanaungatanga** - Partnership and Consultation
- **Puukenga** - Staff Capability and Cultural Competency

Māori Curriculum Development and Delivery

These principles guide the design, delivery, assessment, and integration of curriculum to support meaningful learning experiences and successful outcomes for Māori learners:

- **Aromatawai** - Equitable and Culturally Responsive Assessment

⁸ Te Putanga Mātauranga Māori: Māori Education Strategic Plan (2021-2024). Te Whare Takiura o Manukau: Manukau Institute of Technology.

⁹ Te Pae Tawhiti Framework (2021) Te Pūkenga: New Zealand Institute of Skills and Technology.

- Ngā Whaingā Matua - Outcomes
- Whai Hua - Learner Participation, Achievement, Success, and Access
- Whai Hiranga - Equitable and Culturally Responsive Curriculum Design and Delivery
- Taumata - Embedding Mātauranga Māori
- Kaupapa Māori - Integration of Mātauranga Māori and Research-Informed Practice

Quality and Continuous Improvement

These principles guide governance, accountability, evaluation, and continuous improvement to ensure curriculum, academic practice, policies, and organisational systems support positive outcomes for Māori learners while enriching learning experiences and enhancing success for all ākonga:

- Kia Kotahi te Angitū - Shared Responsibility and Continuous Improvement

Te Mana “*Ko te manu e kai ana i te miro nōnā te ngahere, ko te manu e kai ana i te Mātauranga nōnā te ao.*”

“The forest belongs to the bird who feasts on the Miro berry, the world belongs to the bird who feasts on education.” Akoranga Self-Assessment Tool

This tool supports the development, delivery, assessment, review, and continuous improvement of academic programmes, courses, micro-credentials, and related academic practices.

- It provides a practical process for evaluating how effectively Te Tiriti o Waitangi and mātauranga Māori are embedded within curriculum, teaching, learning, policy implementation, and academic practice.

- The tool supports reflection, evidence informed review, accountability, and quality enhancement, enabling programme teams and decision-makers to identify strengths, inform improvement initiatives, and enhance outcomes for Māori learners while contributing to success for all ākonga.

Referencing

The following documents inform and give effect to Te Tiriti o Waitangi in Governance, Management and Operations in this framework:

- Education and Training Act (2020)
- Ka Hikitia: Māori Education Strategy, Ministry of Education (2013)
- A Strategic Direction for Manukau Institute of Technology and Unitec 2025-2026

TE MANA AKORANGA: TE MANA AKORANGA MĀORI CURRICULUM- SELF-ASSESSMENT TOOL

The following template is for developing, assessing, monitoring **Self-Assessment Tool supports the practical application, review and evaluating** Māori curriculum and content in **continuous improvement of Te Mana Akoranga principles across academic programmes, courses, training schemes and micro-credentials.** It has been developed for academic management, staff and committees as a resource for ensuring we are able to maintain the highest levels of academic standards for Māori curriculum. Please include page numbers where evidence can be located in PAD (where possible).

NO.	PRINCIPLE_ PRINCIPLE	TE TIRITI O WAITANGI EXPECTED PRACTICE	CURRICULUM AND COURSE DESIGN SELF- ASSESSMENT QUESTIONS	MONITORING AND EVALUATION EXAMPLES OF PRACTICE (add PAD page references)
1.	Te Tiriti o Waitangi	<u>Embedding Te Tiriti o Waitangi across Curriculum, Systems and Processes</u> Give effect to Te Tiriti o Waitangi and meet Education and Training (E&T) Act (2020).	- Has the <u>Do programme</u> development, assessment, and review processes <u>of your programme or course met the give effect to Te Tiriti o Waitangi and meet Education and Training Act (2020) statutory requirements with reference to?</u> - How is Te Tiriti o Waitangi, <u>consistently embedded across</u> academic policy, quality systems, <u>governance</u> and <u>operational/institutional</u> processes?	Answer this question after you have completed all other criteria.
2.	<u>Akoako:- Consultation- Whanaungatanga</u>	<u>Partnership and Consultation</u> Māori are key partners in <u>the co-design, delivery, and review of curriculum- design in regional, hapū, iwi, whanau and intergenerational development.</u>	- How <u>have are</u> Māori <u>key stakeholders (iwi, hapū, whānau and communities of interest- been involved) actively engaged as partners in the co-design and delivery, and ongoing review of the curriculum?</u> - How Does the programme or course assessment and evaluation process demonstrate that Māori stakeholders and communities of interest have been	

			consulted and included in the course development process? <i>is this partnership embedded across programme, policy, and institutional decision-making processes?</i>	
1.—	Whakaako- Training	Te Tiriti o Waitangi based systems for developing skills that inform academic programmes, policies and quality systems. -	• How have staff been educated and/or appropriately trained to have a strong and competent understanding and experience in the Māori curriculum content they are delivering? • Has professional development or training been provided to develop and enhance capacity to deliver Māori curriculum? • How are Māori staff in this programme supported or upskilled to deliver or support Māori curriculum?	
2.—	Aromatawai: Assessment.	Assessment is equitable/tika and values cultural diversity and individual needs. Mātauranga Māori curriculum and learning outcomes are formally assessed and evaluated. -	• How is Mātauranga Māori curriculum and learning outcomes formally assessed and evaluated? • Are activities inclusive of all akonga? • Are activities and approaches used in assessment appropriate for akonga, their language and culture? • Are assessment tasks fair, free from bias and inclusive of cultural diversity? • Are akonga able to provide assessment responses that are relevant to their culture,	

			tikanga and world-views?	
3.—	Pūtanga: Learning Outcomes—	All curriculum aims to improve Māori social, economic, cultural, education and employment outcomes.	• How do the programme learning outcomes identify, recognise and acknowledge Mātauranga Māori as an achievement? • How do the learning outcomes consider the needs of Māori key stakeholders?	
4.—	Wāwata: Aspirations.	All curriculum is inclusive of, sensitive to, and conducive to the aspirations of Māori.	• How does the programme ensure the curriculum is inclusive of, sensitive to, and conducive to the aspirations of Iwi and Māori? • How does the curriculum define achievements which improve education, staircase learning, employment, and vocational pathways and outcomes for Māori?	
5.—	Aheitanga: Equality.—	Learning environments address and redress Māori inequalities through curriculum design, delivery and planned outcomes.	• How do learning environments address Māori inequalities in curriculum design, delivery and planned outcomes? • Does the design and delivery of the course consider any unreasonable barriers to access, participation and success by Māori?	
6.—	Ōritetanga: Inequalities.—	Academic access to address Māori inequalities in accordance with the ToW principle of participation.	• How has the development and delivery of the programme and/or course addressed effective education and training delivery to meet the specific learning needs of Māori? • How has the programme and/or course used curriculum design to address Māori inequalities, flexible learning delivery,	

			resourcing to support online learning, digital and other resources that meet the needs of Māori for example, utilising community Māori leaders and the employment of Māori academic staff?	
7.—	Matatau:- Competency	Cultural responsiveness to address Māori inequities and uphold, enhance and uplift mana Māori.	• How does this programme and/or course incorporate culturally competent practice and service delivery responsiveness for Māori? • How has the curriculum design and content been inclusive of Tikanga, Te reo and Mātauranga Māori? • How has it supported the development of Te Tiriti o Waitangi partnerships and Education and Training Act (2020) requirements?	
8.—	Whakarata:- Responsibility	Systems, structures and access to services address Māori inequities and transform vocational education.	• How does the programme incorporate Mātauranga Māori as the responsibility of academic governance, management and staff and not just Māori staff? • How does the curriculum delivered within systems and structures create and/or provide vocational and learning education opportunities that uplift the mana of Māori?	
9.—	Whakapakari:- Development	Performance measures contribute to actual improvement of social, economic, cultural, education and workforce outcomes for Māori.	• How does the programme and/or course contribute to the improvement of social, economic, cultural, education and employment outcomes for Māori? • How is the curriculum designed and delivered with performance measures and clear, defined responsibilities, accountabilities	

			including implications if they are not achieved?	
10.	Te Taiao: Learning-Environment s	Learning environments address Māori inequities through curriculum design, delivery and planned outcomes.	• How does the programme and/or course consider the learning environment in curriculum design, delivery and planned outcomes? • How does the programme and/or course use Te Reo and Tikanga Māori in ways that demonstrate Mātauranga Māori practices where possible?	
11.	Tikanga Māori: Māori Customs.	Development, delivery, assessment and review incorporates Tikanga Māori protocols as activities and resources to support learning.	• How do the programme and/or course learning outcomes support extra-curricular Mātauranga Māori learning activities including Māori customs and protocols? • How does the programme and/or course evaluation and assessment processes use these activities to support and enhance achievement of course learning outcomes?	
12.	Rangahau: Research	Programmes and courses recognise, acknowledge and use Mātauranga Māori research in development, delivery, assessment and review processes.	• How does the programme and/or course formally recognise Mātauranga Māori research sources and acknowledge endorsements by Māori where possible? • How does the programme and/or course contribute to developing Mātauranga Māori knowledge?	
13.	Whakakotahi: Integration	Programmes integrate Mātauranga Māori into	• How has the Māori content and curriculum been integrated into the programme	

		the development, delivery, assessment and review processes in ways that meet the needs of students.	design in a way that allows students to understand, develop and build their understanding of Te Reo, Tikanga and Mātauranga Māori?	
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TMA

<u>NO</u>	<u>PRINCIPLE</u>	<u>EXPECTED PRACTICE</u>	<u>SELF-ASSESSMENT QUESTIONS</u>	<u>EXAMPLES OF PRACTICE</u> <i>(add PAD page references)</i>
<u>3.</u>	<u>Puukenga</u>	<u>Staff Capability and Cultural Competency</u> <u>Building staff capability and cultural competency for Māori-informed curriculum and culturally responsive practice.</u>	<u>How does the school ensure staff are trained, supported, and accountable to deliver Māori-informed curriculum and culturally responsive practice?</u> <u>How is staff capability in Māori-informed curriculum delivery and culturally responsive practice embedded through professional learning, policy, quality assurance, and continuous improvement?</u>	
<u>4.</u>	<u>Aromatawai (Assessment)</u>	<u>Equitable and Culturally Responsive Assessment</u> <u>Assessment enables ākongā to demonstrate learning in ways that reflect their strengths, identities, cultures, and aspirations.</u>	<u>How are Mātauranga Māori curriculum and learner achievement assessed in culturally valid ways?</u> <u>How do assessment practices respond to the diverse strengths, identities, and needs of ākongā?</u>	

			• <u>How do assessment approaches enable ākonga to demonstrate learning in ways that reflect their culture, identity, tikanga and world views?</u>	
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NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
5.	<u>Ngā Whainga Matua</u>	Outcomes <u>Learning outcomes recognise Mātauranga Māori and support the aspirations, achievement, and success of Māori learners, whānau, iwi, hapū, and communities.</u>	• <u>How do the programme learning outcomes identify, recognise and acknowledge Mātauranga Māori as an achievement?</u> • <u>How do learning outcomes reflect the needs and aspirations of Māori learners, whānau, iwi, hapū and communities?</u> • <u>How does the programme ensure the curriculum is inclusive of, sensitive to, and conducive to the aspirations of iwi and Māori?</u>	
6.	<u>Whai Hua</u>	Learner Access, Participation, Achievement and Success <u>Learning environments address barriers to equitable access, participation, and success for Māori learners through curriculum design, delivery, and planned outcomes.</u>	• <u>How does curriculum design, delivery, and planned outcomes address Māori inequities and remove barriers to access, participation, and success?</u> • <u>How are Māori learner outcomes analysed and used to identify and address inequities?</u> • <u>How is equity in Māori learner access, participation, achievement, and success monitored and improved over time?</u>	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
7.	<u>Whai Hiranga</u>	<u>Equitable and Culturally Responsive Curriculum Design and Delivery</u> <u>Curriculum design and delivery are culturally responsive to the strengths, identities, aspirations, and learning needs of Māori learners to support equitable participation, success, and achievement.</u>	• <u>How does the programme design and delivery reflect the aspirations, strengths, identities and learning needs of Māori learners and their communities?</u> • <u>How do learning approaches, resources, and support services reduce barriers and improve participation and success for Māori learners?</u> • <u>How does the programme use feedback, reflection, insights and evaluation to continuously improve curriculum design and delivery for Māori learners?</u>	
8.	<u>Taumata</u>	<u>Embedding Mātauranga Māori</u> <u>Programme design, delivery, assessment, and review embed Mātauranga Māori, tikanga Māori, te reo Māori, and Te Taiao perspectives to create culturally responsive learning environments.</u>	• <u>How are tikanga Māori embedded in learning and programme delivery to support culturally responsive learning environments?</u> • <u>How are Te Taiao perspectives reflected across curriculum, learning activities, and learning environments to strengthen connections to whenua, whakapapa, communities, and sustainable practice?</u> • <u>How are Mātauranga Māori, te reo Māori, and tikanga Māori consistently integrated through programme design, delivery, assessment, and review?</u>	

NO	PRINCIPLE	EXPECTED PRACTICE	SELF-ASSESSMENT QUESTIONS	EXAMPLES OF PRACTICE <i>(add PAD page references)</i>
9.	<u>Kaupapa Māori</u>	<u>Integration of Mātauranga Māori, Kaupapa Māori and Research-Informed Practice</u> <u>Programmes and courses embed Mātauranga Māori, Māori research, and kaupapa Māori approaches to advance Māori knowledge and learner success.</u>	• <u>How does the programme or course recognise and draw upon Mātauranga Māori research and Māori sources of expertise?</u> • <u>How does the programme or course contribute to the development, application, and advancement of Mātauranga Māori knowledge?</u> • <u>How are Mātauranga Māori, kaupapa Māori approaches, and research-informed practices embedded through curriculum design, delivery, assessment, and review to strengthen Māori knowledge and learner success?</u>	
10.	<u>Kia Kotahi te Angitū</u>	<u>Shared Responsibility and Continuous Improvement</u> <u>Shared responsibility, clear accountability, and continuous improvement contribute to positive social, economic, cultural, educational, and employment outcomes for Māori.</u>	• <u>How does the programme and/or course contribute to improved social, economic, cultural, educational, and employment outcomes for Māori?</u> • <u>How are responsibility, accountability, and shared ownership for improving Māori learner success reflected across curriculum design, governance, management, and delivery?</u> • <u>How are Māori learner outcomes and curriculum effectiveness monitored, evaluated, and used to drive continuous improvement?</u>	

Te Mana Akoranga Self-Assessment Tool (SAT) aligns to AC11/19 V2 approved by Academic Committee in November 2024.
MIT and Unitec V1 July 2026

Memo to: Academic Committee

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

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

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

Classification: In Confidence

Date: 31 August 2026

For Information

- Received annual audits of the Supervisor Register and postgraduate research projects (60 credits or fewer); no significant issues identified.
- Agreed to verify the Supervisor Register, strengthen the future supervisor pipeline, and improve visibility of postgraduate advisor roles.
- Commenced the 2025 audit of research proposal management for programmes with research components of 90 credits and above.
- Supported review and streamlining of postgraduate research documentation and processes across MIT and Unitec.
- Received update on redevelopment of postgraduate research supervision training, including proposed introductory, refresher, and advanced supervisor development pathways.
- Supported inclusion of mentoring, culturally responsive supervision, and AI awareness within supervisor development.
- Agreed to improve Committee information sharing through enhanced workplan visibility and development of a dedicated Teams repository.



**Postgraduate Research and Scholarships
Committee | MIT and Unitec
MINUTES**

Date: 11 August 2026

Time: 1400 hrs.

Venue: MS Teams

1 Whakatuwheratanga | Opening

1.1 The Chair welcomed all the Committee members and Secretary to the meeting.

The Chair extended a welcome to A/Prof Evangelia Papoutsaki (Guest) and to the following members who have been confirmed by the Academic Committee:

- Dr Annabel Pretty, Associate Professor, School of Architecture, Unitec (Professoriate)
- Ngaire Molyneux, Relationships Manager, Nga Kete Wananga Marae (Māori Representative)
- Ioane Aleke Fa'avae, Senior Lecturer, Pacific Centre (Pacific Representative)
- Dr Samah Ridha, Proxy for Dr Ahmad Wedyan, Senior Lecturer, Information Technology in the School of Digital Technologies - MIT (Senior general staff)

It was noted that the following member was also approved but did not attend the meeting.

- Dr Mel Wong, Principal Lecturer, Academic Lead - Quality and Research School of Social Work -MIT (Senior general staff)

The Chair indicated that Hinewaimarama Reihana-White could attend the meetings, as an observer.

1.2 Attendance & Apologies

Members	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
A/Prof Annabel Pretty	Professoriate	√			
Ioane Aleke Fa'avae	Pacific Representative	√			
Ngaire Molyneux	Māori Representative	√			
Dr Mel Wong	Senior General Staff			√	
Dr Samah Ridha (for Dr Ahmad Wedyan)	Senior General Staff				√
Mithila Mahanama	Student Representative (Unitec)		√		

In attendance:

Cynthia Almeida	Secretary	√			
A/Prof Evangelia Papoutsaki	Guest	√			

Apologies were received by Dr Ahmad Wedyan and Mithila Mahanama

Quorate Status

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

The Chair noted that the Committee is almost fully constituted, with a single vacancy remaining for a Principal Lecturer with postgraduate responsibilities.

1.3 Declaration of Interest (*if applicable*)

Nil

1.4 Confirmation of Previous Minutes

The minutes of the previous Postgraduate Research and Scholarships Committee were presented.

RESOLVED: That the minutes of the meeting held on 12 May 2026 be confirmed as a true and correct record.

Moved: Rosanne Ellis

Seconded: Ngaire Molyneux

CARRIED

1.5 Action Register

The Chair updated the Committee on the actions from previous meetings.

Action items:

SUMMARY OF ACTIONS (2025-05-12)

1.	Change in regulations/contingency plan if the external examiner does not turn up for oral exam	Annabel Pretty/ Becca Wood	Work in progress in 2026	Ongoing
2.	Update on upcoming Supervisory workshops	Evangelia Papoutsaki/ Cynthia Almeida	11/8/2026	Done

2 General Business

3 Items to Approve

Nil

4 Items to Receive

4.1 Audit of Supervisor Register - MITU Academic Committee (workplan)

The Committee received the annual audit report on Level 9 and 10 supervisors, which reviews compliance with the research output requirements for registered supervisors. The Chair thanked Cynthia for completing the audit and preparing the report.

The Committee noted that there are currently 94 registered MIT Unitec supervisors and 46 external supervisors. The report identified a small number of supervisors who have not yet met the required criteria, including:

- Five staff members with only one research output during the review period;
- One staff member with no recorded research outputs; and
- One staff member who has not yet completed the required supervisor training workshop.

The Chair queried whether the supervisor list should be reviewed by the full Committee or by representatives from the relevant schools to confirm that all listed supervisors remain current employees.

Cynthia advised that the current supervisor list could be distributed to Discipline Leaders for review. Discipline Leaders would be asked to verify the staff within their respective schools and identify any changes, including staff who have left the institution, retired, or are otherwise no longer eligible to be included on the register.

The Chair supported this approach and further suggested that, as part of the communication with Discipline Leaders and Heads of School, they be invited to identify other kaimahi within their schools who may be interested in becoming research supervisors. This would support the development of a pipeline of future supervisors, strengthen research capability across the schools, and help meet the supervision demands associated with the growth of degree programmes.

Cynthia suggested adding a new column to the supervisor register to identify staff who are currently serving as Postgraduate Advisors.

Annabel supported this proposal, noting that including Postgraduate Advisors would provide greater visibility of the pathway into research supervision roles. She highlighted the importance of demonstrating opportunities for progression to support supervisor development, strengthen the pipeline of future research supervisors, and assist with succession planning for postgraduate supervision capacity.

RESOLVED: That the report on the audit of Supervisor Register be received.

Moved: Annabel Pretty

Seconded: Ioane Fa'avae

CARRIED

Action: Cynthia to advise Academic Programme Leads, Discipline Leaders, and Heads of School of staff who have not met the supervisor requirements, and request verification of the current supervisor list, including identification of Postgraduate Advisors and potential future research supervisors.

4.2 Report on 2024 Audit of 60 credits or fewer research MITU Academic Committee (workplan)

The Committee received and reviewed the Report on 2024 Audit of 60 credits, or fewer research.

The Committee noted that the Subcommittee provides oversight of Level 9 research projects of 60 credits or fewer, including supervisory arrangements, examination processes, and grade determinations. Members were advised that the annual audit had been completed and no issues were identified.

The Committee also noted the inclusion of the standard audit questions used to review postgraduate research supervision and assessment processes.

The Chair thanked Cynthia for collating and presenting the audit information and acknowledged that the delay in reporting was largely due to a number of organisational changes during the previous year. These included committee changes, which resulted in the matter being deferred and unable to be formally reported until the new Postgraduate Research and Supervision Committee (PGRSC) was established and able to meet.

It was also noted that the information had been circulated to the relevant parties within the required timeframe, and responses were received on time.

The Chair invited feedback from members on how Committee processes could be improved and made more efficient.

Annabel noted that, historically, reviews of research projects worth 90 credits and above were completed by around Week 5 of the semester, supported by clear timelines and a work plan. She suggested that a more visible annual work plan would assist members in understanding key activities and deadlines throughout the year.

Annabel also highlighted the need for greater visibility of Committee information, including which programmes fall within the Subcommittee's scope and the composition of the supervisor register. Improved access to this information would support collaboration, particularly across schools and disciplines.

Cynthia advised that a work plan already exists and offered to circulate the Terms of Reference and annual work plan to members, particularly those new to the Committee.

The Chair agreed that greater transparency and accessibility of information would be beneficial and proposed establishing a central Teams site to serve as a repository for Committee documents, work plans, meeting records, and supervisor registers. This would improve information sharing, support cross-disciplinary collaboration, and strengthen business continuity and risk management.

In response to a query from Ngaire regarding Māori and Pacific Advisory Committee

representation, the Chair advised that Academic Committee is currently considering arrangements to manage workload and ensure continuity of representation across subcommittees. The current approach is to retain one voting member from each advisory committee, while allowing additional members to attend as observers and establishing proxy arrangements where required.

RESOLVED: That the report on 2024 Audit of 60 credits, or fewer research be received.

Moved: Annabel Pretty

Seconded: Samah Ridha

CARRIED

Actions:

- Cynthia to circulate the Committee Terms of Reference and annual work plan to members.
- Research Office to establish a Teams site for the Committee, including key documents, meeting records, work plans, and internal and external supervisor registers.

4.3 2025 Audit of Research Proposals Management - 90 credits and above - (Workplan)

Cynthia advised that the audit process is scheduled to commence on 24 August. Information will be circulated to all Discipline Leaders responsible for programmes of 90 credits and above.

It was noted that responsibility for research proposal approvals has been devolved by the Postgraduate Research and Supervision Committee (PGRSC) to the relevant programme committees. As PGRSC has the delegated authority for overseeing the programmes, they are also responsible for monitoring and auditing the management of research proposals to ensure that processes are being followed appropriately.

Annabel queried the reference to the "utilisation of a template", noting that she was not aware of a standard template being used across programmes. Cynthia clarified that programmes may follow their own processes, provided an appropriate process is in place, and agreed to revise the wording in the audit documentation.

Annabel also suggested that the Health and Safety form and the Supervisor-Student Contract be combined into a single document to reduce duplication and improve administrative efficiency. Cynthia supported the suggestion, noting it would simplify both submission and review processes.

The Chair agreed that a review of postgraduate research documentation was timely and proposed commencing work immediately to streamline and update processes across the merged organisation, with the aim of having revised documentation in place by the end of the year.

Annabel also queried the audit dates. A discussion followed regarding whether audits should continue to review the previous academic year or capture the current year's activity where data is available.

Actions:

- Cynthia to amend the audit documentation wording regarding the use of templates and review the potential consolidation of the Health and Safety form and Supervisor-Student Contract into a single document.
- Cynthia to distribute audit documentation to Discipline Leaders for programmes of 90 credits and above and commence the annual audit of research proposals.
- Evangelia and Cynthia to review postgraduate research documentation and identify opportunities to improve consistency, efficiency, and accessibility.

SECTION 5 WHAKAWHITI KŌRERO | ITEMS FOR DISCUSSION

5.1 Postgraduate Research Supervision Training (A/Prof Evangelia in attendance)

The Committee received an update from Valia on the review and redevelopment of postgraduate research supervision training. The review identified a need to refresh existing content and provide a more flexible professional development pathway for supervisors across the institution.

Valia presented a proposed three-tier training framework comprising:

Level 1: Introductory training for new supervisors and new staff;

Level 2: Refresher training for experienced supervisors, recommended every three years; and

Level 3: Advanced training for doctoral-level supervision.

The proposed framework incorporates key cross-cutting themes, including the ethical use of AI in research and supervision, co-authorship practices, research proposal development, academic integrity, ethics, and Māori and Pacific research considerations. The training would combine self-directed online learning with workshop-based delivery and be overseen by the Research Office.

Members supported the overall direction of the proposal and acknowledged the significant work undertaken to date. Feedback included the need for greater clarity regarding applicability across all postgraduate research programmes, consideration of supervision experience requirements for advanced-level training, and the development of consistent institution-wide supervision guidelines.

The Committee noted that while development of a micro-credential may be a longer-term objective, elements of the revised training programme could be implemented in the short term, including the introduction of refresher workshops for current supervisors.

Ioane thanked Evangelia for her work and suggested that cultural supervision guidance, including Pacific and Māori research perspectives, be incorporated into the supervisor development programme. He also asked about support for new supervisors following completion of the introductory badge.

Evangelia noted that mentoring is generally provided within schools but suggested that a more formal mentoring network of experienced supervisors could be established. Committee members supported the inclusion of mentoring and culturally responsive supervision components.

Samah supported the proposed workshops for new and existing supervisors and raised the question of AI guidance. Evangelia advised that AI awareness and responsible-use training could proceed while broader institutional guidance is being developed.

The Chair advised that the Research Committee is reviewing co-authorship practices as part of the ongoing alignment of research policies, procedures, and guidelines across MIT and Unitec.

The Chair also raised the potential for closer alignment between the Postgraduate Research Committee and the Research Committee. While acknowledging that postgraduate research oversight includes student related operational matters and is not typically considered by research committee, members agreed there may be opportunities to improve communication and alignment between the groups.

Actions:

Valia to continue development of the postgraduate research supervision training framework, incorporating Committee feedback.

Incorporate formal mentoring, culturally responsive supervision guidance, and AI awareness training into the supervisor development pathway.

Research Office to explore implementation of refresher training for supervisors during the current academic year.

Research Office to continue investigating options for future micro-credential development and approval processes.

SECTION 6 CLOSING

6.1 Any Other Business

N/A

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.

6.3 Whakamutunga | Closing

The meeting concluded at 1525 hrs.

Confirmed as a true and correct record:

Chair: Rosanne Ellis

Date: 11 August 2026

ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
4.1	Advise Academic Programme Leads, Discipline Leaders, and Heads of School of staff who have not met the supervisor requirements, and request verification of the current supervisor list, including identification of Postgraduate Advisors and potential future research supervisors.	Cynthia	
4.2	Circulate the annual work plan to Committee members.	Cynthia	
4.2	Establish a Teams site for the Committee, including key documents, meeting records, work plans, and internal and external supervisor registers	Cynthia	
4.3	Amend the audit documentation wording regarding the use of templates and review the potential consolidation of the Health and Safety form and Supervisor-Student Contract into a single document and distribute documentation for audit	Cynthia	
4.3	Review postgraduate research documentation	Cynthia/TR	

Memo to: Academic Committee

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

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

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

Classification: In Confidence

Date: 21 September 2026

For Information

- Noted updates on TEC/TREF consultation, including ongoing sector engagement and funding framework discussions.
- Research policy review to commence, with Committee consultation planned.
- Agreed to review and align generic postgraduate regulatory provisions as part of the wider institutional regulatory review.
- Considered consultation on Student Regulations and related procedures, with feedback to be provided through the formal consultation process.
- Added postgraduate support, graduate research coordination, and research policy review priorities to the 2026 workplan.
- Considered a postgraduate examination accommodation request and agreed the student should not be disadvantaged; regulatory advice to be sought on the approval pathway.

[PGRSC Minutes-2026-09-08.pdf](#)



**Postgraduate Research and Scholarships
Committee | MIT and Unitec
MINUTES**

Date: 9 September 2026

Time: 1400 hrs.

Venue: MS Teams

1 Whakatuwheratanga | Opening

The Chair welcomed all the Committee members and Secretary to the meeting. Hamid Sharifzadeh was welcomed as a guest member pending formal approval by Academic Committee.

The Chair also introduced Fiona Campbell, Academic Quality Assessor who was in attendance as a Guest. She outlined her role in policy development, quality assurance, and regulatory review. Members introduced themselves and their roles.

Challenges were noted with the current PGRS meeting schedule were noted regarding Ahmad Wedyan's attendance due to teaching commitments.

The Committee agreed that alternative meeting times for the remaining meetings of the year should be explored.

1.1 Attendance & Apologies

Members	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
A/Prof Annabel Pretty	Professoriate	√			
Prof Hamid Sharifzadeh	Nominee, Professoriate/Principal Lecturer with postgraduate responsibilities	√			
Ioane Aleke Fa'avae	Pacific Representative	√			
Ngaire Molyneux	Māori Representative		√		
Hinewaimarama Reihana White (Proxy for Ngaire Molyneux)	Māori Representative	√			
Dr Mel Wong	Senior General Staff	√			
Dr Ahmad Wedyan	Senior General Staff			√	
Mithila Mahanama	Student Representative (Unitec)		√		

In attendance:

Cynthia Almeida	Secretary	√			
Fiona Campbell	(Academic Quality/Policy Assessor)	√			

Apologies were received by Dr Ahmad Wedyan and Mithila Mahanama

Quorate Status

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

1.2 Declaration of Interest (*if applicable*)

Nil

1.3 Confirmation of Previous Minutes

The minutes of the previous Postgraduate Research and Scholarships Committee were presented.

RESOLVED: That the minutes of the meeting held on 8 September 2026 be confirmed as a true and correct record.

Moved: Annabel Pretty

Seconded: Ioane Aleke Fa'avae

CARRIED

1.4 Action Register

The Chair updated the Committee on the actions from previous meetings.

Action items:

SUMMARY OF ACTIONS (2025-09-08)

Agenda Item(s)	Action	Responsible	Outcome
	Change in regulations/contingency plan if the external examiner does not turn up for oral exam	Annabel Pretty	Completed
4.1	Advise Academic Programme Leads, Discipline Leaders, and Heads of School of staff who have not met the supervisor requirements, and request verification of the current supervisor list, including identification of Postgraduate Advisors and potential future research supervisors.	Cynthia	Completed
4.2	Committee Work Plans, Terms of Reference and governance documents circulated to new members.	Cynthia	Completed

	Dynamic tracker monitoring commenced, with updates received from most Programme Leads. Follow-up will occur with programmes that have not yet submitted their tracker update.	Cynthia	To follow up
4.2	Establish a Teams site for the Committee, including key documents, Meeting Papers and Minutes, Policies and Guidelines work plans, and internal and external supervisor register	Cynthia	In progress
4.3	Amend the audit documentation wording regarding the use of templates and review the potential consolidation of the Health and Safety form and Supervisor-Student Contract into a single document and distribute documentation for audit	Cynthia	Under review
4.3	Review and consolidation of postgraduate documentation, including: • Student-supervisor agreements • Health and safety documentation • Audit-related requirements • Broader review of postgraduate systems, processes, and support structures.	Cynthia/Rosanne	Under review

2 General Business

2.1 TEC / TREF Consultation Feedback

The Chair updated the Committee on consultation activity relating to the Tertiary Research Excellence Fund operational design and assessment criteria (TREF). Members were thanked for providing feedback regarding the TEC consultation on the future of TREF.

The Committee noted:

- A summary of institutional feedback has been prepared and will be circulated.
- TEC workshops are continuing throughout the year. Upcoming TEC workshop will focus on the Research Capacity component of the funding framework.
- Discussions are underway regarding whether MIT and Unitec should remain in the ITP funding pool or seek inclusion in the university pool.
- Further discussions with TEC and Council are anticipated.

2.2 Research Policy Review

The Chair advised that a comprehensive review and integration of research-related policies, procedures and guidelines will commence shortly.

The Committee will be consulted as part of the review process.

3 Items to Approve

Nil

4 Items to Receive

4.1 Applied Research Rangahau Strategic Plan 2026-2029

The Chair presented an overview of the draft Applied Research Strategy 2026–2029 and advised that Academic Committee has endorsed the strategy and will be presented to Executive Leadership and subsequently to Council for final approval.

The strategy has been developed through an extensive co-design process involving approximately 200 participants and is underpinned by commitments to Te Tiriti o Waitangi, the institution's strengths in applied and translational research, and recognition of Māori, Pacific and Indigenous knowledge systems alongside Western research methodologies.

The Chair outlined six strategic objectives of the strategy:

- Establishing a distinctive Treaty-aligned research identity.
- Strengthening equitable and accessible research systems and support structures.
- Growing research capability, participation, and postgraduate pathways.
- Establishing applied research clusters.
- Strengthening external partnerships and engagement.
- Enhancing research productivity, impact, and sustainable growth.

Members noted that several aspects of the strategy are of relevance to the Committee, including:

- A focus on increasing postgraduate enrolments.
- Initiatives to strengthen Māori and Pacific postgraduate participation.
- The continued development of professional doctorate pathways to support advanced research and professional practice opportunities.

Annabel and Hamid commended the comprehensiveness of the framework and its alignment with institutional goals.

Moved: Hinewaimarama Reihana-White

Seconded: Mel Wong

Resolved: That the Applied Research Strategy update be received.

CARRIED

4.2 Masters' Generic Regulations

The Committee discussed inconsistencies in the incorporation of the legacy Generic Master's Regulations across programmes.

Members noted that while some programme regulations have incorporated master's provisions directly within their own regulations, others continue to rely on separate generic

regulations. A recent student case highlighted these inconsistencies and raised concerns regarding potential ambiguity in the interpretation and application of requirements.

Fiona explained the broader regulatory hierarchy:

- Statutes
- Regulations
- Policies
- Procedures/Guidelines

RESOLVED: The Committee agreed that a review and alignment of generic postgraduate provisions should be undertaken as part of the wider institutional regulatory review. This work will aim to improve consistency, clarity, and accessibility across postgraduate programme regulations.

Moved: Rosanne Ellis

Seconded: Ioane Aleke Fa'avae

CARRIED

4.3 TABLED ITEM: Policy Consultation: Student Regulations; Student Concerns Complaints and Appeals Procedures and Student Misconduct Procedure (Fiona Campbell)

Fiona introduced the review of the integrated Student Regulations, which were implemented following the MIT-Unitec integration. The review aims to identify any gaps, unintended consequences, and areas where further clarification may be required.

The Committee noted several areas of relevance to postgraduate students and research programmes, including student research provisions, supervision arrangements, thesis and dissertation assessment requirements, academic progress regulations, and provisions relating to complaints, appeals, and misconduct affecting postgraduate students. During discussion, members observed that the current research-related provisions within the regulations appear relatively limited.

Rosanne highlighted a number of matters that may warrant further consideration as part of the review, including issues relating to student co-authorship, intellectual property ownership and management, the implications of emerging government intellectual property policy, and requirements associated with sensitive research and international research security.

Action

Committee members were asked to provide feedback through the formal consultation process before the consultation deadline.

SECTION 5 WHAKAWHITI KŌRERO | ITEMS FOR DISCUSSION

5.1 MARCP Guidelines for Contingency workflow PART A and PART B Examination Procedure

Annabel presented proposed Viva/Open Examination contingency guidelines developed in response to issues encountered during several recent examination rounds. The Committee

noted instances where external examiners, internal examiners, or conveners had become unavailable, creating challenges for the examination process.

The purpose of the guidelines is to establish clear and consistent procedures that protect students from disadvantage, clarify the responsibilities of examiners and conveners, provide contingency pathways when key participants are unavailable, and support the use of asynchronous assessment processes where required.

Members were advised that the proposed guidelines include clearly defined roles and responsibilities for conveners, internal examiners, and external examiners. The guidelines also incorporate decision trees and contingency workflows to support decision-making, together with guidance on examiner conduct and feedback expectations. A strong emphasis has been placed on student-centred principles throughout the document.

During discussion, members expressed strong support for the work. Hinewaimarama noted the close alignment of the proposed approach with requirements already established within the Creative Practice programme.

Mel Wong suggested that consideration be given to developing examiner induction and professional development pathways to support consistent implementation.

The Chair commended the clarity and usefulness of the visual decision tools included in the draft guidelines.

Resolved

The Committee endorsed the direction of the work and supported its use in informing the development of future institutional guidelines and related policy frameworks.

5.2 MITU POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE DRAFT WORKPLAN - 2026

The Chair provided an update on progress against the current workplan. Members noted that the Dynamic Tracker remains on schedule and that audit-related activities are progressing as planned.

Resolved

The Committee agreed to include the following new items in the workplan:

- A review of postgraduate support systems and activities.
- Exploration of a coordinated postgraduate support and graduate research model.
- A priority review of research-related policies and procedures.

Members noted that the Academic Committee is currently undertaking a broader review of governance structures, committee terms of reference, and committee arrangements across the institution. The Committee acknowledged that the outcomes of this review may have implications for the future scope and priorities of the PGRSC workplan.

SECTION 6 CLOSING

6.1 Any Other Business

Examination Accommodation for Deaf Student

Annabel raised a case involving a postgraduate student who is deaf and has requested reasonable accommodation for their assessment. The requested adjustments include an extension of the presentation component from 20 minutes to 25 minutes, with no changes proposed to the allocated examination question time.

Members noted that appropriate support accommodation is already in place for the student through Student Success. Discussion focused on the approval process for accommodation within Level 9 examination settings, with uncertainty identified regarding the relevant authority and procedural requirements for approving such adjustments in postgraduate examination processes.

The Committee expressed its support for the proposed accommodation and agreed that the student should not be disadvantaged as a result of their disability.

Action

- Fiona to investigate the relevant regulatory requirements and advise the Committee on the appropriate approval pathway and process for examination accommodation at Level 9.
- Cynthia to record the action and follow up on its progress.

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.

6.3 Whakamutunga | Closing

The meeting concluded at 1520 hrs.

Confirmed as a true and correct record:

Chair: Rosanne Ellis

Date: 8 September 2026

ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
	Explore alternative meeting times to improve Ahmad's attendance.	Cynthia	Completed
	Dynamic tracker Follow-up with programmes that have not yet submitted their tracker update.	Cynthia	To follow up
	Continue development of a Teams site for the Committee, including key documents, Meeting Papers and Minutes, Policies and Guidelines work plans, and internal and external supervisor register	Cynthia	In progress
	Amend the audit documentation wording regarding the use of templates and review the potential consolidation of the Health and Safety form and Supervisor-Student Contract into a single document and distribute documentation for audit	Cynthia	Under review
	Review and consolidation of postgraduate documentation, including: • Student-supervisor agreements • Health and safety documentation • Audit-related requirements • Broader review of postgraduate systems, processes, and support structures.	Cynthia/ Rosanne	Under review
	Circulate the institutional TREF/TRF feedback summary to members.	Fiona	
	Members to provide feedback through the Student Regulations consultation process by the consultation deadline.	All Members	
	Use Annabelle's examination contingency framework to inform future policy and guideline development.	Fiona	
	Add the postgraduate support-centre review to the PGRSC workplan.	Cynthia	
	Advise the Committee on the approval pathway and process for examination accommodation for student with disability at postgraduate level.	Fiona	
	Record the action and follow up on progress.	Cynthia	

Memo to: Academic Committee
From: Dr Rosanne Ellis, Director, Research and Enterprise Tamaki
Subject: **Subcommittee Membership Nomination**
Classification: Unclassified
Date: 2 September 2026

Purpose

To seek Academic Committee's approval for the appointment of a member 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

Postgraduate Research and Scholarships Committee:

Name	Position	Membership
Dr Hamid Sharifzadeh	Professor, Academic Programme Manager, Computing, Electrical and Applied Technology	Member (General Staff)

RECOMMENDATIONS

That the Academic Committee:

Approve the appointment of Dr Hamid Sharifzadeh (Professor/Academic Programme Manager, Computing, Electrical and Applied Technology) as member of the Postgraduate Research and Scholarships Committee, nominated by the DCE Academic Committee, on the advice of, and from among, the general staff, and on the advice of the Director, Research and Enterprise, respectively for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

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: 10 September 2026

For Information

- Research-Related Policy Review: Following the institutional merger, there is a need to review research-related policies established during the initial transition period, as well as those areas that have not yet been fully integrated.
- The committee provided feedback to the Academic Quality Assessor on the review of the Student Regulations; Student Concerns, Complaints and Appeals Procedures and Student Misconduct Procedures.
- An update was provided on the transition from the PBRF to TREF (Tertiary Research Excellence Fund). The TEC is currently considering the Research Capacity Measure, with the committee providing feedback on proposed metrics.
- The committee was briefed on the Protective Security Requirements arising from cross-government work and now incorporated into government-funded research contracts, including KiwiNet commercialisation agreements. Research proposals and contracted activities will need to consider whether they fall within the scope of these requirements, particularly where research involves international collaborations, sensitive technologies or higher-risk countries.
- The committee were advised that MIT and Unitec are now members of TechNZ, an independent membership-based organisation representing research organisations, not-for-profits, companies and corporates across a range of sector groups. Membership provides staff and students with access to the TechNZ community, industry connections, working groups, sector insights, newsletters, and a range of free events and workshops. Membership also provides opportunities to engage with industry and contribute to sector discussions and networks.



MIT and Unitec Academic/Research Committee MINUTES

Date: 10 September 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, including new member Dr James Prescott, nominee, Pacific Advisory Committee, and Sana Saleem, proxy for Anna Wheeler.

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	√ (from 1.45pm)			
Anna Wheeler	Co-opted Member		√		Sana Saleem
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		√		
Dr James Prescott	Nominee, Pacific Academic Advisory Committee	√			

In attendance:

Brenda Massey	Committee Secretary			
Fiona Campbell – for item 4.1	Academic Quality Assessor			

RESOLUTION: That the apologies be received from Anna Wheeler, Deb Heke, Maia Topp and Vanessa Byrnes (for lateness).

Moved: Hadley Brown

Seconded: Alaa Al Janabi

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 13 August 2026 be confirmed as a true and correct record.

Moved: Linda Kestle

Seconded: Alaa Al Janabi

CARRIED

Item 1.4 Action Register

Rosanne Ellis provided an update on the action “update the Postgraduate Research and Scholarships Committee on the discussion about the proposed postgraduate research supervision training programme 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”.

Discussion had highlighted the need to review and strengthen postgraduate supervision training, including greater flexibility through modular and shorter workshops, resources for new supervisors, and refresher training for experienced supervisors. Broader issues were also identified around the inconsistent management of postgraduate scholarships and the lack of coordinated central support for postgraduate students across campuses, schools and disciplines.

It was agreed that the work would be progressed jointly with the Postgraduate Research and Scholarships Committee, including a broader review of postgraduate support, supervision management, and supervisor registration and internal/external supervision arrangements.

SECTION 2 – GENERAL BUSINESS

1. The final Applied Rangahau Research Strategic Plan 2026–2029 was presented to Academic Committee, and subsequently to the Executive Leadership Team, where it received positive feedback. The plan is close to receiving final sign-off, subject to clarification of the approval process for Tier 2 strategic documents, after which communication and implementation of the identified objectives and projects will commence.
2. Following the institutional merger, an initial review is underway of policies developed urgently at the beginning of the year. A number of previously unmerged policy and portfolio areas have also been identified as priorities. Research-related policies are among these, with work underway to consolidate the former MIT and Unitec research policies and commence a review process.

SECTION 3 – ITEMS TO APPROVE

N/A

SECTION 4 - ITEMS FOR DISCUSSION

Section 4.1 Policy Consultation: Student Regulations; Student Concerns, Complaints and Appeals Procedures and Student Misconduct Procedures

Fiona Campbell, Academic Quality Assessor, joined the meeting to introduce a review of the Student Regulations that were developed rapidly at the end of 2025 to bring together the former MIT and Unitec regulations into a single, student-facing framework covering the student journey from enrolment through to graduation. The review aims to improve usability, provide a single source of information for students, and reduce the number of student-facing policies.

A broad consultation is now underway to identify any gaps, unintended consequences, operational issues, and areas requiring amendment or clarification following the first nine months of implementation. Committee members were particularly encouraged to provide specialist feedback on the research-related provisions, including student research, research support and supervision, ethics, thesis/dissertation assessment, academic progress, complaints, investigations and appeals. The research sections may require further development to ensure they adequately reflect postgraduate research requirements and practice.

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

- The document is quite lengthy. It was suggested that a staged review may be more effective. The initial priority should be to check for duplication, consistency and alignment arising from the integration of the former MIT and Unitec regulations, before undertaking a detailed review of individual provisions.
- It was noted that a meaningful review of the research-related sections would require more detailed consideration of whether the requirements remain current, practical and achievable, particularly in relation to supervision requirements, supervisor training and qualification expectations.
- While the document appears fit for purpose at a high level, a further detailed and pragmatic review is needed to determine whether the regulations can realistically be implemented within available institutional capacity and capability.

Fiona responded that the Student Regulations have been in operation for the full academic year, so there has been an opportunity to gather practical feedback from specialist areas on what is working well, what is not working, and where gaps or improvements are needed. Feedback received during the year has already informed some amendments, particularly in relation to postgraduate enrolment.

The current review is intended to focus on practical and operational improvements rather than significant strategic changes, given that further organisational and structural changes are anticipated over the next 12 months. A more strategic review is anticipated next year to ensure the regulations align with emerging organisational structures, systems and processes as the integration continues.

Rosanne added that as we roll out the applied research strategy and look to review systems, processes and structures to deliver on that, we'll need to make sure that we've got close alignment between the strategic research plan and what the regulations require.

The Postgraduate Research and Scholarship Committee raised issues of IP and student co-authorship. It was clarified that IP provisions are covered by our IP Policy, which is currently being review by Legal. Students have always owned their own IP unless they've assigned it to the

institution or an external funding provider. The IP Policy review will be informed by government's new national IP policy.

- Concern was raised regarding the practical application of the research ethics requirements within the Student Regulations, particularly the requirement for students to obtain ethics approval before commencing research. It was noted that current ethics committee meeting schedules and delegated approval arrangements for high- and low-risk research may not always align with postgraduate students' dissertation and thesis timelines.
- The committee noted the importance of ensuring that the regulations are pragmatic and achievable in practice, so that ethics processes provide appropriate oversight without creating unnecessary delays or barriers to students completing their research within required timeframes. It was suggested that the ethics systems, processes and approval timelines be reviewed alongside the Student Regulations to ensure alignment with student needs.

Fiona advised that once all feedback has been collated, her team will consult with specialist areas. So, for example, no changes will be made to provisions around research without consulting the Research and Postgraduate Office. The final draft regulations will go to Academic Committee and then Council, as Council is charged with approving regulations.

Section 4.2 **TEC Tertiary Research Excellence Fund (TREF) Research Capacity Measure**

An update was provided on the transition from the PBRF to TREF. The overall funding pool remains the same, however TREF will operate through separate funding streams for universities, and for ITPs, PTEs and wānanga. Research degree completions and external research income will continue to be measured, with increased weighting for both measures. For ITPs, a separate Research Capacity measure represents 2.5% of TREF (\$7 million). Unlike the previous quality evaluation approach, this measure is proposed to be based primarily on allocated research time and knowledge exchange, rather than research outputs.

At a recent feedback workshop, MIT-Unitec raised concerns with TEC regarding:

- the potential for the measure to be gamed
- how research capacity and knowledge exchange will be defined and evidenced
- how allocated research time will be audited
- eligibility and workforce considerations, including the proposed requirement for research-active staff to be employed for at least one year with a minimum 0.2 FTE research allocation
- how research activity undertaken by staff at Level 5 and below, and in non-degree programmes, will be recognised.

Further TEC workshops will continue through to mid-2027, with the main design expected to be established by then, followed by a second phase through 2027–2028 to establish data sources and implement process changes. A detailed briefing on the workshop outcomes will be circulated once the workshop materials are available.

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

- Will the proposed Research Capacity measure take academic seniority and salary differentials into account when assessing research capacity and FTE? For example, a fixed research budget of \$100,000 would purchase significantly different amounts of FTE depending on whether the research time was allocated to a Professor, Lecturer or Research Assistant. It was suggested that this potential impact on the relationship between funding, staff seniority and measured research capacity warrants consideration. Rosanne responded that TEC has said it's not about individuals, it's about the total research capacity and FTE allocation to research.
- The importance of establishing a clear and consistent definition of research capacity and “substantive contribution” across all schools was emphasised. Research activity encompasses a broad range of contributions, including research outputs and supervision, ethics applications, external funding proposals, industry and community engagement, knowledge exchange, Indigenous and discipline-specific research, and research mentoring. It will be important to recognise this breadth rather than focusing on individual outputs, and to ensure that any agreed definitions are applied consistently across the institution. Rosanne responded that the TEC has indicated that individual institutions will have flexibility to determine how research outputs and knowledge exchange are valued, with these approaches reflected in their investment plans submitted to TEC. TEC also acknowledged the importance of ensuring that examples of research outputs and knowledge exchange recognise practice-led research, community impact, Māori and Pacific research approaches, and knowledge mobilisation.
- Concern was raised about the potential gap between planned research time and actual research activity within workload models. While research-active staff may be allocated 0.2 FTE for research, there is currently limited monitoring of whether this time is actually available and spent on research, given competing teaching and other responsibilities.
- Clarification was also sought on whether postgraduate research supervision would be recognised as research capacity, particularly where supervision contributes to research outputs such as co-authored publications or conference presentations.
- It will be important to clearly understanding what TEC will and will not recognise under TREF, so that institutional workload models, research activity and performance measures are appropriately aligned with the funding framework.

It was confirmed that research supervision was discussed with TEC during the workshop and is expected to be recognised as research activity, consistent with its treatment in the university sector. The workshop also considered how subcontracted and collaborative research should be recognised, including how FTE and research time might be attributed where staff work across institutions.

A range of potential measures for research capacity and knowledge exchange were put forward to TEC; they will consider these ahead of further workshops to refine the criteria. Similar concerns were raised at Executive level regarding the requirement for formal FTE workload allocation and the potential exclusion of research-active staff who are not working within degree programmes.

An alternative option of participating in the university TREF funding pool from the outset was also raised for consideration by the Executive Leadership Team and Council, alongside further investigation of the proposed measures for citations, commercialisation and policy impact.

Section 4.3 **Trusted Research Protective Security Requirements (TR-PSR)**

The committee was briefed on the Protective Security Requirements arising from cross-government work and now incorporated into government-funded research contracts, including KiwiNet commercialisation agreements. Research proposals and contracted activities will need to consider whether they fall within the scope of these requirements, particularly where research involves international collaborations, sensitive technologies or higher-risk countries.

As research and contracted activity increases, the requirements will need to be incorporated into institutional policies, procedures, contract agreements and templates, including appropriate risk-assessment checks and consideration of downstream subcontracting obligations. The information will be progressively incorporated into the institution's website, research pages and research toolkits, with concise guidance, checklists and summaries to support researchers and staff working with international partners.

Committee feedback highlighted the importance of providing relevant training for staff involved in research and contracted research. It was noted that researchers need to understand how to manage information appropriately where projects involve commercial, contractual or cultural sensitivities, including circumstances where information cannot be publicly released.

The requirements were considered particularly important as the institution increases its engagement in government-funded and contracted research, with clear understanding needed of the respective expectations of funders, clients and research partners regarding data management, confidentiality and information sharing.

It was confirmed that providing training and support for researchers undertaking external collaborations is an immediate action within the Research Strategy. This will include guidance on initiating external partnerships, understanding contractual requirements, identifying key risks, and meeting relevant compliance obligations.

A coordinated, wraparound support model will be developed across the International, Enterprise and External Engagement teams, with consideration of additional research and partnership development capability to support researchers. It was noted that strengthening this capability will be important to growing external and contracted research income while ensuring researchers understand and manage the associated requirements and constraints.

SECTION 5 - ITEMS TO RECEIVE

Section 5.1 **Tech New Zealand (TechNZ)**

The committee were advised that MIT and Unitec are now members of TechNZ, an independent membership-based organisation representing research organisations, not-for-profits, companies and corporates across a range of sector groups. Membership provides staff and students with access to the TechNZ community, industry connections, working groups, sector insights, newsletters, and a range of free events and workshops. Membership also provides opportunities to engage with industry and contribute to sector discussions and networks. Further information will be circulated to staff and students, including opportunities relevant to specific disciplines and areas of interest.

TechNZ membership was welcomed as a valuable opportunity for staff and students to engage with industry, conferences, events and sector networks. Previous participation in Tech Week, including the successful Industry Keynote Series, was highlighted as demonstrating the value of these opportunities. Existing staff engagement with the AI Forum and other TechNZ activities was also noted. The committee encouraged proactive communication of TechNZ opportunities to all staff, with staff then encouraged to share relevant events and activities with students, to maximise the benefits of the membership.

SECTION 6

CLOSING

Section 6.1 **Any Other Business**

N/A

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, Academic Committee.

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:	1410 h
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ACTION REGISTER

N/A

Memo to: Academic Committee
From: Dr Rosanne Ellis, Director Research and Enterprise
Subject: Co-option of staff member to the Research Committee
Classification: Unclassified
Date: 17 September 2026

Purpose

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

Background

The Research Committee Terms of Reference provide that:

"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."

Nomination:

Research Committee:

Name	Position	Membership
Dr Marilou Raduban	Associate Professor, Bridgepoint	Coopted Member

Recommendation:

That the Academic Committee approve the co-option of Dr Marilou Raduban (Associate Professor, Bridgepoint) to the Research Committee, in accordance with section 3.3 (Co-opted members) of the Research Committee Terms of Reference: