

MITU ACADEMIC WORKPLAN 2026

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 | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Noting AC ToR • Noting Standing Orders (new) • Subcommittee ToR Approvals (new) |
| February | <ul style="list-style-type: none"> • Approve Graduands | <ul style="list-style-type: none"> • Review 2025 Committee Attendance Reports • Policy Approvals |
| March | <ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands • Quarterly Complaints and Appeals Reports (Oct-Dec 2025) • Student Misconduct During Assessment Report (Sem 2, 2025) | <ul style="list-style-type: none"> • Confirmation of nominated members to AC and Subcommittees • Note list of Programmes and Qualifications for 2026 and Annual Programme Closures • Approve Academic Committee Handbook (new) • Receive and consider Student Survey Report 2025 • Review EPI (2025 draft from Dec SDR) |
| April | <ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands • Review Academic Risk Register (new) | <ul style="list-style-type: none"> • Receive and consider YSWD Status Report (new) • Review of Moderation Annual Report (2025) • Review of Monitoring Annual Report (2025) • Review of Literacy and Numeracy TEC compliance (2025) • Review of Consistency Report (2025) |
| May | <ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands • Quarterly Complaints and Appeals Reports (Jan-Mar 2026) • Research Productivity Traffic Light (RPTL) 6-monthly Report | <ul style="list-style-type: none"> • Approve Research Annual Report (2025) • Review EPI (2025 final from April SDR) • Approve Programme Committee memberships • Approve Programme Advisory Group memberships • Receive and consider PER/MER Reports (2025) |
| June | <ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands | <ul style="list-style-type: none"> • Approve Academic Calendar (2027) • Receive and consider Digital Learning Standards Annual Report (new) |

| | | |
|-----------|--|---|
| | <ul style="list-style-type: none"> Review Academic Risk Register | <ul style="list-style-type: none"> Receive and consider Professional Development Annual Report (new) |
| July | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands | <ul style="list-style-type: none"> Approve EPICs (2027) Receive and consider Academic Integrity Annual Report (2025) |
| August | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands Review Academic Risk Register Quarterly Complaints and Appeals Reports (Apr-Jun 2026) Student Misconduct During Assessment Report (Sem 1, 2026) | <ul style="list-style-type: none"> Student Survey Report (Sem 1 2026) Note list of new product applications submitted to the NZQA, and list of Type 2 Changes received Review Academic Policies for 2027 |
| September | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands | <ul style="list-style-type: none"> Review Subcommittee ToR Review Academic Policies for 2027 Receive and consider Annual Academic Compliance Check (new) |
| October | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands Review Academic Risk Register | <ul style="list-style-type: none"> Review iQAF Self-Assessment Report and Improvement Plan (new) Review Subcommittee ToR Receive and consider Teaching Excellence Standards Annual Report (new) Review Academic Policies for 2027 |
| November | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands Quarterly Complaints and Appeals Reports (Jul-Sep 2026) Research Productivity Traffic Light (RPTL) 6-monthly Report | <ul style="list-style-type: none"> Approve 2027 Memberships for AC and Subcommittees Approve 2027 Meeting Schedule for AC Review Academic Committee Handbook |
| December | <ul style="list-style-type: none"> Subcommittee Reports Approve Graduands Review Academic Risk Register | <ul style="list-style-type: none"> Approve 2027 Meeting Schedule for AC Subcommittees Conduct AC Self-Assessment Review 2027 AC Workplan |

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)



Joint Academic Committee | MIT & Unitec MINUTES

Date: Wednesday 03 December 2025

Time: 1:00pm

Venue: MIT ND317 and MS Teams

1 Whakatuwheratanga | Opening

The Chair opened the meeting with a karakia.

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

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

1.1 Attendance & Apologies

Joint members

Apologies :

Annette Pitovao (Leave at 2.30pm)
Chris King
Chris Park (Absent from 1.30-2.30pm)
Jo Perry (Late arrival)
John Pepere
Liz Rainsbury
Nick Kusari
Rob Shaw
Rosanne Ellis (Proxy: Hadley Brown) *
Simon Nash (Leave at 3.00pm)
Peseta Sam Lotu-liga (Leave early)
Vivienne Merito
Wiremu Manaia (Proxy: Hana Hohapata) *

Absent:

Muhammad Rayyan Hassan
Irene Wu

Attendance :

| | | |
|---------------------------------|---------------------|-------------------------|
| Martin Carroll (Chair) | Annette Pitovao | Chris Park |
| Diana McMahon-Reid | Elena Modkova | Guillermo Ramirez-Prado |
| Helen Perry | James Oldfield | Jay Kumar |
| Jayne Jackson | Jo Perry | Jocelyn Williams |
| Kylie Smith | Laura Harvey | Luka Crosbie |
| Maia Topp | Mike Foley | Peseta Sam Lotu-liga |
| Peter McPherson | Pip Schollum-Manase | Rebecca Ho |
| Sandi Eickhoff | Simon Nash | Simon Tries |
| Sue Palfreyman | Hana Hohapata* | Hadley Brown* |
| Armaan Singh Brar | Dina Rahui | |

Unitec members

| | | |
|-------------------------|-----------------|----------------------|
| Martin Carroll | Annette Pitovao | Chris King |
| Guillermo Ramirez-Prado | James Oldfield | Jocelyn Williams |
| John Pepere | Laura Harvey | Liz Rainsbury |
| Luka Crosbie | Mike Foley | Peseta Sam Lotu-liga |
| Peter McPherson | Rosanne Ellis | Simon Nash |
| Simon Tries | Sue Palfreyman | Viv Merito |
| Muhammad Rayyan Hassan | Irene Wu | |

Manukau Institute of Technology members

| | | |
|-----------------------------|----------------------|---------------------|
| Martin Carroll | Chris Park | Diana McMahon-Reid |
| Elena Modkova | Helen Perry | Jay Kumar |
| Jayne Jackson | Jo Perry | Kylie Smith |
| Luka Crosbie | Maia Topp | Mike Foley |
| Nick Kusari | Peseta Sam Lotu-liga | Pip Schollum-Manase |
| Rebecca Ho | Robert Shaw | Rosanne Ellis |
| Sandi Eickhoff | Simon Nash | Wiremu Manaia |
| Armaan Singh Brar (Student) | Dina Rahui (Student) | |

In attendance:

| | | |
|----------------------|--------------------|---------------|
| Juee Jin (Secretary) | Fiona Campbell | Anne Sinclair |
| Akenese Tuala | Aiono Manu Fa'aea* | |

The Chair received all apologies and declared the meeting quorate.

Moved: Pip Schollum-Manase

Seconded: Sandi Eickhoff

CARRIED

1.2 Work Plan**Dec 2025 Work Plan – Unitec**

There were no items on the Dec Work Plan.

Dec 2025 Work Plan – MIT

The following items were deferred to 2026:

- Terms of Reference for the Academic Committee Sub-committees
- Review of the Academic Committee Work Plan for 2026
- Academic Committee Schedule of Meetings for 2026

1.3 ACTIONS

Te Komiti Mātauranga Actions:

1.3.1 Making AI Literacy for Learners and Academic Integrity Modules Compulsory:

James Oldfield to discuss with colleagues at MIT to see if the AI Literacy module can be offered Tāmaki wide.

Discussion on 03 December:

It was noted that the work to reformat the module has progressed, a version is now configured to operate across both relevant platforms for implementation next year. As the remaining development steps are underway, and with the mandatory aspect to be reconsidered at a later stage, it was agreed that the action no longer needs to remain open.

Previous discussion on 06 November:

It was noted that work is underway to reformat the developed module, which is currently housed in H5P and not fully compatible with Canvas. The module will be transitioned to an alternative tool to enable sharing and accessibility through Canvas. This work will be completed prior to broader implementation.

Status: *Closed*

1.3.2 Making AI Literacy for Learners and Academic Integrity Modules Compulsory

Te Komiti Mātauranga tasks APMs with working with James Oldfield to identify programmes to add the AI Literacy module to and to work on the criteria.

Discussion on 03 December:

As this module is progressing on the same pathway as item 1.3.1, with development advancing as planned, it was agreed that this action item may now be closed.

Previous discussion on 06 November:

It was noted that the item will remain on the action list until it has been confirmed as addressed through the agenda, in the event it is not resolved at the current meeting.

Status: *Closed*

1.3.3 Oversight of Quality Assurance Systems

Discussion on 03 December:

It was noted that this matter remains in progress and will be carried forward into the New Year.

Status: *In progress*

MIT Actions:

1.3.9 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 Chair. The work will focus on measures of student satisfaction, staff development, and effective management of complaints, rather than numerical reduction targets, and a progress report will be provided to the committee in due course.

Discussion on 03 December:

It was noted that the matter will be rolled into the New Year, with work to recommence in February with a broader group.

Previous discussion on 06 November:

It was noted that consensus had not yet been reached, and the matter will be deferred for further consideration at a later date.

Status: *Deferred*

JAC2.1 NZQA Fees - Academic Risk

Discussion on 03 December:

The Committee was advised that NZQA had still not released its fee schedule. The Chair noted that the risk has been framed on the register as the potential for the allocated budget to be insufficient to meet all required programme approvals and amendments. Current mitigations include best estimated budgeting and, where necessary, incorporating NZQA fees within programme-level business cases.

While some financial impact remains possible, it is expected to be manageable. Should non-essential programme changes arise that exceed the available budget, these may need to be deferred until the following year.

Previous discussion on 06 November:

Record NZQA fee uncertainty as an academic risk, noting that insufficient budget may limit programme approvals.

Status: *Closed*

JAC2.3.4 Stakeholder Engagement and Feedback Policy

The report is presented under agenda item 2.7, is now complete.

Status: *Closed*

1.4 Previous Minutes

Joint Academic Committee 20251119 Draft Minutes:

RESOLUTION:

That the Joint Academic Committee confirms the Minutes of the following meeting:

- 19 November 2025

Moved: Chris Park

Seconded: Rebecca Ho

CARRIED

1.5 ACSC Minutes

RESOLUTION:

That Te Komiti Mātauranga receives the minutes of the following Standing Committee meetings:

- 29 October 2025
- 19 November 2025

Moved: Simon Nash
Seconded: Simon Tries

CARRIED

2 General Business

2.0 Update on Academic Governance Changes

Presenter: Martin Carroll

The Chair provided an update on the transition to the new academic governance structure. A supporting paper comprising the Memo from the DCEA, the draft MITU Academic Committee Terms of Reference, and the Academic Governance Chart has progressed through TTG.

To support the establishment of the new structure in early 2025, the Chair has appointed initial Subcommittee Chairs. This approach ensures a core group is in place to assist with finalising membership and standing up the new subcommittees. In making these appointments, priority was given to the most senior officers with Tāmaki-wide responsibilities, thereby maintaining balance across the divisions and avoiding institutional bias. Where no organisation-wide role existed, selections were made in consultation with the Executive Director.

Many subcommittees currently include a significant number of ex officio positions, which reflect different structural arrangements across the two divisions. As a consolidated organisational structure is expected to develop over the coming year, subcommittee membership will be reconsidered once entity-wide equivalencies are established.

The existing Joint Academic Committee and its subcommittees will cease at year end, with the exception of Programme Committees (PCs/PAQCs), which will continue to operate for operational continuity and are expected to be confirmed as subcommittees of the new Academic Committee at its first meeting in January.

The Chair expressed appreciation to current committee and subcommittee members, noting the complexity of exercising academic governance during the transition period. Thanks were extended to secretariats for their ongoing support as structures evolve.

Draft Terms of Reference for the new subcommittees are under review with the respective Chairs and will come forward once finalised.

RESOLUTION:

That the Joint Academic Committee receives the Update on Academic Governance Changes.

Moved: Luka Crosbie
Seconded: Pip Schollum-Manase

CARRIED

2.1 Chairperson's Report

Presenter: Martin Carroll

Executive Director's Update

The Executive Director briefed the Committee on key developments following recent legislative changes. On Monday, the necessary legislation was passed to establish Manukau Institute of Technology and Unitec as a single entity from 1 January 2026. As of yesterday, a joint Council for the new organisation has been constituted and held its inaugural meeting to progress essential foundation decisions for day-one readiness.

The Council considered core establishment matters, including transition planning, organisational preparedness, and the sequence of actions required to ensure continuity at the commencement of the new entity. Employment letters are now being issued in batches over the coming days.

The Council will convene again on Monday. Matters of direct relevance to this Committee include the formal establishment of the new Academic Committee, approval of its Terms of Reference, standing orders (for both Council and its committees), and confirmation of delegations, particularly those relating to academic decision-making. All required papers and resolutions are being prepared for that meeting.

The Executive Director acknowledged the significant contribution of the Chair in positioning the academic governance workstream to be operational from early in the new year.

Chair's Update on Policies

The Chair confirmed that the suite of policies considered at the previous meeting have been amended as agreed, endorsed by TTG, and finalised for implementation next year. The only exception is the Student Regulations, which, as Regulations, must be approved by Council and will accompany the academic governance papers at Monday's Council meeting.

Two additional policy suites, Unitec and MIT legacy academic and academic-management policies will remain in force into 2026. These policies were not superseded by Te Pūkenga and are required in order to maintain operational clarity during transition. Application of these policies will depend on whether individual learners (and where relevant, staff) are operating within MIT or Unitec systems. This distinction will naturally blur as programme and School integration proceeds. Full integration of these policies is planned for completion before the end of 2026.

The Chair noted the newly integrated policies will undergo a more fulsome consultation process next year, acknowledging the accelerated process required this year.

Chris Park reported on the substantial body of work undertaken to prepare the MIT academic and academic-management policy suite. Twenty-two policies (listed below) previously redacted for Te Pūkenga alignment have now had their redactions removed and been updated for terminology consistency with the newly approved Regulations and policies. These adjustments are cosmetic only; substantive provisions remain unchanged. The completed suite will be submitted to TTG next week.

| |
|---|
|  AC1-1-Learning-and-Teaching-Excellence-Procedures v6.0 1 Jan 2026 CLEAN |
|  AC1-2-Information-and-Advice-to-Students-Procedures v6.0 1 Jan 2026 CLEAN |
|  AC1-3-Learning-and-Pastoral-Support-Procedures v7.0 1 Jan 2026 CLEAN |
|  AC1-Learning-and-Teaching-Policy v8.0 1 Jan 2026 CLEAN |
|  AC2-1-Academic-Staff-Education-and-Professional-Learning-Procedures v7.0 1 Jan 2026 CLEAN |
|  AC2-2-Teacher-Induction-Procedures v5.0 1 Jan 2026 CLEAN |
|  AC2-Academic-Staff-Education-Policy v7.0 1 Jan 2026 CLEAN |
|  AC3-2-Procedures-for-the-Negotiation-and-Approval-of-Academic-Agreements v4.0 1 Jan 2026 CLEAN |
|  AC3-3-Procedures-for-the-Management-and-Operation-of-Sub-Contracting-Arrangements v4.0 1 Jan 2026 CLEAN |
|  AC3-4-Procedures-for-Closure v4.0 1 Jan 2026 CLEAN |
|  AC4-2-Recognition-of-Prior-Knowledge-and-Skills v6.0 1 Jan 2026 CLEAN |
|  AC4-4-Results-and-Storage-of-Assessment-Procedures v8.0 1 Jan 2026 CLEAN |
|  AC4-5-Conduct-of-Assessment-Procedures v8.0 1 Jan 2026 CLEAN |
|  AC4-7-Procedures-for-Awarding-Conceded-and-Aegrotat-Passes-and-for-Scaling-Marks v7.0 1 Jan 2026 CLEAN |
|  AC8-1-Evaluation-Review-and-Monitoring-Procedures v5.0 1 Jan 2026 CLEAN |
|  AC8-Evaluation-review-and-monitoring-Policy v6.0 1 Jan 2026 CLEAN |
|  AM2-Admission-and-Enrolment-Policy-v9.0 1 Jan 2026 CLEAN |
|  AM10-Intellectual-Property-Policy-v7.0 1 Jan 2026 CLEAN |
|  Fee Payment Policy 1 Jan 2026 (MIT) |
|  MIT and Unitec Records Management Policy 1 Jan 2026 |
|  Withdrawals and Refunds Policy (Domestic Students) 1 Jan 2026 (MIT) |
|  Withdrawals and Refunds Policy (International Students) 1 Jan 2026 (MIT) |

It was noted that the Unitec academic policy suite requires only minimal additional work, primarily rescinding policies that have been superseded by the newly approved joint documents. No substantive changes are required at this stage.

Next Steps:

The Chair noted that at the first meeting of the new Academic Committee in January, three comprehensive lists will be tabled:

- the consolidated joint policies,
- the remaining MIT policies, and
- the remaining Unitec policies.

An accompanying Academic Committee schedule will set out the sequencing of required integration work and assign leads for each policy area. Any residual misalignment will be short-lived, as all policies will be reviewed and consolidated within the 2026 cycle.

The moderation policy remains in progress and will proceed early next year if not completed before the end of 2025.

RESOLUTION:

That the Joint Academic Committee receives the Chairperson’s Report.

Moved: Chris Park

Seconded: Maia Topp

CARRIED

2.2 Artificial Intelligence

Presenter: Martin Carroll
Not for discussion at this hui.

2.3 Making the AI Literacy for Learners module compulsory

Presenter: James Oldfield
No report

2.4 Update on implementation of Digital Learning Standards

Presenter: James Oldfield
No report.

2.5 Update on the Teaching Excellence Standards proposal

Presenter: Jocelyn Williams

Verbal report.

The Committee was advised that work is underway to develop a Teaching Excellence Standards Policy for consideration early next year. The policy will include the nine Teaching Excellence Standards. Once approved, it will provide the foundation for subsequent workstreams, including alignment with performance processes and other operational implications.

The Chair noted that establishing the Teaching Excellence Standards as a policy ensures they carry the necessary institutional authority to inform recruitment, performance expectations, promotion, and Teaching Excellence Awards.

RESOLUTION:

That the Joint Academic Committee receives the Update on the Teaching Excellence Standards proposal.

Moved: James Oldfield

Seconded: Helen Perry

CARRIED

2.6 MIT Granting of Awards

Presenter: Chris Park

RESOLUTION:

That the Joint Academic Committee receive and approve the Granting of Awards of the Institute to graduands as detailed in the paper.

Moved: Chris Park

Seconded: Simon Nash

CARRIED

2.7 Stakeholder Engagement and Feedback Policy

Presenter: Simon Tries

The Committee considered the revised Stakeholder Engagement and Feedback Policy and the accompanying Student Survey Procedures. It was noted that the revisions removed requirements that could not be implemented consistently across both institutes, while

retaining the core intent of meaningful stakeholder engagement. The substantive policy direction remains unchanged.

The Chair acknowledged the need to distinguish the scope of this work from broader organisational engagement activities undertaken by other portfolios. On this basis, it was agreed that the policy will be retitled the Academic Stakeholder Engagement and Feedback Policy. It was further noted TTG's request that a cross-portfolio process be initiated next year to explore development of a holistic, organisation-wide engagement framework.

Survey Procedures – Key Matters Discussed:

It was noted that the consolidated Student Survey Procedures bring together differing survey practices across MIT and Unitec. While some variation remains, noted introductory table, the intent is not to alter current practice materially but to provide a unified framework. Further wording adjustments will be made to improve clarity and ensure alignment across both institutions.

The Committee raised several points for consideration, including:

- The need for an inclusive engagement process document, to sit alongside references to Te Tiriti o Waitangi and priority groups. It was agreed this action should be captured and transferred to the TTG portfolio for progression.
- Risks of survey fatigue resulting from overlapping programme-level and course-level surveys. The Committee noted that the annual Schedule of Surveys, once updated and approved early next year, is intended to mitigate duplication and support coordinated timing.
- The use of the term “must” in clause 6.1 relating to Early Leaver Surveys. It was agreed to amend the wording to “will”, recognising that while such surveys are anticipated to become a compliance requirement, response rates cannot be guaranteed.
- Practical implementation challenges for programmes delivered on non-standard delivery patterns, where in-class administration may not be feasible. It was agreed that this concern should be addressed through proposed wording refinements, to be provided to Simon Tries via track changes.
- The importance of retaining the First Impression Survey, noting its role in providing essential feedback to service centres and the risk that removing it would lead to proliferation of uncontrolled surveys.

ACTION:

Further develop the Academic Stakeholder Engagement and Feedback Policy in collaboration with other portfolios, ensuring practical implementation and alignment across institutional stakeholder processes.

RESOLUTION:

The Joint Academic Committee approves the Academic Stakeholder Engagement and Feedback Policy and accompanying procedures, subject to the following:

1. The policy is renamed as the Academic Stakeholder Engagement and Feedback Policy to reflect its scope.
2. Amendments to Student Survey Procedure specific clauses (including clause 6.1) and technical corrections to be provided via tracked changes
3. Noting that this represents the first consolidated version, and operational flexibility may

be required during early implementation.

Moved: Peter McPherson

Seconded: Simon Tries

CARRIED

2.8 Student Course Surveys – *You Said, We Did*

Presenter: Simon Tries

The Committee received an update on the implementation of the Unitec *You Said, We Did* approach for student course surveys. The framework has now been communicated to all Unitec schools, with full operational rollout expected as staff complete the required course-level actions.

The Chair proposed strengthening student expectations by adding a statement to the survey advising learners that teaching staff will provide the next cohort with a summary of prior survey feedback and the actions taken in response. This is intended to reinforce transparency and encourage consistent uptake of the practice.

ACTION:

Simon Tries to include an advisory statement in the student survey form indicating that course teachers will provide summary feedback from the previous cohort.

RESOLUTION:

That the Joint Academic Committee receives the Student Course Surveys – ‘You Said, We Did’ report.

Moved: Simon Tries

Seconded: Joce Williams

CARRIED

2.9 Self-Assessment Surveys

a. 2025 Te Komiti Mātauranga Self-Assessment Survey

b. 2025 MIT Academic Committee Self-Assessment Survey

The Committee reflected on insights from the 2025 self-assessment surveys, with discussion centred on opportunities to

- strengthen participation
- enhance the visibility and impact of academic governance
- better support active contribution across committees.

The Committee emphasised the importance of clear communication of Academic Committee outcomes, safeguarding academic freedom, and providing structured induction and guidance to clarify expectations and committee roles.

The value of in-person engagement for deeper discussion was noted, alongside the need for appropriate time allocation and resourcing, particularly for teaching staff, to enable effective participation. Subcommittee work was recognised as a meaningful avenue for professional development while maintaining visibility across the academic community.

Overall, the self-assessment surveys reinforced the importance of structured support to sustain rigorous decision-making and ensure the active, equitable contribution of all members.

The Chair thanked members for the constructive discussion and noted the practical ideas offered to strengthen committee processes in the coming year.

RESOLUTION:

That the Joint Academic Committee receives the 2025 Te Komiti Mātauranga and MIT Self-Assessment Survey.

Moved: Simon Tries

Seconded: Hana Hohapata

CARRIED

3 Standing Items

3.1 Unitec Oversight of Quality Assurance Systems

Presenter: Simon Tries

Report 20251106

Report 20251203

RESOLUTION:

That the Joint Academic Committee receives the update on the current status of key quality assurance systems across Unitec.

Moved: Simon Nash

Seconded: Luka Crosbie

CARRIED

3.2 Unitec Group Reporting

3.2.1 Māori Success

Presenter: Vivienne Merito

No Report.

3.2.2 Pacific Success

Presenter: Luka Crosbie

No Report.

3.2.3 Disability Success

Presenter: Annette Pitovao

No Report.

3.2.4 International Success

Presenter: Annette Pitovao

No Report.

3.3 Subcommittee Reporting

3.3.1 Unitec Research Committee Report

Presenter: Hadley Brown

Report 20251009; Minutes 20251009

Report 20251113; Minutes 20251113

An update was provided on the November Research Report, highlighting the first joint URC–MIT Research Committee co-creation workshop. Introduced as an opportunity to strengthen leadership in applied research, the workshop demonstrated strong collaborative momentum between MIT and Unitec research communities. Further workshops are planned for December and early 2026 to continue engaging research leaders in shaping the future applied research direction.

RESOLUTION:

That the Joint Academic Committee receives the URC report and accompanying minutes.

Moved: Hadley Brown

Seconded: Maia Topp

CARRIED

3.3.2 MIT Research Sub-Committee Report

Report 20251016

RESOLUTION:

That the Joint Academic Committee receives the MIT Research report.

Moved: Maia Topp

Seconded: Kylie Smith

CARRIED

3.3.3 Unitec Research Ethics Committee

Presenter: Hadley Brown

Report 20251015

Minutes 20251015

Report 20251119

Minutes 20251119

It was noted that a new online application system will be introduced in the new year, replacing the current email-based process and improving workflow efficiency. The UREC Secretary recently attended an intensive research-ethics workshop at Monash University and will implement a series of improvements informed by this training.

It was also noted that James Oldfield had been invited to speak on AI and research ethics as part of UREC's ongoing work to build organisational capability in this emerging area.

It was proposed that UREC provide routine statistical reporting, such as the volume of applications, approval rates, and instances requiring revision to support transparency and inform forward planning. The Chair noted that this expectation will be incorporated into UREC's governance settings.

ACTION:

Include regular statistical reporting on research-ethics applications and outcomes in the UREC Terms of Reference prior to finalisation.

RESOLUTION:

That the Joint Academic Committee receives the UREC report and accompanying minutes.

Moved: Hadley Brown

Seconded: Peter McPherson

CARRIED

3.3.4 Unitec Postgraduate Research and Scholarships Committee

Presenter: Rosanne Ellis

No report.

3.3.5 MIT Self-Assessment, Evaluation and Review Sub-Committee Report

Presenter: Chris Park

The Committee highlighted the value of the regular updates on programme committee performance, noting that the feedback was both constructive and highly valued. It was noted that the SAER's approach, addressing concerns directly with relevant schools while also recognising strong practice, has been effective in supporting quality assurance.

It was acknowledged that this balanced, solutions-focused engagement is making a meaningful difference and commended the SAER Committee for its consistent, thoughtful communication.

RESOLUTION:

That the Joint Academic Committee receives the SAER Sub-committee report.

Moved: Chris Park

Seconded: Pip Schollum-Manase

CARRIED

3.3.6 Unitec Quality Alignment Board

Presenter: Simon Tries

a. Report 20251009

b. Minutes 20251009

c. Report 20251113

d. QAB peer review of 2024 PEP annual reports

The Committee received an update on the QAB peer review of 2024 PEP annual reports, based on a sample of one report from each PAQC. The review highlighted strong practice in four of the eleven reports, while the remaining seven indicated opportunities to strengthen evaluative practice and consistency in programme-level reflection. These insights will inform targeted improvement initiatives over the remainder of the year and into 2026.

It was noted that engagement with course evaluation and planning processes has shown encouraging progress, with several schools achieving full participation. Further work will focus on supporting enhanced PEP practices and exploring how evaluative processes may evolve in the coming year.

The Chair highlighted potential alignment opportunities between the emerging Teaching Excellence Standards and key quality assurance mechanisms, including performance review, student evaluations of teaching, and PEP reporting. As MIT and Unitec continue to integrate their quality practices, this alignment may provide a coherent framework for embedding teaching excellence expectations within routine evaluative processes.

RESOLUTION:

That the Joint Academic Committee receive the QAB report and accompanying minutes.

Moved: Simon Tries
Seconded: Helen Perry

CARRIED

3.3.7 MIT Academic Standards Sub-Committee Report

Presenter: Sandi Eickhoff

Report 20251022, 20251029, 20251105, 20251112.

The Committee reviewed the Academic Standards Subcommittee's report, noting challenges in programme development and approval processes that have emerged over recent years. The extended moratorium on new programme development, alongside shifts in committee membership, has resulted in a discernible reduction in collective experience and familiarity with programme development.

It was noted that maintaining the integrity of academic standards requires both comprehensive understanding of governance processes and consistent, competent application.

In response, the Chair recommended the following action.

ACTION:

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 monitored and reported to ensure effective follow-through.

RESOLUTION:

That the Joint Academic Committee receives the Academic Standards Subcommittee report and notes the approvals for Type 1 changes, Type 2 changes and Applications for Approval and Accreditation.

Moved: Sandi Eickhoff
Seconded: Diana McMahon-Reid

CARRIED

3.3.8 Unitec Academic Approvals Committee

Presenter: Simon Tries

Report: 20250924 and 20251023, 20251120.

Minutes: 20250924

RESOLUTION:

That the Joint Academic Committee receives the AAC report and accompanying minutes.

Moved: Simon Tries
Seconded: James Oldfield

CARRIED

3.3.9 Unitec Ako Ahimura Learning & Teaching Committee

Presenter: Jocelyn Williams

No report.

3.3.10 MIT Te Komiti Tangata Whenua Report

Presenter: Hana Hohapata
Report 20251112

The Chair acknowledged the MIT Digital Technology team's achievement in receiving the Māori Teaching Excellence Award for integration of *Te Mana Akoranga* into their programme. This accomplishment was highlighted as a potential benchmark for other programmes, with recognition also given to Hana Hohapata for her support in guiding the team to this success.

RESOLUTION:

That the Joint Academic Committee receives the TKTW report.

Moved: Hana Hohapata

Seconded: Joce Williams

CARRIED

3.3.11 MIT Pasifika Academic Sub-Committee Report

Presenter: Luka Crosbie

Luka Crosbie noted recent progress within PASC and extended acknowledgements to Joce Williams and Helen Perry for their leadership in the early co-design of the Teaching Excellence Standards framework. Their early engagement with Pacific academic staff and Pacific leadership across Unitec and MIT was highlighted as an important step in ensuring that Pacific perspectives were meaningfully incorporated from the outset.

It was also noted that Rosanne Ellis has, in a short time, established strong connections with Pacific teams and contributed actively to Pacific research initiatives, including participation alongside Pacific colleagues in co-design workshops and at the recent Auckland Pacific Economic Forum on Pacific business ownership and sole proprietorship. These engagements are recognised as creating valuable opportunities for further Pacific-focused collaboration in the coming year.

RESOLUTION:

That the Joint Academic Committee receives the PASC report.

Moved: Luka Crosbie

Seconded: Pip Schollum-Manase

CARRIED

3.3.12 MIT Manukau / City Campus Student Advisory Committee Report

Presenter: Pip Schollum-Manase

The Committee received an update on the three Campus Student Advisory Committees. It was noted that students in Digital Technologies have reported a marked improvement in their learning experience, reflecting visible progress following earlier NZQA concerns. Feedback indicates that changes implemented by the Head of School and teaching team are being recognised positively by learners.

Feedback raised across campus advisory committees continue to centre on practical matters

such as printing costs, clarity around what is included in student fees, and charges for official transcripts. In response, a coordinated approach has been implemented to ensure consistent communications across all student committees, reducing duplication and improving transparency.

It was affirmed by the Academic Committee Student Representatives that the Manukau and Ōtara Campus Student Advisory Committee are operating with a high degree of transparency and responsiveness, with concerns consistently acknowledged and addressed.

Further queries were highlighted for follow-up:

- Clarification of 2026 tuition fees for international students, with confirmation that fees are published on programme webpages. A communication will be issued to improve visibility.
- A request for information from students regarding the merger of Unitec and MIT. A communications plan is to be progressed for both existing and incoming students.

RESOLUTION:

That the Joint Academic Committee receives the MIT Manukau / City Campus Student Advisory Committee Report.

Moved: Dina Rahui

Seconded: Simon Nash

CARRIED

3.3.13 MIT Otarā Campus Student Advisory Committee Report

Presenter: Pip Schollum-Manase

RESOLUTION:

That the Joint Academic Committee receives the MIT Otarā Campus Student Advisory Committee Report.

Moved: Dina Rahui

Seconded: Simon Nash

CARRIED

3.3.14 MIT Tech Park Campus Student Advisory Committee Report

Presenter: Pip Schollum-Manase

RESOLUTION:

That the Joint Academic Committee receives the MIT Tech Park Campus Student Advisory Committee Report.

Moved: Dina Rahui

Seconded: Simon Nash

CARRIED

Ētahi Kaupapa Anō | Any Other Business

The Chair closed the meeting by expressing appreciation for members' commitment and contribution throughout the year. He acknowledged that the composition of committees and subcommittees for next year is still to be confirmed, but emphasised that the collective professionalism, insight and goodwill demonstrated across the committee's work have been deeply valued. He thanked members for their efforts and ongoing dedication to the institution's academic

governance.

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!

Meeting closed at 3:10pm

Read and Confirmed

Chair:

Date:



Academic Committee | MIT & Unitec Special Meeting MINUTES

Date: 23 January 2026

Time: 1:00pm

Venue: Ōtara Campus ND317 and MS Teams

1 Whakatuwheratanga | Opening

The Chair opened the meeting with a karakia.

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

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

1.1 Attendance & Apologies

Apologies :

Simon Nash
Chris King
Annette Pitovao
Luka Crosbie
Wiremu Manaia (late arrival)

Attendance :

| | | |
|------------------------|--------------------------------|----------------|
| Martin Carroll (Chair) | Peseta Sam Lotu-liga | Chris Park |
| Eric Boamah | Jeff Howe | Julie Prentice |
| Pip Schollum-Manase | Rosanne Ellis | Simon Tries |
| Viv Merito | Wiremu Manaia (arrived 1.40pm) | |

Members :

| | | |
|---------------------|-----------------|----------------------|
| Martin Carroll | Annette Pitovao | Chris King |
| Chris Park | Eric Boamah | Jeff Howe |
| Julie Prentice | Luka Crosbie | Peseta Sam Lotu-liga |
| Pip Schollum-Manase | Rosanne Ellis | Simon Nash |
| Simon Tries | Viv Merito | Wiremu Manaia |

In attendance:

Juee Jin (Secretary)

Helen Perry

The Chair received all apologies and declared the meeting quorate.

Moved: Simon Tries

Seconded: Pip Schollum-Manase

CARRIED

Opening of the Meeting

The Chair opened the inaugural meeting of the Academic Committee with a karakia and welcomed members to the first meeting of the newly established Committee.

The Chair advised that, given the Committee's new mandate and membership, the meeting would include contextual and procedural guidance to support a shared understanding of the Committee's role, responsibilities, and operating expectations. It was noted that this level of orientation was specific to the establishment phase and would not be repeated routinely.

Committee Status and Operating Context

The Academic Committee is established in legislation and operates under delegated authority from Council. Its Terms of Reference have been approved by Council, are now in effect and will be reviewed later in the year.

The Academic Committee is the only statutory committee other than Council. As a result, meetings are subject to public notification requirements, including a minimum five-working-day notice period, with provision for urgent meetings to be notified at least 24 hours in advance. In alignment with these requirements, agenda and papers will ordinarily be circulated in accordance with public notification timeframes to support transparency and accessibility.

The meetings would continue to operate in a mixed mode format, with both in-person and online attendance. The Chair outlined an expectation that cameras be enabled for online participation, noting the importance of visibility in supporting effective discussion and consensus-building.

Attendance and Participation Expectations

Regular attendance and active engagement are foundational to the effective functioning of the Academic Committee. Appointment to the Committee carries an expectation of meaningful contribution to discussion, academic leadership, and decision-making, enabling the Committee to fulfil its delegated responsibilities on behalf of Council.

Members were encouraged to participate openly and constructively. Strong academic governance is underpinned by the respectful exchange of ideas and perspectives, and that questions, reflections, and requests for clarification are integral to sound deliberation and well-informed outcomes.

Preparation and Use of Meeting Papers

The importance of members attending meetings and having read the agenda and papers in

advance was emphasised. Where issues or concerns are identified, members were encouraged to engage with other committee members during the period between circulation of papers and the meeting, with a view to resolving matters or clarifying positions ahead of formal discussion. It was noted that the Committee meets monthly, and that effective use of the pre-meeting period supports timely decision-making and avoids unnecessary deferral of matters.

Standing Orders and Meeting Conduct

Standing Orders have been approved by Council are now in effect and apply to the Academic Committee and relevant subcommittees. The Standing Orders are not amendable by the Academic Committee; however, the Committee may recommend changes to Council by resolution if required.

While the Standing Orders provide a formal framework, the Chair expressed a preference for collegial, free-flowing discussion wherever possible. However, where procedural matters arise, including points of order or matters requiring formal resolution, the Standing Orders provide the authoritative guidance.

Members were encouraged to familiarise themselves with the Standing Orders and to seek clarification when uncertain. The Chair emphasised that the Standing Orders are intended to protect the Committee and its members by ensuring sound process and defensible decision-making.

Conflicts of Interest

Membership of the Academic Committee does not constitute a conflict of interest in and of itself as appointments are made on the basis of role, expertise, or nomination.

Conflicts are to be considered on a matter-by-matter basis. Where a member has a pecuniary, personal, or perceived conflict relating to a specific agenda item, this should be declared in advance or at the meeting. The Chair will determine whether recusal from discussion or decision-making is required.

Members were encouraged to declare potential conflicts where there is any uncertainty, noting that transparency serves to protect both individual members and the integrity of the Committee's deliberations.

Appointment of Deputy Chair

Dr Simon Nash was appointed as Deputy Chair of the Academic Committee, in accordance with the Terms of Reference. The appointment recognises Dr Simon Nash's extensive experience in academic governance and provides continuity and support for the Committee's work.

Chair's Update:

Tertiary Education Strategy

The Chair advised that, in December, the Minister for Universities (Hon Dr Shane Reti) and Minister for Vocational Education (Hon Penny Simmonds) released the new Tertiary Education Strategy. While the MIT and Unitec submission on the draft did not materially alter the final Strategy, the submission process supported our understanding of the Government's policy direction.

The Strategy introduces settings that will shape the operating environment for tertiary providers, including implications for immigration and workforce settings. The Strategy will be circulated to members for review, with further discussion scheduled for a future meeting.

NZQA Regulatory Changes

The Chair provided advance notice of significant changes to NZQA quality assurance settings that are now in effect.

The five-yearly peer-led External Evaluation and Review process has been replaced with an annual, official-led review model. Providers will complete an annual self-review and improvement plan for review by NZQA officials. Templates are forthcoming. These changes will influence MIT and Unitec's current policy and procedural work and will require alignment to the new model.

Category ratings will no longer apply, with the exception of visa processing for 2026. The Committee was advised that MIT and Unitec should cease referencing category ratings in other contexts. NZQA has indicated that a new compliance-based status model is under development and will be subject to consultation.

Reporting against the Provider Code of Practice will be incorporated into the annual review and improvement plan rather than reported separately. Degree monitoring frequency will reduce, while monitoring of sub-degree programmes is expected to increase. Consistency reviews for sub-degree programmes have ceased.

The Chair also highlighted tightened requirements for subcontracted delivery, noting the need for advance notification and, where applicable, NZQA approval of subcontracted providers. This was identified as an area requiring careful attention.

Further detail and discussion will be brought to subsequent meetings.

Establishment of Subcommittees

The Chair advised that the primary purpose of the special meeting was to stand up the Academic Committee's subcommittees. Legacy subcommittees from MIT and Unitec Academic Committees have ceased, except for MIT programme committees and Unitec PAQCs that were maintained on an interim basis to ensure continuity of operational decision-making.

The Chair emphasised the importance of establishing the new subcommittee structure promptly, while noting that all subcommittee Terms of Reference will be reviewed by year-end. This reflects anticipated organisational change, evolving Council expectations, and the Committee's experience as the new governance arrangements bed in.

Members were encouraged to view the initial structure as foundational rather than fixed.

Subcommittee Design Principles

The Chair outlined the principles underpinning the proposed subcommittee structure. Subcommittee Chairs have generally been drawn from the most senior role holders with organisation-wide responsibility for the relevant subject area, to ensure authority, coherence, and accountability.

The Chair acknowledged the inherent tension between management and governance roles, noting that Academic Committee oversight provides an additional layer of governance. The structure will be reviewed over time to assess whether further separation is desirable.

In relation to academic representation, the Chair noted the proposal to appoint members at professorial or principal lecturer level in some cases, reflecting the leadership, expertise, and experience required. The developmental value of committee service was acknowledged, and members were invited to engage in discussion on this balance as Terms of Reference are considered.

Transition and Integration

The Chair emphasised the importance of transitioning thoughtfully from legacy committee models. Chairs of new subcommittees were encouraged to engage with counterparts from predecessor committees to understand prior practices and lessons learned.

Parity of esteem between legacy institutions was identified as a guiding principle. Members were advised that archival and closure processes for legacy committee documentation will be coordinated centrally to ensure consistency and completeness.

Immediate Actions for Subcommittee Chairs

Subcommittee Chairs were advised of two immediate responsibilities:

Meeting schedules:

Subcommittee Chairs are to prepare draft meeting schedules for the year and submit them to the Secretary for consolidation and approval by the Academic Committee. This ensures coordination and alignment across the governance calendar.

Membership nominations:

Where Terms of Reference assign responsibility for nominations, Subcommittee Chairs are to progress this work. Engagement with Heads of Schools will be coordinated centrally by the Chair to ensure a consistent approach.

Subcommittee Reporting and Minutes

The Chair outlined expectations for subcommittee reporting. Templates for agendas, minutes, and cover memo will be provided.

Subcommittee Chairs are responsible for submitting draft minutes and a cover memo within five working days of each meeting. The cover memo should clearly identify recommendations for the Academic Committee and highlight any matters requiring particular attention.

Minutes should be concise and decision focused. Draft minutes will be received by the Academic Committee prior to subcommittee ratification, with any subsequent amendments reported at the next meeting. This approach ensures timely oversight and informed governance.

Clarifications Arising from the Chair's Update

Following the Chair's update, members sought clarification on a range of operational and governance matters:

The Chair confirmed that subcommittees may determine whether to include a Chair's report as a standalone agenda item. Standard reporting to the Academic Committee will comprise draft minutes accompanied by a concise Subcommittee Chair's cover memo. Members should focus on key matters for information, matters requiring decision or action, and any risks or implications for other subcommittees.

In response to questions regarding sector context, the Chair confirmed that the Tertiary Education Strategy and hyperlinks to relevant NZQA rule changes will be circulated following the meeting. A paper analysing the implications for the institution will be brought to the next meeting.

The Chair also clarified confidentiality arrangements. Meetings are public by default under Standing Orders, with agendas and papers published, except where the Committee resolves to consider items in closed session on statutory grounds. Closed-session papers remain confidential. Guidance and standard wording for resolutions will be included in templates, and members were advised that items suitable for closed session should, where possible, be grouped and scheduled together.

The possibility of developing an Academic Committee handbook to support induction and provide ongoing guidance was raised.

ACTION:

The Chair and Chris Park to draft an Academic Committee handbook to reflect the current governance framework and differ from previous versions.

The Committee discussed Council interest in attending Academic Committee meetings. The matter remains under consideration, with Council keen to better understand academic governance and delegated authority.

Clarification was also provided regarding existing operational templates used by subcommittees. The Chair confirmed that new templates will replace prior formats only for agendas, minutes, and cover memo, while operational process templates (such as ethics application and review documentation) remain within the remit of the relevant committees.

Finally, the Chair confirmed that subcommittees may commence meetings once their Terms of Reference are approved, without needing to wait for formal approval of meeting schedules.

1.2 Academic Committee Terms of Reference

The Chair introduced the Academic Committee Terms of Reference, noting that they have been approved by Council. Members were invited to raise any questions or clarifications.

The Chair advised that several nominated membership positions remain vacant. Council has authorised the Chair to make initial appointments to these roles to enable the Committee to be established, with standard nomination processes to apply in future.

ACTION:

A drafting amendment was noted in section 4.2, where "authority make decisions" should be corrected to "authority **to** make decisions."

Clarification was provided regarding the chairing of the Māori Academic Committee. It was confirmed that Wiremu Manaia will chair in the first instance, with this arrangement to be reviewed should a Deputy Chief Executive Māori role be established.

It was agreed that the Deputy Chair of the Research Ethics Committee may represent the Committee at Academic Committee meetings, with Eric Boamah continuing as Chair of the Ethics Committee.

It was confirmed that the Academic Committee is the only committee authorised to establish subcommittees of the Academic Committee.

RESOLUTION:

That the Academic Committee notes the Academic Committee Terms of Reference subject to the drafting correction.

Moved: Pip Schollum-Manase

Seconded: Eric Boamah

1.3 Academic Committee Membership

The Chair introduced the Academic Committee membership.

Clarification was provided regarding the use of asterisks in the membership list, confirming that where an individual holds multiple roles, this constitutes a single membership position for the purposes of quorum and voting.

RESOLUTION:

That the Academic Committee approves the Student Council nominees (Thao Nguyen and Terina Haimona) and notes the membership.

Moved: Martin Carroll

Seconded: Rosanne Ellis

1.4 Standing Orders

The Standing Orders, having been approved by Council, were received by the Committee.

Clarification was sought regarding the application of provisions that refer explicitly to Council rather than committees or subcommittees. The Chair confirmed that, in accordance with clause 1.3, references to "Council" are deemed to include Council committees and subcommittees, except where expressly stated. Clauses 5 and 6 apply to Council only, and clause 11 applies to Council and the Academic Committee only.

The Chair noted that the Standing Orders provide a formal governance framework intended to support effective and safe decision-making, while allowing flexibility in meeting conduct.

RESOLUTION:

That the Academic Committee receives the Standing Orders.

Moved: Chris Park

Seconded: Sam Lotu-liga

1.5 Academic Committee Sub-Committees: Terms of Reference

The Chair provided an overview of the proposed Academic Committee sub-committee structure and associated Terms of Reference, outlining three distinct groupings for the Committee's consideration.

The following sub-committee Terms of Reference were presented to the Committee for approval at this meeting:

- (b) Academic Committee Executive Committee
- (c) Academic Approvals Committee
- (d) Academic Quality Committee
- (e) Learning and Teaching Committee
- (f) Research Committee
- (g) Programme Committees
- (h) Programme Advisory Committees
- (i) Programme Advisory Oversight Committee

The Chair advised that additional sub-committee Terms of Reference remain in development, including the Research Ethics Committee and the Postgraduate Research Committee, with proposals to be brought to the next meeting. It was further noted that a Research Grants sub-committee has been deprioritised at this stage, and that results sub-committees may be established if operational need arises.

The Committee agreed to consider the sub-committee Terms of Reference sequentially, noting the intention to maintain a consistent structural framework across committees. Sub-committee Chairs were invited to lead discussion on their respective Terms of Reference, with the Chair leading where Chairs were not present.

b. Academic Committee Executive Committee Term of Reference

The Chair introduced the proposed Academic Committee Executive Committee, noting that its purpose is to enable decision-making on urgent matters where convening the full Academic Committee is not practicable, including during holiday periods where quorum may be difficult to achieve.

It was emphasised that the Executive Committee is not intended to meet routinely, nor to carry standing agenda items, but to operate solely on an as-needed basis to support the timely discharge of delegated academic responsibilities.

RESOLUTION:

That the Academic Committee approves the Academic Committee Executive Committee Terms of Reference.

Moved: Martin Carroll

Seconded: Julie Prentice

CARRIED

c. Academic Approvals Committee Terms of Reference

Chris Park introduced the proposed Terms of Reference for the Academic Approvals Committee, noting that this committee replaces the equivalent academic approvals bodies previously operating at MIT and Unitec.

The Committee was advised that the Academic Approvals Committee is responsible for considering and approving a range of academic documentation and approvals within its delegated authority and will provide a structured mechanism for progressing such matters efficiently and consistently.

It was highlighted that there may be a need to appoint co-opted members with specialist expertise, particularly in relation to student management systems and end-to-end programme processes, to ensure the Academic Approvals Committee is appropriately supported in carrying out its functions effectively.

RESOLUTION:

That the Academic Committee approves the Academic Approvals Committee Terms of Reference.

Moved: Chris Park

Seconded: Simon Tries

CARRIED

d. Academic Quality Committee Terms of Reference

Simon Tries outlined the purpose of the Academic Quality Committee as set out in the Terms of Reference, with responsibility for maintaining and continuously improving the Institute's academic quality framework. This includes alignment with NZQA's Integrated Quality Assurance Framework (iQAF), while also meeting the Institute's internal quality assurance requirements.

It was noted that significant work lies ahead to align quality systems inherited from MIT and Unitec. While there are areas of commonality, substantive differences will require careful consideration over time. It was acknowledged that this alignment work is likely to be progressive and may extend over the coming year. The inclusion of *ex officio* members was highlighted as particularly important in the early stages, to ensure the Committee can draw on existing institutional expertise to inform the development of a unified framework.

The Chair further clarified the governance relationship between the Academic Quality Committee and programme committees. The Academic Quality Committee will have oversight of programme committees, recognising that their work intersects with the responsibilities of both the Academic Approvals Committee and the Learning and Teaching Committee. Given the scale and number of programme committees, and the concentration of institutional risk within the quality assurance domain, oversight has been appropriately assigned to the Academic Quality Committee.

It was further noted that programme committees remain subcommittees of the Academic Committee, and that the Academic Committee retains the ability to intervene or seek assurance as required. This arrangement provides structure and clarity while enabling effective governance oversight.

RESOLUTION:

That the Academic Committee approves the Academic Quality Committee Terms of Reference.

Moved: Simon Tries

Seconded: Rosanne Ellis

CARRIED

e. Learning and Teaching Committee Terms of Reference

In the absence of Simon Nash, the Chair introduced the Learning and Teaching Committee and advised that Simon Nash had agreed to assume the role and supported the proposed Terms of Reference.

It was noted that this committee represents a new structure for part of the Institute. While Unitec previously operated a Learning and Teaching Committee, the revised Terms of Reference are intended to provide a stronger and more focused mandate. This Committee's primary purpose is to oversee the Institute's Teaching Excellence Framework, with emphasis on teaching standards and their consistent application across institutional policy, process, and practice.

A question was raised regarding the visibility of digital learning within the Terms of Reference. The Chair clarified that the Terms of Reference already embed digital learning considerations, through explicit reference to digital ecosystem development, responsibility for good practice across all learning modalities, and the inclusion of the Manager Digital Learning as an *ex officio* member.

To improve clarity, it was agreed to amend the second responsibility under the Terms of Reference, which currently read:

"Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, modalities and systems;" by inserting the following wording before the semicolon: "(inclusive of the digital learning ecosystem)".

RESOLUTION:

That the Academic Committee approves the Learning and Teaching Committee Terms of Reference subject to above amendment.

Moved: Jeff Howe

Seconded: Pip Schollum-Manase

CARRIED

f. Research Committee Terms of Reference

Rosanne Ellis provided background on the Research Committee, noting that the former MIT and Unitec Research Subcommittees had already met jointly on several occasions. This early collaboration had supported the initial integration of research governance arrangements and the development of the Institute's applied research strategy.

The Terms of Reference were described as largely consistent with existing arrangements, with no substantial structural change proposed. This Committee's focus is on applied vocational research, fostering a culture of research and practice-based enterprise involving both staff and learners, and strengthening Māori and Pacific research capability. The Terms of Reference also emphasise multidisciplinary, interdisciplinary, and transdisciplinary applied research practice.

The Research Committee's sole formal delegation is the approval of internal research grants.

It was advised that learner representation had been inadvertently omitted from the draft Terms of Reference and recommended the addition of two learner members from MIT and

Unitec enrolled in research-based programmes.

In response to questions, the Chair explained that representation by a single Head of School reflects both the smaller scale of research activity relative to other academic domains and the need to manage overall committee size. It was also observed that Council has expressed a general preference for smaller committees.

The Committee agreed that:

- two learner members enrolled in Bachelor-level or higher research-based programmes be appointed;
- nominations be made by the Student Council;
- appointments be for one year, with the option of a single one-year extension.

The potential workload impact of multiple committee appointments on learner representatives was discussed. While nomination decisions remain with the Student Council, the Committee agreed that guidance should be provided regarding workload expectations and the desirability of limiting appointments to one committee per representative.

ACTION:

- Simon Nash to engage with the Student Council to clarify workload expectations and appointment processes for learner representatives on Academic Committee subcommittees.

RESOLUTION:

That the Academic Committee approves the Research Committee Terms of Reference, subject to amendment to include two enrolled learners from MIT and Unitec enrolled in Bachelor-level or higher research-based programmes, nominated by the Student Council, appointed for a period of one (1) year with the possibility of renewal for a single one-year term only.

Moved: Pip Schollum-Manase

Seconded: Julie Prentice

CARRIED

g. Programme Committees

The Chair introduced the Programme Committees Terms of Reference, developed by drawing on former MIT Programme Committee and Unitec PAQC arrangements to establish a consistent, integrated framework.

The Chair advised that, while approval was sought now, implementation would occur through a phased transitional process over several months. This would allow time to socialise the Terms of Reference with current Programme Committee chairs, develop a revised committee schedule as programmes integrate, and support an orderly transition. Existing committees may continue to operate under current Terms of Reference during this period, with previously agreed requirements continuing to apply.

In considering clause 4.1 (Membership), the Committee discussed the inclusion of research leadership roles. While recognising variation in legacy MIT and Unitec structures and the role of Heads of School and Academic Leads (Curriculum) in overseeing research-informed teaching, the Committee agreed that explicit inclusion of *Academic Lead (Research)*, where applicable, would help maintain appropriate focus on research and the teaching–research nexus, particularly in degree provision.

It was noted that any structural complexity arising from integration is expected to resolve as school configurations evolve and that membership arrangements can be reviewed if required.

RESOLUTION:

- That the Academic Committee approves the Programme Committee Terms of Reference, subject to amendment to Clause 4.1 (Membership) to include Academic Lead (Research).
- That the terms of reference take effect per Programme Committee at a date to be determined by the Academic Committee.

Moved: Martin Carroll

Seconded: Simon Tries

CARRIED

FURTHER RESOLUTION:

That all current Programme Committees and Programme Advisory Committees be established as subcommittees of the Academic Committee, with a reporting line to the Academic Quality Committee, effective immediately, with the detailed operation of this arrangement to be determined.

Moved: Simon Tries

Seconded: Pip Schollum-Manase

CARRIED

h. Programme Advisory Committee

The Chair introduced the Programme Advisory Committees (PACs), noting that these committees will replace existing industry, external, or advisory groups and provide a more consistent and effective mechanism for incorporating external expertise into academic decision-making.

The Committee noted that the proposed arrangements materially strengthen the role of PACs by requiring their involvement at key points in the academic lifecycle, including:

- consultation prior to the submission of proposals for new programmes; and
- participation in end-of-year programme evaluation and review processes.

In addition, a Programme Advisory Oversight Committee will be established to ensure PACs are in place, operating in accordance with their Terms of Reference, and to identify cross-cutting themes arising from external engagement.

It was noted that Council is establishing an External Engagement Committee at Council level. Council has confirmed that this committee will operate at a higher strategic level and will not replace the Programme Advisory Oversight Committee.

It was further noted that, in principle, every Programme Committee should have access to a PAC. It was acknowledged that a single PAC may support multiple related programmes or, where appropriate, more than one Programme Committee. The need for a staged and transitional implementation was noted to ensure continuity for existing, well-functioning advisory arrangements.

It was clarified that the scope of each Programme Advisory Committee would be defined at the time of establishment and may include programmes, micro-credentials, short courses, or other forms of provision as appropriate.

ACTION:

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

RESOLUTION:

That the Academic Committee approves the Programme Advisory Committee Terms of Reference subject to the following amendments:

- Clause 2 (Responsibilities) be amended to include a requirement that Programme Advisory Committees “collaborate with the International Academic Advisory Committee as appropriate”; and
- Clause 4.1 (Membership), third and fourth bullet points, be amended to include the provision that members “be appointed for a period of two (2) years, renewable for a single additional two-year term at the discretion of the Chair.”

Moved: Jeff Howe

Seconded: Julie Prentice

CARRIED

i. Programme Advisory Oversight Committee

Julie Prentice introduced the Terms of Reference for the Programme Advisory Oversight Committee, outlining its role in providing assurance that Programme Advisory Committees are operating effectively.

Clarification was provided that the reference to five Programme Advisory Committee Chairs relates to a capped number of Chairs, to maintain a workable committee size. The Committee noted that the Oversight Committee would also support consolidation and rationalisation of Programme Advisory Committees where appropriate, to improve coherence, reduce duplication, and enhance the quality of industry engagement.

The Committee agreed that the reference to hapū in the background section should be amended to iwi, and that Māori representation must be explicitly included in the committee’s membership, given its oversight role across all programmes and external engagement.

The Committee further agreed that Pacific representation was appropriate at this level, in light of the Institute’s strategic priorities and the scale of Pacific learner participation.

To preserve an appropriate balance between internal and external membership, the Committee agreed that the addition of Māori and Pacific representation should be achieved by replacing, rather than increasing, existing internal roles.

RESOLUTION:

That the Academic Committee approves the Programme Advisory Oversight Committee Terms of Reference subject to the following amendments:

- **Clause 1 (Background)** be amended to replace the reference to hapū with iwi in the description of external stakeholders; and
- **Clause 4 (Membership)** be amended to remove the positions of one (1) Head of School and one (1) Programme Committee Chair, and to include one (1) senior Māori staff member, nominated by the Deputy Chief Executive Academic on advice from the Director Māori Education and the Director Māori Success, and one (1) senior Pacific staff member, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, each appointed for a period of two (2) years with the possibility of renewal for one further consecutive two-year term only.

Moved: Julie Prentice

Seconded: Rosanne Ellis

CARRIED

Draft Academic Subcommittee Terms of Reference – Discussion

Draft Terms of Reference for the following advisory sub-committees were presented for discussion, with the intention of further consultation prior to being brought back for approval at a future meeting:

(l) Māori Academic Advisory Committee ToR draft

Wiremu Manaia introduced feedback on the draft Terms of Reference for the Māori Academic Advisory Committee, advising that while the document provided a strong foundation, further refinement was required to strengthen its focus on Mātauranga Māori.

It was noted that proposed refinements are intended to clarify and elevate the Committee's strategic role, including its contribution to Māori research leadership, kaupapa Māori research principles, and the development of Māori research supervision capability, rather than to introduce substantive changes to scope or intent.

It was agreed that the Terms of Reference would be further refined offline, with revisions incorporated using tracked changes and resubmitted to the Secretary, with the intention of bringing the revised document back to the next meeting for consideration.

(m) Pacific Academic Advisory Committee ToR draft

In Luka Crosbie's absence, the Chair introduced the draft Terms of Reference for the Pacific Academic Advisory Committee, noting its alignment in structure with the Māori Academic Advisory Committee Terms of Reference.

It was noted that several of the comments raised questions regarding how particular responsibilities would be given effect in practice, particularly in relation to engagement between advisory committees and academic and research-related subcommittees. The Chair acknowledged these as valid considerations, while reiterating that such matters are typically addressed following establishment of the committee, through policy, procedures, and chair-led engagement mechanisms rather than through the Terms of Reference themselves.

It was further noted that some of the whakaaro raised in relation to the Māori Academic Advisory Committee, particularly regarding the recognition and integration of indigenous knowledge systems may have relevance to the Pacific Academic Advisory Committee and

could inform further refinement of its Terms of Reference.

It was agreed that feedback from this discussion, along with Luka's written comments, would be consolidated and incorporated into a revised draft using tracked changes, to be brought back to a subsequent meeting for consideration.

(j) Disability Academic Advisory Committee ToR Draft

It was noted that no feedback on the draft Terms of Reference had been received in advance, and, in the absence of Annette Pitovao to speak to the Terms of Reference, the Committee agreed to defer consideration and roll the item over to a subsequent meeting.

(k) International Academic Advisory Committee ToR draft

Jeff Howe introduced draft Terms of Reference, noting that MIT had operated an International Student Advisory Subcommittee. Its purpose is to provide academic leadership and guidance on international dimensions of the academic portfolio, including positioning the Institute as a leader in vocational education and training in the Asia-Pacific region.

Discussion clarified that the Committee's remit is strictly academic. It was emphasised that it is not intended to advise on commercial or strategic business decisions, such as offshore delivery or international expansion, which are governed separately. This Committee's role is to ensure structured academic consideration of international dimensions in programme development and learner experience, with procedural detail addressed through supporting policies.

It was agreed that the learner membership clause be amended to specify that at least one of the two enrolled learners must be an international student. Other matters, including Māori representation on the Committee and integration with postgraduate research oversight, were noted for further consideration by Jeff Howe in consultation with relevant stakeholders.

Given the need to refine the wording to clarify scope and ensure consistency with other advisory committees, the Committee agreed to defer approval. Jeff Howe will revise the draft Terms of Reference using track changes, liaising with PSM and CK, and present the updated version at the next meeting.

Proposed Amendment – Learner Membership Clause

Current Clause:

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

Agreed Amendment:

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

1.6 Academic Committee Meeting Schedule

The Chair proposed the approval of the committee schedule, expressing a preference for a

single base location at the Ōtara campus to provide certainty and enable as many face-to-face meetings as possible. While flexibility for online participation was acknowledged, the Chair emphasised the benefit of a consistent venue for focus and efficiency.

RESOLUTION:

That the Academic Committee approves the Academic Committee meeting schedule 2026.

Moved: Martin Carroll

Seconded: Julie Prentice

CARRIED

The Chair noted that there would no longer be a standard “Other Business” item. As a statutory committee, members are required to provide five working days’ notice for items to be considered. Under the Local Government Official Information and Meetings Act, items may only be raised as urgent at the Chair’s discretion. Strict adherence to this protocol would be applied to maintain the discipline of meeting cadence and advance notification.

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 3:57pm

Read and Confirmed

Chair:

Date:

**MIT and Unitec Academic Committee
ACTION REGISTER 2026**

| Meeting Date | Reference | Action Description | Action Owner | Due Date |
|--|------------------|--|--|------------------------------|
| 1 Oct 2025, 19 Nov 2025, 3 Dec 2025, | 1.3.9 | <p>Development of Learner Experience KPIs on Complaints and Appeals</p> <p>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 Chair. The work will focus on measures of student satisfaction, staff development, and effective management of complaints, rather than numerical reduction targets, and a progress report will be provided to the committee in due course.</p> | Martin Carroll Simon Nash Christine Hutton | Apr 2026 |
| 1 Oct 2025, 19 Nov 2025, 3 Dec 2025, | 1.3.3 | <p>Oversight of Quality Assurance Systems</p> <p>Simon Tries and Chris King to work with schools to identify cases where moderation is not occurring or not being reported and bring a response back.</p> <p><i>20251106:</i> The matter remains in progress, with follow-up actions being undertaken by Heads of School and Programme Committee Chairs.</p> | Simon Tries, Chris King | Feb 2026 |
| 3 Dec 2025, | 3.3.3 | Update the UREC Terms of Reference to include regular statistical reporting on research-ethics applications and outcomes. | Rosanne Ellis | Prior to finalisation of ToR |
| 3 Dec 2025, | 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. | Simon Tries | Progress update mid-year |
| 23 Jan 2026, | 1.1 | <p>Academic Committee Handbook</p> <p>The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.</p> | Martin Carroll Chris Park | Mar 2026 |
| 23 Jan 2026, | 1.5f | Simon Nash to engage with the Student Council to clarify workload expectations and | Simon Nash | Mar 2026 |

| | | | | |
|--------------|------|--|---|----------|
| | | appointment processes for learner representatives on Academic Committee subcommittees. | | |
| 23 Jan 2026, | 1.5h | Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee. | Julie Prentice, Pip Schollum-Manase, Chris King | Mar 2026 |



Manukau Institute of Technology and Unitec
Māori Academic Advisory Committee
(a subcommittee of Academic Committee)

Terms of Reference

Approval details

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

Version control

| Version | Summary of changes | Approved by | Date of Approval |
|---------|---|----------------------------------|------------------|
| 0.1 | New draft version (last updated 2026-01-16) | DCEA | |
| 0.2 | <u>2nd draft version (last updated 2026-01-30). All changes shown using Track Changes.</u> | <u>Director, Māori Education</u> | |
| | | | |

1 Background

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

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

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

Commented [WM1]: In relation to programme advice, we should consider adding language that confirms the Committee's role in advising on **tikanga-appropriate design and delivery where Mātauranga Māori is embedded**, including cultural and intellectual boundaries.

Commented [WM2]: This section clearly references Te Tiriti o Waitangi but we should also recognise **Mātauranga Māori as a distinct knowledge system** with its own epistemologies, values, and tikanga, rather than only as a learner or pedagogical consideration.



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

2 Responsibilities

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

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

Commented [WM3]: While the Advisory Committees do not hold formal delegations, I think additional language is needed to ensure that **advice relating to Mātauranga Māori carries appropriate weight**, including clear expectations about how the MITU Academic Committee responds to such advice.

Commented [WM4]: We need to clarify that advice on learning and teaching includes **Māori epistemological approaches**, not only pedagogical strategies, to strengthen academic depth.

Commented [MC5]: Not sure what the intention is here, as "advice" IS 'leadership'. It will not have formal authority over the RC and PGRC.

Commented [WM6]: When advising on rangahau, we need to explicitly reference **Kaupapa Māori research principles** to distinguish Māori research leadership from general academic research oversight.

Commented [WM7]: Given the importance of postgraduate research to Mātauranga Māori, we need to explicitly include **supporting Māori research leadership and supervision capability**.

Commented [MC8]: Respectfully, I understand the intent but disagree with this being in these ToR. Two reasons:
a) It is the role of Tuapapa Rangahau to manage the Supervisor Register, and the PG Research Committee to set the guiding policies for it. Let's not conflate responsibilities.
b) Committees to not undertake research.

Commented [WM9]: We should consider broadening this to include **risks to the integrity, misuse, or dilution of Mātauranga Māori within academic activity**.

Commented [WM10]: The responsibilities are comprehensive, however Mātauranga Māori is not explicitly named. We need to add a responsibility that clearly references **oversight of Mātauranga Māori in curriculum, assessment, research, and innovation**.

Commented [WM11]: Do we need to consider stating whether matters directly affecting Mātauranga Māori should require **appropriate Māori expertise to be present**, to avoid decisions being made without the necessary cultural and knowledge authority.

3 Membership

3.1 Members

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

- Pou Whakarewa Mātauranga Māori - Director, Māori Education, *ex officio*;
- Taharangi – Director, Māori Success, *ex officio*;
- Kaumatua, MIT, *ex officio*;
- Kaumatua, Unitec, *ex officio*;



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

3.2 Chair and Deputy Chair

The Chair will be the Pou Whakarewa Mātauranga Māori.

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

3.3 Co-opted members

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

3.4 Observers

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

3.5 Terminating membership

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

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

3.6 Members' characteristic, skills and experiences

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

- Demonstrated expertise in tikanga (Māori culture) and te Reo Māori (the Māori language);
- Demonstrated expertise in Mātauranga Māori (Māori knowledges) and ako (Māori pedagogies);
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;



- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- a commitment to actively participate in the work of the Māori Academic Advisory Committee, and work collegially and in accordance with Institutional values.
- ~~Mātauranga Māori expertise is not a core membership requirement, but may be helpful for matters that directly involve Māori knowledge systems.~~

Commented [WM12]: The membership composition needs to clarify that **Mātauranga Māori expertise is not necessarily a core capability requirement**, but may be helpful for matters that directly involve Māori knowledge systems.

4 Modus Operandi

4.1 Standing Orders

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

4.2 Secretarial Support

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

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

4.3 Meetings

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

4.4 Reporting

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

Commented [MC13]: How does this relate to the second bullet point? Also, these are characteristics for the Committee as a whole. It is not expected that every individual Member will embody all of these.

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

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

Commented [WM14]: It may be useful to clarify how this Committee's advice interfaces with other academic committees where Mātauranga Māori is relevant, to ensure coherence rather than duplication or dilution of Māori academic leadership.

The Committee so it is positioned not only as advisory on Māori participation and success, but also as a kaitiaki of Mātauranga Māori within the academic system. This would clarify the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

Commented [WM15]: I think we need to consider strengthening the framing of this Committee so it is positioned not only as advisory on Māori participation and success, but also as a **kaitiaki of Mātauranga Māori within the academic system**. This would clarify the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

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

Commented [WM16]: Overall, this is a strong and well-structured Terms of Reference. With modest refinements, it has the potential to move from being a committee that advises *about* Māori to one that actively **upholds Māori knowledge authority within the academic system**.

Commented [WM17]: We should consider a section on conducting an Annual Self-review, reflecting on how effectively the Committee has upheld its role as **kaitiaki of Mātauranga Māori**, not only its procedural effectiveness.

Commented [MC18]: Can I assume this para was meant to be a comment, not actual text?





Manukau Institute of Technology and Unitec

Post-Graduate Research and Scholarships Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

| | |
|----------------------------|-----------------------------------|
| Version number | |
| Issue date | |
| Approval authority | Academic Committee |
| Date of approval | |
| Document owner | Deputy Chief Executive Academic |
| Contact person | Director, Research and Enterprise |
| Date of next review | September 2026 |

Version control

| Version | Summary of changes | Approved by | Date of Approval |
|----------------|---------------------------|--------------------|-------------------------|
| 0.1 | New draft version | DCEA | 2025-01-30 |
| | | | |
| | | | |

1 Background

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

Guided by the principles of Te Tiriti o Waitangi, the Committee upholds Kaupapa Māori postgraduate research, supports the aspirations of Vision Mātauranga, and nurtures the vā (relational space) in research involving Pacific communities.

The Committee also fosters a culture of excellence in postgraduate research and applied research that is rigorous, contributes to meaningful student learning, and strengthens partnerships with the communities the Institute serves.



2 Responsibilities

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

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

3 Delegations

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

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

4 Membership

4.1 Members

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



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

4.2 Chair and Deputy Chair

The Chair will be the Director, Research and Enterprise.

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

4.3 Co-opted members

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

4.4 Observers

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

4.5 Terminating membership

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

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

4.6 Members' characteristic, skills and experiences

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



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

5 Modus Operandi

5.1 Secretarial Support

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

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

5.2 Quorum

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

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

5.3 Meetings

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

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



5.4 Standing Orders

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

5.5 Reporting

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

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



Manukau Institute of Technology and Unitec

Research Ethics Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

| | |
|----------------------------|----------------------------------|
| Version number | |
| Issue date | |
| Approval authority | Academic Committee |
| Date of approval | |
| Document owner | Deputy Chief Executive Academic |
| Contact person | Chair, Research Ethics Committee |
| Date of next review | September 2026 |

Version control

| Version | Summary of changes | Approved by | Date of Approval |
|----------------|---------------------------|--------------------|-------------------------|
| 0.1 | New draft version | DCEA | 2025-01-30 |
| | | | |
| | | | |

1 Background

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

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

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



2 Responsibilities

Research Ethics Committee is charged by the Academic Committee to:

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

3 Delegations

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

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

4 Membership

4.1 Members

Membership and practice of the Research Ethics Committee shall be in accordance with the National Ethics Advisory Committee's National Ethical Standards for Research Ethics Committees. The committee shall have no fewer than seven members. At least two members should be external, i.e. not currently a student or employee of the Institution.



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

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

4.2 Chair and Deputy Chair

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

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

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

4.3 Co-opted members

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

4.4 Observers

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

4.5 Terminating membership

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

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



4.6 Members' characteristics, skills and experiences

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

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

5 Modus Operandi

5.1 Secretarial Support

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

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

5.2 Quorum

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

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

5.3 Meetings

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

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



5.4 Standing Orders

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

5.5 Reporting

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

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



Memo to: Academic Committee
From: Academic Committee
Contributors: Juee Jin
Subject: **Correspondence**
Date: 30-01-2026

Recommendations

That the Academic Committee receives the correspondence.

Attachments

Inward:

- a. To: Research Committee
From: Deputy Chief Executive Academic
Copy to: Academic Committee
Subject: Student Authorship
Date: 20 January 2026 (Pg.2)
- b. To: Academic Committee
From: NZQA Admin
Date: 04 Dec 2025
Subject: NZQA Outcome re New Zealand Certificate in Plumbing, Gasfitting and Drainlaying NZ2660 (Pg. 3-8)
- c. To: Academic Committee
From: NZQA Admin
Date: 09 Dec 2025
Subject: NZQA Outcome re New Zealand Diploma in Enrolled Nursing NZ5354 (Pg. 9-14)
- d. To: Academic Committee
From: NZQA Admin
Date: 09 Dec 2025
Subject: NZQA - C67600 - New Zealand Diploma in Information Technology Technical Support 2596 (Pg.15-21)
- e. To: Academic Committee
From: NZQA Admin
Date: 09 Dec 2025
Subject: NZQA Outcome re Programme approval and accreditation application: New Zealand Certificate in Information Technology (Level 5 NZ5354 (Pg. 22-27)
- f. To: Academic Committee
From: NZQA Admin
Date: 18 Dec 2025
Subject: Notification of programme monitoring activity for Unitec (MoE 6004) (Pg. 28-33)
- g. To: Academic Committee
From: NZQA Admin
Date: 18 Dec 2025
Subject: Interim degree monitoring 2026 (Pg. 34)
- h. To: Academic Committee
From: NZQA Admin
Date: 30 Jan 2026
Subject: Transfer of programmes and micro-credentials provided by NZIST effective on 31 January 2026 **(Pg. 35-37)**



Memo to: Research Committee
Copy to: Academic Committee
From: Deputy Chief Executive Academic
Subject: Student Authorship
Date: 20 January 2026

I am writing to ask you review our policy, procedure and practice settings regarding attribution of student authorship for publications co-authored by MIT and Unitec staff, and/or published by MIT and Unitec.

During 2025, attention was drawn to the possibility that our current policies, procedures and practices may not provide adequate protection from the risks (in perception or reality) that a staff member may:

- (a) exercise bias for or against a student by including them, or rejecting their inclusion, among the listed authors of a publication; and/or
- (b) inaccurately indicating the student's contribution to a publication by virtue of their positioning in the list of authors.

There are a number of forms of harm that may arise from this, including (and not limited to):

- (a) grievance from the learner;
- (b) grievance from another author regarding minimising recognition of their own contribution to the publication;
- (c) reputational damage to our academic integrity and standards.

It is recognised that publication conventions and processes differ between publishers and disciplines. However, I am hopeful that a generic and auditable mechanism could be established providing sufficient quality assurance of this area of risk.

I would appreciate the Research Committee making a recommendation to Academic Committee on improvements to relevant policies and procedures (including oversight via auditing) for this matter by June 2026.

Nāku noa, nā

Martin Carroll

4 December 2025

MoE Number: 6019 & 6683

Mr Warwick Pitts
Operations Lead
New Zealand Institute of Skills and Technology trading as Waikato Institute of
Technology
Main Store Gate 4
Tristram Street
Hamilton 3204

Tēnā koe Warwick

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

NZQA reference: (C67503)

Application for changes to programme approval and accreditation – New Zealand Certificate in Plumbing, Gasfitting and Drainlaying

The New Zealand Qualifications Authority (NZQA) has assessed New Zealand Institute of Skills and Technology's application for changes to programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 (the Act), and the Programme Approval, Recognition, and Accreditation Rules 2025.

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

The title of the approved programme is:

New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (127201-3)

The programme leads to the following qualification:

New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3) [Ref: 2660-4]

The approved changes to the Programme include:

- Module BILD319 - Removal of unit standards 18426 & 17599 (confined spaces); removal of unit standard 4249; this is covered by unit standard 21881 in BILD320.
- Unit standards 23229 and 21883 have now been added to the module. Change of module number to BILD324 due to a decrease in credits from 18 to 14.
- Module BILD320 - Removal of unit standard 30536, replaced by unit standards 33431 and 18426. The title of this module has been changed to 'Drawings, Tools

& Regulations'. Change of module number to BILD325 due to an increase in credits from 14 to 18.

- Module BILD321 - Title change to 'Introduction to Drainlaying & Trade Calculations'. Removal of unit standard 30692, replaced by unit standards 30534 and 30535. Change of module number to BILD326 due to an increase in credits from 11 to 13.
- Module BILD322 - Addition of unit standards 25419, 30555, and 25421. Change of title to 'Introduction to Plumbing & Sanitary'. Change of module number to BILD327 due to a decrease in credits from 23 to 17.
- Module BILD323 - this module has been removed from the programme.

The approved programme is now recorded under New Zealand Institute of Skills and Technology's approvals and accreditations on the NZQA website; and is available for recording on a learner's Record of Achievement.

The attached report summarises the approved details for the programme including accreditation details for how it will be delivered, and where applicable any standards used in assessment. Any changes to these details will require prior approval from NZQA.

Publications and publicity statements:

New Zealand Institute of Skills and Technology may make the following statement in publications and in publicity material:

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

and/or

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

Maintaining your programme approval and accreditation and consents to assess

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

Other matters

To discuss funding options for this changed programme, if applicable, please contact your TEC Relationship Manager or contact TEC by phone on 0800 601 301 or email customerservice@tec.govt.nz.

If you have any questions, please contact Maureen Perkins, Approvals and Accreditation, email Maureen.Perkins@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz
cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz
cc quality@tepukenga.ac.nz
cc tim.stevens@wintec.ac.nz
cc programmes@waihangaararau.nz
cc fiona.beals@wandw.ac.nz
cc mdipper@eit.ac.nz
cc helen.perry@manukau.ac.nz
cc scampbell@northtec.ac.nz
cc deborah.young@tepukenga.ac.nz
cc academicsservices@witt.ac.nz
cc stries@unitec.ac.nz

Whakarāpopototanga Whakaaetanga

Approval Summary

| | |
|--|---|
| Tautohu ID number | 127201-3 |
| Taitara Title | New Zealand Certificate in Plumbing, Gasfitting and Drainlaying |
| Momo Type | Certificate |
| Rangatira Owner | New Zealand Institute of Skills and Technology trading as Waikato Institute of Technology (6019) |
| Kaupae Level | 03 |
| Whiwhinga tapeke Total credits | 62 |
| Tapeke hāora ako Total learning hours | 620 |
| Whāinga Aim | <p>The PGD Level 3 programme aims to:</p> <ul style="list-style-type: none">- provide the plumbing, gasfitting, and drainlaying industries with people who:- have basic skills and knowledge in plumbing, gasfitting, and drainlaying- have an awareness of the requirements of the regulatory environment, and- are ready to enter an apprenticeship. |
| Kiko Content | <p>The modules include standards on first aid, safety and emergency situations, hazard identification and management, ethical, regulatory, and legal considerations, tool use and maintenance, and a range of skills and knowledge relating to plumbing, drainlaying and gas-fitting including excavation, planning, installation etc.</p> |
| Putanga Outcome | <ul style="list-style-type: none">- Apply good conduct, ethical, and legal practices to work in a plumbing, gasfitting, and drainlaying environment.- Apply safe working procedures and practices to work in a plumbing, gasfitting, and drainlaying working environment.- Assist with the installation of basic sanitary plumbing, gasfitting, and drainlaying systems and components. |
| Paeuru Entry | <p>2.1 General Academic Admission</p> <p>There is open entry to this programme although students must demonstrate a reasonable likelihood of success.</p> |

2.2 Selection Criteria

- a) To meet legal and health requirements, candidates must be physically able to carry out the practical components of the programme.
- b) Where there are more candidates than places available in the programme, selection will be made on the basis of the following criteria:
 - i) Whether candidates have completed three years of secondary education;
 - ii) Candidates' academic achievement in NCEA Level 1 and/or NCEA Level 2, or Year 11 and/or Year 12 English and Mathematics; and

Paerewa Standards

Ko te/ngā paerewa o tēnei hōtaka, tohu moroiti rānei, ka aromatawaihia:
The standard(s) assessed in this programme or micro-credential are:

| Tau ID Number | Taitara Title | Tūnga Status | Putanga Version | Kaupae Level | Whiwhinga Credits |
|------------------|---|-----------------|--------------------|-----------------|----------------------|
| 6400 | Manage first aid in an emergency situation | Registered | 8 | 3 | 2 |
| 6401 | Provide first aid | Registered | 7 | 2 | 1 |
| 6402 | Provide basic life support | Registered | 9 | 2 | 2 |
| 18426 | Demonstrate knowledge of hazards associated with confined spaces | Registered | 9 | 3 | 4 |
| 21881 | Describe ethical and legal considerations for plumbing, gasfitting, or drainlaying services | Registered | 4 | 2 | 3 |
| 21883 | Demonstrate knowledge of working in gas contaminated environments in plumbing, gasfitting, or drainlaying | Registered | 4 | 2 | 3 |
| 23229 | Use safety harness system when working at height | Registered | 5 | 3 | 4 |
| 25413 | Draw and form simple patterns for plumbing or gasfitting sheet metal components | Registered | 3 | 2 | 3 |
| 25419 | Demonstrate knowledge of sanitary plumbing systems and components | Registered | 2 | 3 | 3 |
| 25421 | Mark, cut, join, and test pipework for plumbing, gasfitting and drainlaying | Registered | 2 | 2 | 6 |
| 30532 | Demonstrate knowledge of excavating and trenching for plumbing, gasfitting, or drainlaying | Registered | 2 | 3 | 5 |
| 30533 | Position, excavate, and backfill excavations and trenches for plumbing, gasfitting, or drainlaying | Registered | 2 | 3 | 4 |
| 30534 | Demonstrate knowledge of wet and dry inspection chambers | Registered | 2 | 3 | 2 |
| 30535 | Install inspection chambers | Registered | 2 | 3 | 2 |
| 30555 | Install basic sanitary plumbing systems | Registered | 2 | 3 | 5 |
| 30557 | Select, describe, use, and maintain tools for plumbing or drainlaying jobs | Registered | 2 | 2 | 4 |
| 30596 | Demonstrate knowledge of asbestos and safety measures for asbestos-related work | Registered | 2 | 3 | 2 |
| 30616 | Describe water, material considerations, and less frequently used materials in plumbing and drainlaying | Registered | 2 | 3 | 3 |
| 33431 | Demonstrate basic knowledge of the regulatory framework for plumbing, gasfitting, and drainlaying | Registered | 2 | 3 | 4 |
| Total Credits | | | | | 62 |

Tohu Awards

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

| Tohutoro Reference | Taitara Title | Kaupae Level | Whiwhinga Credits |
|--------------------|--|--------------|-------------------|
| 2660 - 4 | New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3) - Waihanga Ara Rau Construction and Infrastructure Workforce Development Council | 3 | 60 |

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

New Zealand Institute of Skills and Technology trading as Waikato Institute of Technology (6019/1)

Momo aratuku Delivery mode(s)

Face-to-Face & Blended

Tukanga aratuku Delivery method(s)

in-class activities; workshop activities and practice; coaching and progress conversations; formative assessment; night-class tutorials; group discussions and activities.

Tukanga aromatawai Assessment Method(s)

Competency-based assessment will be used to assess both the Unit Standards and the Learning Outcomes, utilising written assignments; verified evidence; practical activities, demonstration, presentations and professional conversations.

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)

19 Including holiday weeks

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

17 Excluding holiday weeks

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

36.50



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

9 December 2025

MoE Number: 6010 & 6683

Peseta Sam Lotu-liga
DCE Pasifika, Partnerships and Support
New Zealand Institute of Skills and Technology trading as Manukau Institute of
Technology
53 Otara Road
Otara
Auckland 2023

Tēnā koe Peseta Sam

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

NZQA reference: (C67601)

Programme accreditation – New Zealand Diploma in Enrolled Nursing

The New Zealand Qualifications Authority (NZQA) has assessed New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's application in accordance with section 441 of the Education and Training Act 2020 and the Programme Approval, Recognition and Accreditation Rules 2025.

NZQA is pleased to advise that your application for programme accreditation to provide the New Zealand Diploma in Enrolled Nursing programme have been granted, subject to the Nursing Council of New Zealand accreditation is also being obtained within 12 months of the date of this letter. NZQA understands that the Nursing Council plans a site visit in 2026. The site visit will assess the programme against the enrolled nurse scope of practice Tapuhi kua whakauru enabling potential reaccreditation by the Nursing Council.

Manukau Institute of Technology must provide a copy of the Nursing Council of New Zealand's approval letter once it has been granted.

The approved name of the programme New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology is now accredited to deliver is:

New Zealand Diploma in Enrolled Nursing (129497-1)

The programme leads to the following qualification:

New Zealand Diploma in Enrolled Nursing [Ref: 5354-1]

The title of New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury's approved programme is now listed under New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's provider accreditations on the NZQA website.

Please find an approval summary attached. This provides an overview of the programme accreditation.

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

Publications and publicity statements

New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology may make the following statement in publications and in publicity material:

'New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology is accredited to provide New Zealand Diploma in Enrolled Nursing by the New Zealand Qualifications Authority under section 441 of the Education and Training Act 2020.'

and/or

Kua whakamanatia a New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology e te Mana Tohu Mātauranga o Aotearoa kia whakaako i te hōtaka New Zealand Diploma in Enrolled Nursing i raro i te wāhanga 441 o te Ture Mātauranga me te Whakangungu 2020.'

Maintaining your accreditation

Please refer to the NZQA website and the relevant rules and guidelines to see what New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology needs to do to maintain its accreditation.

Other matters

NZQA accreditation to deliver a programme is not a guarantee that it can be funded by the Tertiary Education Commission (TEC).

To discuss funding options for this programme, please contact your TEC Relationship Manager or contact TEC by phone on 0800 601 301 or email customerservice@tec.govt.nz.

If you have any questions, please contact Nuzhat Sohail, Approvals and Accreditation, (04) 463 3176 or email Nuzhat.Sohail@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz
cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz
cc Helen Perry Helen.Perry@mit.ac.nz
cc Dan Gread Dan.Gread@ara.ac.nz
cc quality@tepukenga.ac.nz
cc programmes@toitutewaiaora.nz
cc Immigration New Zealand ieengagement@mbie.govt.nz, tapalmerstonnorth@mbie.govt.nz
verification.palmerstonnorth@mbie.govt.nz

Whakarāpopototanga Whakaaetanga

Approval Summary

| | |
|--|---|
| Tautohu ID number | 129497-1 |
| Taitara Title | New Zealand Diploma in Enrolled Nursing (Level 5) |
| Momo Type | Diploma |
| Rangatira Owner | New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury (6006) |
| Kaupae Level | 05 |
| Whiwhinga tapeke Total credits | 180 |
| Tapeke hāora ako Total learning hours | 1,800 |
| Whāinga Aim | <p>The purpose of this programme is to provide the health sector with enrolled nurses who are accountable and responsible for their nursing practice, ensuring that all the health care provided is consistent with their education, competence, and relevant legislation. Enrolled nurses reflect knowledge, concepts and worldviews of both tangata whenua and tangata tiriti, based on kawa whakaruruhau and cultural safety. The enrolled nurse works in partnership and collaboration with tangata, whānau, hapori and the interprofessional healthcare team, to deliver equitable informed nursing practice across the lifespan.</p> |
| Kiko Content | <p>This programme is structured to achieve the qualification outcomes, which have been aligned with the NCNZ Standards of Competence for Enrolled Nurses. Using the principles of constructive alignment, the course aims, learning outcomes and assessments are aligned to the graduate profile outcomes of the qualification. This provides a coherent programme that demonstrates scaffolding and integration of learning and assessment throughout, to meet the strategic purpose statement and the level and credit value of the qualification.</p> <p>Each course within this programme has been intentionally designed to foster the development of knowledge, skills, and attributes that ākonga will progressively achieve. These learning outcomes serve as the foundation for both learning activities and assessment strategies, ensuring a coherent and purposeful educational experience. The structure of course learning outcomes follows a logical progression that reflects</p> |

the evolving capabilities of ākonga. This progression is inspired by Poutama, a traditional Māori stepped pattern symbolising the journey of growth, learning, and aspiration. Just as each step in the Poutama leads upward toward greater understanding, the scaffolded design of this programme supports ākonga as they ascend toward the kete of knowledge. This culturally grounded approach not only honours te ao Māori but also reinforces the importance of holistic development, where intellectual, practical, and attitudinal growth are interwoven throughout the learning journey.

Beginner practice

Ākonga will learn foundational knowledge (e.g. anatomy, physiology), nursing practice knowledge and frameworks and beginning nursing practice skills

Emerging practice

Ākonga will deepen their knowledge (e.g. pathophysiology, pharmacology) and learn to integrate holistic nursing assessment, evidence-based practice and clinical reasoning to provide emerging safe clinical practice under guidance and supervision

Competent practice

Ākonga will consolidate their nursing theory and practice through clinical nursing experiences to provide competent safe clinical practice independently.

- Apply knowledge of mātauranga Māori, Te Tiriti o Waitangi, kawa whakaruruhau, cultural safety and te ao Māori into nursing practice.
- Provide culturally safe care that is inclusive, responsive and equitable for tangata, whānau, and hāpori to promote hauora through whakawhanaungatanga.
- Apply knowledge, relational communication, technical skills and professional practice as an enrolled nurse while working in partnership with tangata, whānau, and hāpori across the lifespan.
- Utilise nursing assessment and clinical decision making grounded in scientific and nursing knowledge to inform care and provide culturally safe, sustainable nursing care for tangata, whānau and hāpori.
- Participate in health promotion, health education, and interprofessional collaboration to promote hauora of tangata, whānau and hāpori.
- Provide care within professional, ethical and legal boundaries to ensure safe quality nursing practice that upholds people's rights, confidentiality and dignity.

Academic Requirements

NCEA Level 2 which must include:

- 10 credits in Level 1 Mathematics/or Numeracy
- 12 credits in Level 2 Science rich subjects

Or

New Zealand Certificate in Study and Employment Pathways (Level 3) Health and Science Pathway (Ara); or a recognised equivalent (Bridging or Pre-Health)

Putanga Outcome

Paeuru Entry

Paerewa Standards

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

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

Tohu Awards

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

| Tohutoro Reference | Taitara Title | Kaupae Level | Whiwhinga Credits |
|--------------------|---|--------------|-------------------|
| 5354 - 1 | New Zealand Diploma in Enrolled Nursing (Level 5) - Ara Institute of Canterbury | 5 | 180 |

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (6010/1)

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Teaching and Learning Methods which may be used across the delivery of this programme are stated below. Collaborative Learning Blended and Self-Directed Learning Clinical learning suite Guest Speakers Simulation/Scenario Based Learning Clinical placement Academic Research.

Programme is delivered full and part-time.

Tukanga aromatawai Assessment Method(s)

A combination of formative and summative assessments are included in the programme.

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)

72 Including holiday weeks

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

54 Excluding holiday weeks

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

33.33

15 January 2026

Mr Peseta Sam Lotu-liga
Executive Director
New Zealand Institute of Skills and Technology trading as Manukau Institute of
Technology
53 Otara Road
Auckland 2023

Tēnā koe Peseta Sam

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

NZQA reference: C67600

**Programme approval and accreditation application: New Zealand Diploma in
Information Technology Technical Support (Level 5)**

The New Zealand Qualifications Authority (NZQA) has assessed New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's application for programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 and the Programme Approval, Recognition and Accreditation Rules 2025.

NZQA advises that your application has been approved subject to the following conditions:

1. not have more than 80 learners in total enrolled across the two intakes for this programme in 2026
2. carry out internal and external pre-assessment moderation for every assessment task before it is issued to learners
3. internally and externally post-assessment moderate at least three learner samples per assessment
4. participate in NZQA monitoring, at MIT's cost in all respects, after the first learner cohort has completed the programme
5. have the majority of assessor decisions, reviewed under condition 4 above, agreed with by the NZQA moderators.

NZQA will review these conditions on completion of the first cohort monitoring. If MIT does not meet these conditions, NZQA may take steps to withdraw accreditation for the delivery of this programme.

Please note, these conditions are not publicly listed on our website.

The title of the listed and approved programme New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology has accreditation to deliver is:

New Zealand Diploma in Information Technology Technical Support (Level 5) (129583-1)

The programme leads to the following qualification:

New Zealand Diploma in Information Technology Technical Support (Level 5) [Ref: 2596-2]

The approved programme is now recorded under New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's approvals and accreditations on the NZQA website; and is available for recording on a learner's Record of Achievement.

Please find an approval summary attached. This provides a summary of the approved programme and its accreditation. Changes to the programme that result in changes to the approval summary may require an application to NZQA for programme change approval. For more information please see the Type I and Type II changes sections on the NZQA website and from page 37 in the [Guidelines for programme approval and accreditation for New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7](#).

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

Publications and publicity statements

New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology may make the following statement in publications and in publicity material:

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

and/or

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

Maintaining your approval and accreditation

Please refer to the NZQA website and the relevant rules and guidelines to see what New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology needs to do to maintain its approval and accreditation.

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

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz

cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz

cc quality@tepukenga.ac.nz

cc helen.perry@manukau.ac.nz

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

Whakarāpopototanga Whakaaetanga Approval Summary

| | |
|--|--|
| Tautohu ID number | 129583-1 |
| Taitara Title | New Zealand Diploma in Information Technology Technical Support (Level 5) |
| Momo Type | Diploma |
| Rangatira Owner | New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (6010) |
| Kaupae Level | 05 |
| Whiwhinga tapeke Total credits | 120 |
| Tapeke hāora ako Total learning hours | 1,200 |
| Whāinga Aim | The purpose of this programme is to provide Aotearoa New Zealand with people who have attained a broad understanding of the core concepts and practical skills in Information Technology (IT), with a technical support focus. Graduates will have an awareness of the IT environment, can respond to the needs of users, and provide IT technical support. They will also be able to operate within the applicable professional standards and practice, as part of a team, or independently under broad supervision. Businesses, organisations and communities will benefit by having IT Professionals with technical support skills that will be industry relevant. Graduates of this qualification will have the IT technical skills that will enable them to contribute to society, supporting digital proficiency and capability in a range of community and voluntary areas, and proceed to further study. |
| Kiko Content | Hardware and Software Fundamentals Programming Fundamentals User Experience and Professional Practice Technical Support Networking Fundamentals Database Fundamentals |

**Putanga
Outcome**

Graduates of this qualification will be able to:

1. Select, install, configure, maintain and troubleshoot IT hardware, networking, systems and application software in a secure manner to meet security, ethical and organisational requirements.
2. Apply a broad operational knowledge of networking technologies, security, associated services and troubleshooting techniques to meet organisational requirements.
3. Apply knowledge of database administration and query languages to meet organisational data storage and retrieval requirements, including database management system (DBMS) optimisation, cleansing, security and backups.
4. Apply knowledge of established IT Service Management frameworks to meet organisational customer service requirements.
5. Apply the fundamentals of information systems concepts and practice, including business concepts, development life cycles, data modelling and administration, to support and enhance organisational processes and systems.
6. Apply knowledge and concepts of business analysis, user experience and interface design, to create accessible interactive digital media.
7. Apply the fundamental principles of software development, including fundamental mathematical and logical concepts that underpin computational and systems thinking, to plan, create, test and document simple working code.
8. Apply professional, legal, and ethical principles and practices in a socially responsible manner as an emerging IT professional.
9. Apply communication, collaboration, teamwork, documentation and customer service skills to enhance effectiveness in an IT role.
10. Apply critical analysis and decision-making techniques to solve problems and provide relevant and timely IT outcomes.

**Paeuru
Entry**

Academic Entry Requirements:

- The New Zealand Certificate in Information Technology (Level 4) [Ref: 2594], or equivalent.

English Language Requirement for International Students: International students must meet the English language requirements as stipulated by NZQA. For latest requirements see, <https://www2.nzqa.govt.nz/tertiary/english-language-entry-requirements-for-international-students>

**Paerewa
Standards**

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

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

Tohu Awards

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

| Tohutoro Reference | Taitara Title | Kaupae Level | Whiwhinga Credits |
|--------------------|--|--------------|-------------------|
| 2596 - 2 | New Zealand Diploma in Information Technology Technical Support (Level 5) - Toi Mai Workforce Development Council | 5 | 120 |

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (6010/1)

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Teaching and learning in this programme include the following methods:
Collaborative/Co-operative learning
Inclusive and culturally responsive approaches
Practice-based learning
Problem-based learning
Research-based investigative learning
Self-directed learning
Studio-based learning

Full time across calendar year: total weeks 49; teaching weeks 34.
Part time: total weeks 93 or 101 depending on start date; 68 teaching weeks.

Tukanga aromatawai Assessment Method(s)

Assessment in this programme is achievement based.

Assessment in this programme includes the following methods:
Assignment
Presentation
Collaborative Assessment
Project

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks) 41 Including holiday weeks

Whakangungu/Whakaako (wiki) Training/Teaching (weeks) 34 Excluding holiday weeks

Tapeke hāora ako (ia wiki) Total learning hours (per week) 35.29



13 January 2026

MoE Number: 6010 & 6683

Mr Peseta Sam Lotu-liga
Executive Director
New Zealand Institute of Skills and Technology trading as Manukau Institute of
Technology
53 Otara Road
Auckland 2023

Tēnā koe Peseta Sam

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

NZQA reference: C67599

Programme approval and accreditation application: New Zealand Certificate in Information Technology (Level 5)

The New Zealand Qualifications Authority (NZQA) has assessed New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's application for programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 and the Programme Approval, Recognition and Accreditation Rules 2025.

NZQA advises that your application has been approved subject to the following conditions:

1. Not have more than 80 learners in total enrolled across the two intakes for this programme in 2026.
2. Carry out internal and external pre-assessment moderation for every assessment task before it is issued to learners.
3. Internally and externally post-assessment moderate at least three learner samples per assessment.
4. Participate in NZQA monitoring, at MIT's cost in all respects, after the first learner cohort has completed the programme.
5. Have the majority of assessor decisions, reviewed under condition 4 above, agreed with by the NZQA moderators.

NZQA will review these conditions on completion of the first cohort monitoring. If MIT does not meet these conditions, NZQA may take steps to withdraw accreditation for the delivery of this programme.

Please note, these conditions are not publicly listed on our website.

The title of the listed and approved programme - New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology has accreditation to deliver is:

New Zealand Certificate in Information Technology (Level 5) (129581-1)

The programme leads to the following qualification:

New Zealand Certificate in Information Technology (Level 5) [Ref: 2595-2]

The approved programme is now recorded under New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology's approvals and accreditations on the NZQA website; and is available for recording on a learner's Record of Achievement.

Please find an approval summary attached. This provides a summary of the approved programme and its accreditation. Changes to the programme that result in changes to the approval summary may require an application to NZQA for programme change approval. For more information please see the Type I and Type II changes sections on the NZQA website and from page 37 in the [Guidelines for programme approval and accreditation for New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7](#).

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

Publications and publicity statements

New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology may make the following statement in publications and in publicity material:

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

and/or

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

Maintaining your approval and accreditation

Please refer to the NZQA website and the relevant rules and guidelines to see what New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology needs to do to maintain its approval and accreditation.

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

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz

cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz

cc quality@tepukenga.ac.nz

cc helen.perry@manukau.ac.nz

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

cc programmes@toimai.nz

Whakarāpopototanga Whakaaetanga

Approval Summary

| | |
|--|--|
| Tautohu ID number | 129581-1 |
| Taitara Title | New Zealand Certificate in Information Technology (Level 5) |
| Momo Type | Certificate |
| Rangatira Owner | New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (6010) |
| Kaupae Level | 05 |
| Whiwhinga tapeke Total credits | 60 |
| Tapeke hāora ako Total learning hours | 600 |
| Whāinga Aim | The purpose of this qualification is to provide Aotearoa New Zealand with people who have attained a broad understanding of the core concepts and practical skills in Information Technology (IT), can apply the fundamentals of current and emerging concepts and practice in IT, and are able to proceed to further IT-related study. As an emerging IT professional, graduates will be aware of appropriate professional practice, and work both as part of a team and independently, under broad supervision. Graduates of this qualification will have the IT skills that will enable them to contribute to society, supporting digital proficiency and capability in a range of community and voluntary areas. |
| Kiko Content | Hardware and Software Fundamentals Programming Fundamentals User Experience and Professional Practice |
| Putanga Outcome | Graduates of this qualification will be able to: <ul style="list-style-type: none"> 1. Apply the fundamentals of IT technical support concepts and practice to securely manage hardware, software, and networking resources to support end users and meet security, ethical and organisational requirements. 2. Apply the fundamentals of information systems concepts and practice, including business concepts, development life cycles, data modelling and administration, to support and enhance organisational processes and systems. 3. Apply knowledge and concepts of business analysis, user experience and interface |

- design to create accessible interactive digital media.
4. Apply the fundamental principles of software development, including fundamental mathematical and logical concepts that underpin computational and systems thinking, to plan, create, test and document simple working code.
 5. Apply professional, legal, and ethical principles and practices in a socially responsible manner as an emerging IT professional.
 6. Apply communication, collaboration, teamwork, documentation and customer service skills to enhance effectiveness in an IT role.
 7. Apply critical analysis and decision-making techniques to solve IT problems and provide relevant and timely outcomes.

Paeuru Entry

Academic Entry Requirements:
· The New Zealand Certificate in Information Technology (Level 4) [Ref: 2594], or equivalent.

English Language Requirement for International Students: International students must meet the English language requirements as stipulated by NZQA. For latest requirements see , <https://www2.nzqa.govt.nz/tertiary/english-language-entry-requirements-for-international-students/>

Paerewa Standards

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

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

Tohu Awards

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

| Tohutoro Reference | Taitara Title | Kaupae Level | Whiwhinga Credits |
|-----------------------|---|-----------------|----------------------|
| 2595 - 2 | New Zealand Certificate in Information Technology (Level 5) - Toi Mai Workforce Development Council | 5 | 60 |

Te Aratuku me te Aromatawai Delivery and Assessment

**Kaituku
Provider** New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (6010/1)

**Momo aratuku
Delivery mode(s)** Blended

**Tukanga aratuku
Delivery method(s)** Teaching and learning in this programme include the following methods:
Collaborative/Co-operative learning
Inclusive and culturally responsive approaches

Practice-based learning
 Problem-based learning
 Research-based learning
 Self-directed learning

Part time across year 34 teaching weeks, 41-weeks or 49-weeks including holidays, enrolment dependent.

Tukanga aromatawai
Assessment Method(s)

Assessment in this programme is achievement based.
 Assessment in this programme includes the following methods:
 Assignment
 Presentation
 Collaborative Assessment
 Project

Te roa/wā
Length/duration

Tapeke (wiki) 19 Including holiday weeks
Total (weeks)

Whakangungu/Whakaako (wiki) 17 Excluding holiday weeks
Training/Teaching (weeks)

Tapeke hāora ako (ia wiki) 35.29
Total learning hours (per week)

18 December 2025

Simon Tries
Director, Te Korowai Kahurangi
New Zealand Institute of Skills and Technology
t/a Unitec

email: stries@unitec.ac.nz

Tēnā koe Simon

Programme monitoring of the New Zealand Diploma in Construction with strands in Construction Management and Quantity Surveying (Level 6) (Prog Ref: 128115-1) (NZQCF Ref: 2420-2) delivered by Unitec New Zealand Limited.

NZQA's Monitoring and Assessment team monitors programme delivery, and assessment and moderation practice. The monitoring also includes compliance with English language proficiency entry requirements across all sub-degree programmes and micro-credentials.

As discussed in our email on 11 December 2025, we have selected Unitec's assessment practice in the New Zealand Diploma in Construction with strands in Construction Management and Quantity Surveying (Level 6) for monitoring. NZQA will 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 1.

Please use the provided link to upload the evidence requested into the folders set up in this [location](#) by 19 December 2025.

Please email Salil Chada on Salil.Chada@nzqa.govt.nz once the documents have been uploaded using the table supplied in Appendix 1.

Submission of learner work to NZQA

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

Draft monitoring report

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

Next steps

If your monitored programme meets 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 2 for more information on the Rules Framework, Key Evaluation Question (KEQ), 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.

Further information

If you would like to discuss this letter, please contact Salil Chada, Evaluator Monitoring and Assessment, on 04 460 7312 or Salil.Chada@nzqa.govt.nz.

Nāku noa, nā



Michelle Ronduen

Acting Manager

[Monitoring and Assessment](#)

Quality Assurance Division

cc Steve Marshall, Lead, Academic Quality Partnering & Systems, smarshall@unitec.ac.nz
Beth Derby, Team Leader, Monitoring and Assessment, Beth.Derby@nzqa.govt.nz

Appendix 1 - Evidence Requested

- A. Programme Handbook
- B. Latest approved programme document
- C. Student Handbook
- D. Course outline for each course (should include the learning outcomes assessed and the weighting of each assessment)
- E. Academic record data for each assessment in each course during the last 12 months - see below for minimum data requirements
- F. If the programme has standards, provide the latest moderation reports from WDC and/or NZQA

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

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.

Appendix 2 – 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

The purpose of programme monitoring is to ensure that the Tertiary Education Organisation (TEO) is continuing to meet the NZQCF [Programme Approval, Recognition, and Accreditation Rules 2025](#).

This monitoring activity seeks to establish to what extent Unitec is continuing to meet 7.1 criterion 1 of the Programme Approval, Recognition, and Accreditation Rules:

7.1 Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

NZQA requires all providers delivering a programme leading to a qualification at levels 1 to 6, and for a certificate or diploma at level 7, where requested by NZQA, to participate and cooperate in programme monitoring in order to maintain programme accreditation (15.1 (f)).

Monitoring outcomes

There are three possible monitoring outcomes:

| Programme monitoring outcome | Indicators |
|------------------------------|---|
| Meets criteria | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none">• 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 3 - Assessment materials from a Mātauranga Māori learning context

Please let the Monitoring and Assessment evaluator monitoring your programme know if there are any assessment materials or learner work that includes artefacts or iwi knowledge that is not appropriate to share with NZQA staff or moderators. In these cases, we are happy to discuss with you viewing alternative learner samples or making arrangements to discuss the assessment evidence directly with the assessor.

With your permission, assessment materials and learner samples will then be shared with NZQA-contracted moderators who have subject expertise and experience teaching and assessing in their specialist field. Moderators aim to establish to what extent assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes. Additionally, assessment materials may be viewed by Monitoring and Assessment staff who have assessment practice expertise and who would be commenting on the level and learning outcome alignment.

The purpose of moderation for programme monitoring is to evaluate whether, overall, the assessment evidence provides assurance that learners meet the graduate profile. If you wish to discuss the moderation process further, please contact the Monitoring and Assessment evaluator monitoring your programme.

Physical assessment materials and learner samples will be returned to you and digital assessment materials and samples deleted from SharePoint once the programme monitoring activity is completed and the report(s) are final.

From: Team Mailbox Degree Monitoring <DegreeMonitoring@nzqa.govt.nz>
Sent: Thursday, 18 December 2025 11:17 am
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Interim degree monitoring 2026

Kia ora

Thank you for submitting your reports and coordinating with the monitors throughout 2025.

NZQA greatly appreciates the time and financial commitment involved in this process.

As NZQA transitions from EQAF to IQAF, an interim approach to degree monitoring will be implemented. This phased approach allows for a gradual shift to the new system and provides time for engagement with TEOs in the second half of 2026 to further discuss the new processes and schedules.

Interim Monitoring Approach

- **Self-monitoring status:** TEOs will continue to submit the Annual Programme Evaluation Report (APER) to NZQA by 30 June 2026.
- **NZQA-monitoring status:** We will coordinate with TEOs early in the year to establish a monitoring schedule for 2026. NZQA will select certain degrees and associated qualifications for monitoring based on the following criteria:
 - a. First year of delivery
 - b. Programmes with multiple monitor recommendations in 2025
 - c. Programmes with existing action plans or identified concerns
 - d. PhD programmes

Any outstanding degree-level monitoring activities from 2025 will be completed to ensure full compliance for that year.

We'll be in touch with each provider in January or February 2026.

Should you have any further questions, please feel free to ask.

Ngā mihi

NZQA Degrees Team

30 January 2026

MoE Numbers: 6004 and 6010

Mr. Peseta Sam Lotu-liga
Chief Executive
Manukau Institute of Technology and Unitec
139 Carrington Road
Mount Albert
Auckland 1025

Email: slotuiiga@unitec.ac.nz

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

Tēnā koe Peseta Sam

Re: Transfer of programmes and micro-credentials provided by NZIST effective on 31 January 2026

This letter refers to actions required under clause 133, Part 7, Schedule 1 of the Education and Training Act (2020)(the Act) to vest programmes, micro-credentials and other activities provided by New Zealand Institute of Skills and Technology (NZIST) to a successor organisation in accordance with a the transition plan developed in consultation with New Zealand Qualifications Authority (NZQA) and approved by Tertiary Education Commission (TEC).

This letter is also NZQA's acknowledgement that current applications to NZQA for micro-credentials, programmes and other activities provided by NZIST (6683) will also be vested in Manukau Institute of Technology and Unitec (6010 and 6004), with effect from 31 January 2026.

The applications sought under cover of your letter are:

- approval and accreditation for programmes,
- approval or approval and accreditation for micro-credentials
- consents to assess for skill and unit standards associated with the above
- sub-contracting arrangement approvals associated with the above, and
- permanent delivery site approvals

We confirm that with effect from 31 January 2026 the following training activities are vested in Manukau Institute of Technology and Unitec:

- (i) programme approval and accreditation under sections 439 and 441, respectively, of the Act for the Manukau Institute of Technology and Unitec programmes listed in **Appendix 1**, and
- (ii) micro-credential approval and accreditation under sections 445 and 446A of the Act, respectively, for micro-credentials approved and accredited to Manukau Institute of Technology and Unitec and listed in **Appendix 2**.
- (iii) consent to assess using assessment standards under section 449 of the Act granted to Manukau Institute of Technology and Unitec for the standards listed in **Appendix 3**. This consent is associated with the programmes listed in **Appendix 1**, and micro-credential listed in **Appendix 2**.
- (iv) sub-contracting arrangement approvals listed in **Appendix 4**, granted to Manukau Institute of Technology and Unitec under the Quality Assurance of Tertiary Education Providers Rules 2026 and Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2026. Where these sub-contracting arrangements are associated with the above programmes, micro-credentials, and/or consents to assess.
- (v) permanent delivery site approvals for Manukau Institute of Technology and Unitec associated with the above programmes, micro-credentials and/or consents to assess, and listed in **Appendix 5**.

These training activities will be recorded under Manukau Institute of Technology and Unitec's provider approvals, accreditations and permanent delivery sites on the NZQA website with effect from 31 January 2026.

Please contact Nuzhat Sohail at 04 463 3176 or Nuzhat.Sohail@nzqa.govt.nz if you have any queries.

Nāku noa, nā



Emily Fabling

Deputy Chief Executive, Quality Assurance
Pou Whakahaere Tuarua Whakaū Kounga

cc Simon Tries via email (tries@unitec.ac.nz)
cc Helen Perry via email (helen.perry@mit.ac.nz)
cc Bridget Murphy, Principal Advisor, Tertiary Education Commission via email (Bridget.Murphy@tec.govt.nz)
cc Tertiary Education Commission via email (CustomerService@tec.govt.nz)
cc Ministry of Education via email (MoE.ServiceDesk@education.govt.nz)
cc Study Link via email (StudyLink_Service_Delivery_Risk@msd.govt.nz)
cc Immigration New Zealand via email (nzqa_notifications@mbie.govt.nz)

The following appendices are provided in the attachments to the e-mail accompanying this letter:

Appendix 1; Programmes

Appendix 2; Micro-credentials

Appendix 3; Consents to assess

Appendix 4; Sub-contracts

Appendix 5; Permanent delivery sites

Appendix 6; Legislative provisions



Te Kāwanatanga o Aotearoa
New Zealand Government

Tertiary Education Strategy

2025-2030

DECEMBER 2025

Published by the Ministry of Education, December 2025.

Ministry of Education
Mātauranga House
33 Bowen Street
Private Bag 1666, Wellington 6011

Telephone: (04) 463 8000
Fax: (04) 463 8001
Email: information.officer@education.govt.nz

Crown copyright © 2025

ISBN 978-1-75991-353-7 (Online)

Contents

| | |
|---|-----------|
| Ministers' Foreword | 4 |
| Introduction | 5 |
| Strategic Direction | 6 |
| Priority 1: Achievement | 11 |
| Priority 2: Economic Impact and Innovation | 13 |
| Priority 3: Access and Participation | 16 |
| Priority 4: Integration and Collaboration | 18 |
| Priority 5: International Education | 21 |
| Delivering the Strategy | 23 |
| Monitoring Tertiary Education Strategy Outcomes and System Performance | 26 |

Ministers' foreword

Tertiary education plays a vital role in shaping New Zealand's future. A strong tertiary system is essential to an innovative, prosperous, and educated country. Our tertiary education system is performing well in many areas but needs to be more focussed on contributing to economic growth, productivity and innovation.

Our Government's new Tertiary Education Strategy provides a system that enables people to succeed with knowledge and skills that advance an innovative, high-productivity economy and improves quality of life.

Our tertiary education system serves us well, but we are entering a period of increasing change. Under the previous Tertiary Education Strategy, the system was functioning, but it was not thriving. The context has shifted, and new challenges demand a new approach. We need a system that is responsive, forward-looking, and aligned with the needs of students, employers, and communities.

Universities and other higher education providers matter enormously to New Zealand. They educate the next generation of leaders, they advance the frontiers of knowledge, and they play an important role in powering our economy.

New Zealand also depends on a vocational education system that delivers real skills, real opportunities, and real outcomes for learners, employers, and communities. Vocational education is central to building a productive, inclusive economy that is ready for the changes coming in the future.

This strategy will provide clear direction to our tertiary education system, ensuring that it delivers for students, for industry, and for New Zealand's future. It is one of several steps we are taking to simplify systems and sharpen the focus on what matters most.

This is a time of challenge, but also of extraordinary opportunity. Thank you for your commitment to this important work.

Hon Dr Shane Reti

Minister for
Universities



Hon Penny Simmonds

Minister for
Vocational Education



Introduction

The Tertiary Education Strategy (TES) sets out the Government’s long-term strategic direction for tertiary education in New Zealand and its current and medium-term priorities. The TES is issued under section 7 of the Education and Training Act 2020.

The Government’s investment in tertiary education and the work of its tertiary education agencies will focus on these priorities. The Tertiary Education Commission (TEC) will give effect to the TES as it assesses tertiary education organisations’ plans, allocates public funding, and monitors performance. Tertiary education organisations seeking TEC funding must set out in their plans how they will give effect to the strategy.

The development of the TES has been informed by targeted consultation with a range of organisations and groups directly affected by the strategy, including tertiary education providers, industry bodies, and student representatives. This consultation helped shape the priorities and direction of the TES.

Strategic Direction

Objective

The Government's overarching objective for tertiary education is:

A tertiary education system that enables people to succeed with knowledge and skills that advance an innovative, high-productivity economy, and improve quality of life.

This objective reflects the Government's commitment to empowering New Zealanders to thrive in a fast-changing, competitive world, through a tertiary education system that also contributes to broader national goals.

This Strategy's focus on economic growth is intentional and unapologetic. To raise incomes, improve jobs, and enhance quality of life, we must address New Zealand's long-standing productivity and innovation challenges. A stronger, more productive economy provides the foundation for investing in housing, infrastructure, health, climate adaptation, and other critical services.

To drive productivity growth, innovation and economic success, tertiary education must work effectively as part of New Zealand's broader skills system and our science, innovation and technology system.

A skilled and adaptable workforce is essential to attract investment, lift productivity, and enable New Zealand businesses to compete and grow globally. To support this, tertiary education needs to be closely connected to employers and industry, delivering relevant knowledge and skills through flexible learning options at all career stages. It must offer opportunities at every level, from foundation literacy and numeracy to advanced research-led teaching, with formal education (whether on campus, online, or in the workplace) that complements practical and informal learning throughout life.

Economic growth requires a broad range of skills: to create and diffuse modern technologies across the economy, to design and commercialise new products and services, and to develop and grow new markets. This depends on specialised technical knowledge, innovation, and creativity to develop new ideas, technologies, and processes. It also requires management skills and entrepreneurship, and broad workforce capabilities to adopt and apply technologies that add value across the economy. Our poor record in productivity and value-add suggests that there are particular gaps in market-driven entrepreneurial skills.

New Zealand's research-focused tertiary institutions also play a vital role in driving economic growth. Their research advances knowledge, supports innovation, and creates commercial opportunities. It helps translate ideas into high-value products,

services, and technologies, and contributes to evidence-informed policy and community development. By building research capability and strengthening connections with industry, iwi, and international research networks, tertiary research boosts New Zealand's global competitiveness and resilience.

Focusing more sharply on skills and knowledge for economic growth should not come at the expense of the tertiary education system delivering on its broader purposes. The attributes we need in skilled, productive, and innovative people are the same attributes we seek in confident, creative, culturally enriched citizens. Success in tertiary education contributes to improved health, social cohesion and intergenerational prosperity.

This economic focus will also support the Government's wider social and environmental goals. A strong, productive and innovative economy creates more secure well-paid jobs, giving families greater financial security and independence to live good lives. It enables public investment in better infrastructure, health, education and social services. It provides the resources and new ideas we need to minimise and adapt to the impacts of climate change, and to protect New Zealand's unique environment and biodiversity.

The tertiary education system must help support Māori, Pacific peoples, disabled people, and students and trainees from other under-served communities to realise their aspirations. Improving outcomes for these groups is essential to fully unlock New Zealand's potential and ensure all people can contribute to and benefit from the country's success. Empowering Māori to achieve their aspirations requires the system to respond to the needs of the growing Māori economy and support Māori participation and achievement. Wānanga contribute to this by providing education and research grounded in te reo Māori, mātauranga Māori and tikanga Māori.

Why change is needed

New Zealand's tertiary education system has served us well in many respects. It has provided a foundation for a skilled and adaptable workforce, contributed to social mobility, and supported world-class research that benefits our communities and economy. However, there are longstanding questions about whether the system is fully delivering the skills and capabilities New Zealand needs for the future.

While participation and attainment in tertiary education are broadly in line with OECD averages, performance is uneven across key measures. Participation has declined for some groups, particularly school leavers and those in work-based training. Qualification completion rates remain low compared to high-performing international systems. Graduates' outcomes also vary, with some qualifications offering limited labour market value or career progression opportunities.

The system does not consistently support the aspirations and success of Māori, Pacific peoples, disabled people, and those from low-income backgrounds. The system must also respond to the complex needs of school leavers with low prior attainment, particularly where their learning was disrupted by the Covid-19 pandemic.

New Zealand also has not yet taken full advantage of the potential that tertiary education offers for regional development. When our system genuinely responds to the needs of local businesses, industries, and communities, it builds economic performance in these areas and addresses persistent social disadvantage. This enables rural and regional New Zealand to thrive.

New Zealand's higher education institutions produce high-quality research in many areas but lag leading international comparators in research commercialisation, industry collaboration, and overall research and development (R&D) intensity. These gaps limit the system's contribution to productivity growth and constrain its potential to address national challenges.

In addition, the system faces pressing challenges that it must respond to if it is to support economic growth and broader national goals:

- › **Technological change** is continuing to transform the economy and society. Rapid advances in digital tools and artificial intelligence are reshaping how people work, live and learn. These changes present challenges but also open new opportunities for innovation, including in how education and research are delivered and applied. They also increase demand for digital and data skills across the workforce, and courses and qualifications need to appropriately reflect modern work practices and lifestyles.
- › **Student expectations and career patterns** are evolving. Students' expectations for how and what they learn are being shaped by their experiences with technology in their daily lives. They will need to build resilience, adaptability, and an ability to continually upskill throughout their careers as economic and technological trends disrupt and displace established occupations and industries while creating new ones. With traditional pathways increasingly giving way to varied learning and work journeys, there is growing demand for flexible retraining, professional development, and lifelong learning options.
- › **Fiscal constraints** require a sharper focus. In a tight fiscal environment, the Government and providers must make difficult trade-offs and carefully prioritise expenditure to maximise the value of public investment. This includes ensuring that tertiary education providers efficiently deliver meaningful outcomes for students and trainees, communities and the economy, and maximise the value of international education.
- › **Global trends and pressures** will continue to influence tertiary education. International competition for skilled workers, students and researchers is likely to intensify, bringing both risks and opportunities for retaining and attracting talent. Tertiary education providers will need to remain globally connected and responsive to international developments, while also building resilience to external shocks.
- › **Demographic change** is reshaping the workforce. Labour force growth is slowing, and our population is ageing and becoming more diverse. Māori, Pacific and Asian people will make up an increasing share of the workforce. The system will need to lift achievement for all groups, particularly for those under-served by the education system, and support higher overall skill levels to sustain productivity growth and support equitable participation in economic and social life.

Teaching and research across the tertiary education system must equip New Zealanders to navigate and shape these complex changes. Providers will need to evolve their practices to meet changing learner needs, respond to shifting labour market and community demands, and align with national research and innovation priorities. Education and research must not only adapt to new ways of working and learning but also help lead these shifts – ensuring the tertiary system remains a driver of opportunity, resilience, and progress. This will require strong and strategic institutional governance throughout the system.

Priorities for this Tertiary Education Strategy

The Government's current and medium-term priorities for the tertiary education system respond to these challenges and focus clearly and directly on driving economic growth through innovation and increased productivity, to increase New Zealanders' incomes, opportunities and wellbeing.

This Strategy sets out the Government's specific priorities for improvement in five areas:

- › **Achievement**
- › **Economic Impact and Innovation**
- › **Access and Participation**
- › **Integration and Collaboration**
- › **International Education.**

Through these priorities, the TES will focus effort and investment across the tertiary education system, while ensuring that the system continues to deliver on its broad social, cultural, and economic objectives.

Each priority includes examples of the kinds of activity that will contribute to its delivery. These are not an exhaustive list that must be immediately implemented by the TEC and tertiary education organisations. Different providers, subsectors, and agencies will contribute to achieving the Strategy's priorities in different ways and to varying degrees over the term of the TES, shaped by their own strategies, regional roles, stakeholder needs, strengths, and areas of impact.

PLAN ON A PAGE: TERTIARY EDUCATION STRATEGY

OBJECTIVE STATEMENT

A tertiary education system that enables people to succeed with knowledge and skills that advance an innovative, high-productivity economy, and improve quality of life.

OUR PRIORITIES

| | | | | |
|--|--|---|---|---|
|  <p>Achievement</p> <p>Ensure students and trainees gain skills that lead to good careers and economic security, with a focus on strong pathways between school, tertiary education, and work.</p> |  <p>Economic Impact and Innovation</p> <p>Increase the economic impact of tertiary education by delivering relevant, adaptable skills, and research that drives productivity, innovation, commercialisation and broader economic opportunities.</p> |  <p>Access and Participation</p> <p>Enable access to education and training for people from all backgrounds and regions, ensuring more people build relevant skills throughout their lives that contribute to a productive economy.</p> |  <p>Integration and Collaboration</p> <p>Deepen collaboration between education providers, employers, iwi, research institutions, and communities to align education with regional and national economic development.</p> |  <p>International Education</p> <p>Boost numbers of international students, supporting the sector to grow and increasing New Zealand’s international connectivity, as set out in the International Education Going for Growth Plan.</p> |
|--|--|---|---|---|

DELIVERING OUR PRIORITIES

The strategy will drive better outcomes for New Zealanders under these priorities through...

| | | | |
|---|--|---|---|
| <p>Tertiary education providers improving the quality, focus and responsiveness of teaching and research across the tertiary education system to deliver better outcomes for students and trainees, New Zealand businesses and communities.</p> | | | |
| <p>TEC investment decisions</p> | <p>Government’s budget priorities for tertiary education</p> | <p>Improving policy and regulatory settings</p> | <p>Measuring results and strengthening accountability</p> |

MEASURING SUCCESS

| | | | | |
|--|--|---|---|---|
|  <p>Increasing completion rates</p> |  <p>Skills and research relevance</p> |  <p>Broadening participation</p> |  <p>Stronger system connectivity</p> |  <p>Higher international education value</p> |
|--|--|---|---|---|

Priority 1: Achievement



Ensure students and trainees gain skills that lead to good careers and economic security, with a focus on strong pathways between school, tertiary education, and work.

Achievement in tertiary education is critical to delivering benefits for students and trainees, the economy, and society. While enrolment is the first step, it is successful completion – and the acquisition of meaningful skills and credentials – that leads to better life and career outcomes. Qualification completion is strongly associated with improved employment prospects, higher earnings, and reduced vulnerability to economic shocks.

However, New Zealand’s tertiary system faces persistent challenges in achievement. Completion rates remain uneven across providers and population groups. Māori, Pacific peoples, and disabled students and trainees are less likely to complete their qualifications and more likely to leave tertiary education early. This reflects both structural barriers and inconsistent access to the support students and trainees need to succeed.

Improving achievement rates is therefore both an economic and social imperative. It also requires a more nuanced understanding of success. Completion metrics alone can mask progress made by students and trainees from disadvantaged backgrounds. Measuring how far a learner progresses from their starting point can provide a fairer and more informative view of provider performance. This will help ensure the system supports all students and trainees to succeed, particularly those facing the greatest challenges.

Changes expected over the next 5 years

The Government expects tertiary education providers to continue improving completion rates, particularly for under-served groups, by building on current approaches to improving learner success. This will take time to achieve for higher-level qualifications. Improving first-year retention for those in multi-year qualifications will be an important first step.

Providers’ performance in improving educational achievement should be assessed with a greater focus on “distance travelled” or “value added”. Students’ and trainees’ prior educational achievement, socioeconomic circumstances and other characteristics are major factors influencing people’s education prospects and the level of personal effort and provider support needed to achieve educational success.

The Government expects to see stronger alignment between tertiary education achievement and employment outcomes at all levels of study. Providers will be expected to ensure that courses and qualifications lead to real career opportunities by embedding labour market relevance into programme design and delivery, tracking employment outcomes of graduates, and strengthening connections with employers and industry. This approach will support work-integrated learning and transitions into sustainable employment.

Changes to vocational education and training will enable more providers to move into work-based learning and develop new apprenticeship and traineeship programmes. Students and trainees will be able to move more seamlessly between provider-based and work-based learning.

Examples of contributing activities

- › Providers will demonstrate evidence-based approaches to learner success that are appropriate to their learner cohorts and educational setting, including by identifying and addressing risks and barriers to retention, achievement, completion, and employment.
- › Reduce disparities in achievement between population groups (including gender, ethnic, disability and socioeconomic), including in fields of study and industries/occupations that have large disparities in achievement but have strong income and employment outcomes.
- › Improve retention rates for under-served groups, particularly at universities and other higher education providers.
- › Continued implementation of providers' Disability Action Plans.
- › Strengthen provision that meets the needs and aspirations of Māori, including kaupapa Māori provision and provision in te reo Māori, where relevant.
- › Strengthen foundation education programmes centred on enabling ongoing employment/workforce attachment and work experience for youth at risk of long-term poor employment outcomes.
- › Develop and apply “distance travelled” and employment outcome measures as part of assessing providers' performance and to improve information for prospective students and trainees.

Priority 2: Economic Impact and Innovation



Increase the economic impact of tertiary education by delivering relevant, adaptable skills, and research that drives productivity, innovation, commercialisation and broader economic opportunities.

Tertiary education has a vital role in supporting New Zealand’s economic transformation by improving productivity, building the workforce of the future, and driving innovation. As the economy evolves – shaped by technological disruption, global competition, and demographic change – the system must do more to prepare people for a rapidly changing world of work. This includes a broader range of work arrangements, including self-employment and portfolio careers, and non-traditional career pathways.

Employers consistently report concerns that graduates from provider-based programmes lack the skills and capabilities new recruits need to be job-ready and productive. While employers will always need to support new recruits as they gain work experience, tertiary education providers must strive to ensure their graduates are job-ready with the right mix of technical and transferable skills such as communication, critical thinking, and adaptability. This ‘skills mismatch’ affects productivity and constrains economic growth.

Research impact is crucial for translating academic knowledge into practical solutions that address real-world challenges. New Zealand’s research and innovation performance lags comparable countries, with low levels of research commercialisation and limited business uptake of new knowledge and technology.

Changes expected over the next 5 years

The Government expects a stronger emphasis on the economic relevance and impact of tertiary education, with greater employer, industry, and iwi input into programme design and delivery – particularly for vocational and career-focused learning. Provision must be more responsive to emerging skills needs, especially in high-growth industries, new technologies, and the expanding Māori economy.

To achieve this, the tertiary system must become more responsive to labour market signals and better integrated with the broader innovation and skills ecosystems. Programmes must prepare people to upskill and adapt throughout their careers. The new Industry Skills Boards being established in 2026 will be a key part of this. They will ensure industries have a voice in the qualifications and programmes that vocational providers deliver and advise on where investment in the system should be directed.

The skills and knowledge students gain must be valued by employers or enable self-employment, and then further developed in the workplace. Success in the labour market requires a broad range of knowledge and skills, not limited to narrow technical skills or job-specific education and training. An advanced modern economy requires an adaptable, creative workforce with critical thinking, communication, teamwork, and problem-solving skills. The value of these capabilities extends beyond the workplace, preparing people to navigate complex professional environments, contribute meaningfully to society, and adapt to rapidly changing technological and economic landscapes.

Foundation education providers should consider local industry needs to connect students and trainees with employment opportunities. The system must also develop stronger feedback loops with employers and industry, enabling providers to adapt quickly to changing workforce demands.

We expect to see work-based learning expand, with new providers being encouraged to enter the system. The apprenticeships and traineeships they develop should not only ensure workers develop the capabilities businesses need today, but that they are prepared for changing industry environments.

Research needs to deliver greater economic value by focusing more clearly on national priorities, building stronger partnerships with industry, and accelerating the translation of knowledge into practice. This means better identifying commercial opportunities, supporting partnerships with business, and enabling research to generate real-world impact. The economic value of research can also come from reducing the economic and societal burden of adverse events such as natural disasters, climate change, and through improving public goods such as health and education. Reforms to the science and innovation system will reinforce this shift by defining the Government's Science Innovation and Technology priorities, aligning funding, and rewarding commercial outcomes.

Prioritising research commercialisation will help bridge the gap between discovery and application, turning academic insight into technologies and processes that deliver tangible benefits for New Zealand's economy and society. The introduction of a national intellectual property management policy for universities will incentivise commercialisation by prioritising the right of researchers to benefit directly from their intellectual property.

Examples of contributing activities

- › Educate a flexible workforce, able to adapt to a rapidly changing workplace in which AI, quantum computing, and other technological advances play an increasingly significant role.
- › Promote knowledge transfer to benefit the economy and society, with universities and other research organisations connecting businesses and communities to global advances in knowledge and technology.
- › Universities strengthen their research commercialisation functions, including by adopting a national intellectual property management policy that allows researchers to benefit directly from their intellectual property.
- › Increase universities' focus on user-funded research.
- › Increase opportunities for research staff, students, and end-users to gain experience across the tertiary and science, innovation and technology systems, building broader skills, connections, and career opportunities.
- › Strengthen sector leadership on AI and its impact on tertiary education.
- › Strengthen industry leadership in vocational education and training through Industry Skills Boards that ensure providers deliver the skills businesses and employees need to be productive.
- › Grow opportunities and foster support for disabled students to gain and transition into employment.
- › Secure and maintain linkages and bridges between the tertiary education sector and the Māori economy, including through promoting relevant areas of study and research activity.
- › Increase entrepreneurial education for graduate research students.
- › Focus vocational education and training investment on where it can genuinely address skills supply issues, including through the analysis, planning, and advice functions of Industry Skills Boards.

Priority 3: Access and Participation



Enable access to education and training for people from all backgrounds and regions, ensuring more people build relevant skills throughout their lives that contribute to a productive economy.

Ensuring access and participation in tertiary education is essential to building a more productive, equitable, and inclusive economy. In principle, tertiary education should be available to all who can benefit from it, regardless of background or circumstance. In practice, however, too many New Zealanders face barriers to participation. These include financial, geographic, cultural, and systemic factors that disproportionately affect under-served communities such as Māori, Pacific peoples, disabled people, and those from low-income backgrounds.

Overall tertiary education participation in New Zealand compares favourably to many OECD countries, especially among adults over 25 years. But significant disparities remain. Participation rates among school leavers have declined in recent years and remain significantly lower for young Māori and Pacific people. Barriers to participation in education and training contribute to ongoing disparities in employment outcomes and limit the supply of skilled workers to address persistent skills shortages in some industries. These gaps in participation mean that some New Zealanders are missing out on the opportunity to develop their skills, achieve their aspirations, and contribute fully to the economy and society.

A renewed focus on access and participation is therefore needed to meet emerging workforce needs, improve equity and support people to upskill and retrain throughout their lives. The challenge is not only to widen access, but also to ensure that people can participate in ways that suit their life circumstances and work arrangements – through flexible study options and clear pathways. Stronger regional provision is needed to support many of New Zealand’s critical export industries and allow people to access training and work without relocating.

Changes expected over the next 5 years

Over the next five years, the Government expects to see a greater range of high-quality education and training options that meet the needs of students, trainees and employers. More agile and responsive delivery models will support upskilling and retraining, which are critical for sustaining employment and economic growth. This includes greater availability of shorter, cumulative options for students, with more accessible work-based learning and quality online provision giving students more options for accessing tertiary education.

The time and cost for employers and workers to participate in tertiary education and vocational training should be minimised through programmes that are the right size, delivered flexibly, and that enable people to earn and learn while in formal education and training. This includes ensuring foundation education programmes meet the needs of young people with limited work experience and educational achievement and support adults with low or no qualifications to re-engage with education.

A sustainable network of polytechnics will underpin participation in the regions, supported by a federation structure, so people in the regions can access tertiary education which meets local industry and community skills needs.

As the economy recovers, it is particularly important that the system better enable students to move between provider-based education and work-based learning and training so students can more easily continue their studies as their circumstances change.

Pathways into tertiary education need to be clearer, particularly for vocational education options. Prospective students of all ages need to know how they take the next step to progress their goals and ambitions, and some will need additional support to do this. High-quality information needs to be available to them on career pathways and employment outcomes to support their decisions.

Examples of contributing activities

- › Rebuild a sustainable network of regional polytechnic provision.
- › Strengthen secondary-tertiary pathways, particularly for vocational education and training, and for young people at risk of being not in education or employment.
- › Improve access throughout the system for under-represented groups, including Māori, Pacific peoples, and disabled people.
- › Partnerships between universities and schools to support successful transitions into higher education.
- › Increase the availability of high-quality online and blended learning options.
- › Make it easier for students and trainees to move between tertiary providers and between work-based and provider-based learning.
- › Ensure policy and operational settings support increased access to micro-credentials and other right-sized, cumulative options.
- › Increase the effectiveness of foundation education, particularly to support ongoing labour market participation for young people with limited work experience and educational achievement.
- › Provide quality information to students on career pathways and employment outcomes, and whether career- and occupation-specific qualifications lead to relevant employment.

Priority 4: Integration and Collaboration



Deepen collaboration between education providers, employers, iwi, research institutions, and communities to align education with regional and national economic development.

The challenges and opportunities facing tertiary education cannot be addressed by providers acting in isolation. Collaboration across the system – and with partners beyond it – is essential to delivering better outcomes for students and trainees, communities, and the economy. Stronger integration enables the system to align more effectively with regional and national development goals, better serve diverse learner needs, and maximise the impact of teaching and research. Partnership between tertiary education providers and hapū and iwi is also critical to support Māori development aspirations and honour te Tiriti o Waitangi.

Innovation, technology and science is a pillar of Going for Growth. Close collaboration in the science, innovation and technology system with both industry, and other research organisations, is vital for growing New Zealand’s economy. This is true for all tertiary education providers, but particularly universities and providers of higher education, where industry engagement is weak by international standards. This collaboration should be across both research and research-led teaching activities, which are interdependent. Such activity will lead to beneficial flows of graduates with industry research experience, and the valuable knowledge which they hold, into increasingly productive and competitive enterprises and spinouts.

New Zealand’s tertiary education system includes many examples of effective collaboration, but the overall picture is fragmented and uneven. Providers often compete in areas where collaboration would be more efficient and effective. Engagement with employers, iwi, and communities is variable, and there are few mechanisms to ensure sustained, place-based partnerships. In the research system, while there are examples of successful joint ventures, overall rates of business engagement and research commercialisation remain low.

To realise the full value of the system, these partnerships must become more deliberate, structured, and outcome focused. Integration should reflect the unique role of different types of providers – such as the connections of Wānanga with iwi and hapū, or polytechnics’ relationships with regional employers. International collaboration is also critical to ensuring that New Zealand’s tertiary system remains connected to global knowledge flows, supports Pacific development, and provides students with international opportunities.

Changes expected over the next 5 years

The Government expects to see much stronger collaboration across the tertiary education system, relevant to the role and context of different types of providers. For foundation education providers, this means closer integration with other education services, employers, and social supports to ensure students access and progress through the system.

In vocational education, providers will need to deepen their partnerships with local communities, iwi and industry to align delivery with regional labour market needs. This will play a key part in the re-establishment of sustainable regional polytechnics and in ensuring education provision is responsive to local skills demands. Connecting with employers is critical for work-based learning, and the providers developing new apprenticeships and traineeships will need to build their relationships and capability to support good on-job education. Industry Skills Boards will improve industry voices in the system.

Stronger alignment between schools and tertiary providers – especially for vocational and foundation education – will be required to support smoother transitions, clearer pathways, and better preparation for work or further study

In higher education, especially universities, integration should improve the educational experience through greater engagement with employers in the design and delivery of learning, including through work-integrated learning and industry-led project work. These partnerships help ensure that graduates are equipped with the skills and experience required in modern workplaces.

Collaboration should also strengthen research impact, with universities and other providers expected to work more closely with Public Research Organisations – including shared use of capital-intensive infrastructure – and businesses, to accelerate knowledge transfer and commercialisation. Internationally, tertiary institutions will be expected to build and deepen research partnerships that increase the quality and influence of New Zealand research, connect local firms to global innovation, and support mobility and capability-building across the New Zealand realm and the Pacific.

Examples of contributing activities

- › Strengthen collaboration between universities and Public Research Organisations, such as in capital asset use, infrastructure, and strategic investments in the science system.
- › Greater regional collaboration between providers, employers and industry organisations, iwi and communities in what education is offered and how it is delivered.
- › Strengthen connections between tertiary education providers and industry, particularly where there are known mismatches between current provision and industry skill needs.
- › Strengthen partnerships between tertiary education providers and hapū and iwi to support Māori development aspirations.
- › Strengthen partnerships with Pacific communities and organisations in regional planning.
- › Build on tertiary education institutions' distinctive research strengths, through greater specialisation, where appropriate.
- › Explore the distinct contribution of Mātauranga Māori to national and global challenges and scholarship.
- › Strengthen university collaboration with overseas education and research institutions.

Priority 5: International Education



Boost numbers of international students, supporting the sector to grow and increasing New Zealand's international connectivity, as set out in the International Education Going for Growth Plan.

International education is both a significant export industry and a key enabler of global engagement and influence. It generates export earnings, enriches the domestic education system, strengthens international relationships, and promotes New Zealand's identity and values on the world stage.

In 2019, international education was New Zealand's fifth largest export with revenue of \$4.38 billion. However, the sector was significantly affected by the border closure between 2020 and 2022. While the sector has begun to recover, New Zealand faces a global, highly-competitive industry where demand for international education opportunities is high. At the same time, global student expectations are shifting towards more flexible, digitally enabled learning experiences, and stronger links between study and career opportunities.

To remain competitive and achieve the Government's goal of doubling the value of international education by 2034, New Zealand needs a more strategic, coordinated approach. This includes targeted promotion in key markets, system-wide improvements to the student experience, and policy settings that support high-quality, sustainable growth. To support the system and education providers to continue to benefit from international education over the longer term, New Zealand must maintain and enhance the quality of the education we offer.

There is also an opportunity to deepen the contribution of international education to New Zealand's research, innovation and workforce development goals. This complements the other priorities in the Tertiary Education Strategy, particularly Economic impact and Innovation, and Integration and Collaboration.

Changes expected over the next 5 years

International education is an important part of the Government's Going for Growth approach to support economic growth. The International Education Going for Growth Plan is an action under the 'Promoting global trade and investment' pillar of Going for Growth.

The International Education Going for Growth Plan sets out the pathway to double export revenue from \$3.6 billion in 2024 to \$7.2 billion by 2034, and sets out short term (6-12 months), medium term (1-2 years), and long term (2+ years) marketing and promotional activity to achieve sustainable growth of international education.

The International Education Going for Growth Plan aims for growth across all international education subsectors and focuses on:

- › Marketing and promotional activity which will build New Zealand as a destination of choice.
- › Supporting changes to broader settings to encourage quality, sustainable growth in international education.

Examples of contributing activities

New marketing and promotional actions

- › Launch a high-profile global brand campaign to showcase New Zealand's unique advantages and raise awareness in key international markets.
- › Implement an improved agent network model that standardises training and engagement with recruitment agents.
- › Advance Education New Zealand's AI-driven platform providing round-the-clock support and information to prospective students and agents worldwide.
- › Develop and execute tailored go-to-market plans for each target country and education subsector.
- › Deliver more immersive in-market events and experiences to directly engage students, parents and influencers.

Supporting changes to broader settings to encourage quality, sustainable growth in international education

- › Ensuring appropriate immigration settings to enable access for genuine students.
- › Ensuring high-quality education and qualifications for students who come to study in New Zealand.
- › Supporting sector experience and capability to increase capacity for growth.
- › Setting a clear direction for international education in New Zealand.

Delivering the Strategy

Provider roles and expectations

New Zealand's tertiary education system has a diverse mix of organisations. Our public tertiary education institutions have distinct missions, governance arrangements and statutory characteristics. This diversity is vital to a strong and resilient system, and all tertiary education organisations have a unique role to play in delivering on this Strategy. They are expected to build on past progress while sharpening their focus on the Government's strategic priorities.

- › **Universities** are primarily concerned with advanced learning, knowledge creation and the development of intellectual independence. They must integrate teaching and research, act as the critic and conscience of society, meet international standards, and serve as repositories of knowledge.
- › **Wānanga** are institutions established by Māori, primarily iwi, with a mandate to advance mātauranga Māori, te reo Māori and tikanga Māori. They promote the social, cultural, and economic wellbeing of their communities and connect with indigenous tertiary networks globally. Wānanga will continue to play a critical role in supporting Māori aspirations through kaupapa Māori provision, indigenous research, and place-based partnerships.
- › **Polytechnics** are being re-established as regionally focused institutions delivering continuing education that meets local community and industry needs. They will engage in applied research and work with Māori communities to improve outcomes. Polytechnics will be expected to strengthen regional access, respond to skills needs, and deliver flexible, employment-focused learning.
- › **Private Training Establishments (PTEs)** are diverse institutions offering education from foundation to postgraduate level. They are often highly responsive to learner, employer, and community needs. Registered PTEs will be expected to continue their role in providing flexible, targeted education and to demonstrate their contribution to priority outcomes, particularly for specific population groups and industries.

This TES does not override the broader statutory missions of our public tertiary education institutions. Universities, wānanga and polytechnics, will continue to pursue their wider educational, research, and community functions. However, all providers seeking TEC funding are expected to show how their plans, activities and investments will contribute to the Government's priorities: lifting achievement, increasing economic impact and innovation, improving access and participation, deepening integration and collaboration, and growing international education.

Providers are expected to:

- › Align their educational delivery and research activities with the TES priorities, including by responding to workforce needs, improving outcomes for under-served students and trainees, and contributing to national and regional development.
- › Strengthen relationships with employers, industry, iwi and communities to ensure education is relevant, equitable and impactful.
- › Embed evidence-based approaches to learner success, particularly for Māori, Pacific peoples, disabled people, and students and trainees from low-income backgrounds.
- › Adapt delivery models to support lifelong learning, including through work-based, online, modular and work-integrated learning options.
- › Ensure research and innovation activities contribute to economic growth, including through stronger industry engagement, commercialisation, and knowledge transfer.

Industry Skills Boards (ISBs) play a key role in improving the relevance and credibility of vocational education and training for the industries they serve. They give effect to the TES by ensuring that the vocational education and training system meets industry needs. This includes setting standards, developing qualifications, and quality assuring programmes. They also advise the TEC on its investment in vocational education and training, undertake workforce analysis and planning for their industries, and temporarily manage some work-based training.

Government Agency Roles

Government agencies play a vital role in creating the policy, funding, and regulatory environment in which providers operate, and in supporting the system to deliver on the Strategy.

- › The Tertiary Education Commission (TEC) will give effect to the strategy through its investment and performance management functions. This includes setting expectations for TEOs' Investment Plans, allocating funding to align with Tertiary Education Strategy priorities, and supporting provider capability. The TEC is required to have regard to the Tertiary Education Strategy in all its functions, including in its provision of careers information and guidance.
- › The New Zealand Qualifications Authority (NZQA) will ensure the quality and integrity of qualifications and programmes, and support system responsiveness through qualification development, programme approvals, and provider registration processes.
- › Education New Zealand (ENZ) is responsible for promoting New Zealand education internationally to raise awareness and drive student choice. ENZ will lead the implementation of the International Education Going for Growth Plan, working with providers and other agencies to grow international student enrolments and strengthen global connections.

- › The Ministry of Education provides policy advice to Government and monitors the performance of the tertiary education system and its agencies. It will advise on regulatory and funding changes needed to support the strategy, and track system-level progress against the TES priorities.
- › The Ministry of Business, Innovation and Employment (MBIE) supports the strategy by aligning science and innovation investments with national priorities and strengthening the links between tertiary education, research commercialisation, and the needs of New Zealand's labour market and economy. It will also ensure policy settings in immigration, skills, and workforce development align with our approach to tertiary education.

All agencies are expected to collaborate to reduce duplication and compliance for providers, while maintaining high expectations for quality and performance. Agencies contributing to the TES will track progress against relevant indicators and report through their existing accountability frameworks.

Monitoring Tertiary Education Strategy Outcomes and System Performance

Monitoring the implementation of the Tertiary Education Strategy will:

- › inform Ministers of the overall progress being made against the strategy and the monitoring of government agencies' performance,
- › provide system-level information to inform ongoing planning and decisions by tertiary education organisations and the TEC, and
- › inform ongoing policy and investment decisions, including Budget priorities.

A range of measures will be used to monitor the Tertiary Education Strategy, covering outcome indicators, intermediate outcomes, and outputs. Where progress on the Government's priorities will take time to show in outcome data, intermediate measures will be used to track progress.

Each TES priority has a key success measure, but there are also opportunities to strengthen monitoring across the priorities. Measures for the International Education priority reflect the International Education Going for Growth Plan.

Key success measures will be further developed in a more comprehensive monitoring framework to accompany the TES, including intermediate and secondary measures where data is not currently available.

The TEC will also need to consider how to update its provider-level performance indicators to support investment decisions. These may not directly mirror system-level measures but will help assess how well providers are delivering on TES priorities. Providers will also assess their own performance in meeting the needs of students and trainees, communities, iwi, employers, and industry.



Achievement

Key success measure:

Higher completion rates and better employment outcomes, including for students entering tertiary education with low prior achievement.

Opportunities to strengthen measures

System-level performance data are available on student progression, retention and completions. However, while completion rates remain important, they are not a complete picture of learner success. System-level measures could better capture the progress individuals make relative to their starting points (especially for those entering tertiary education with lower prior achievement) as well as their transition into relevant careers. There is also value in recognising outcomes that support employment but do not result in a formal qualification.

At provider level, the TEC should explore developing “distance travelled” measures and the success of programmes and providers in transitioning students into relevant employment or further learning.



Economic Impact and Innovation

Key success measure:

Stronger employment and innovation outcomes, as measured by graduate earnings, skills relevance, and research uptake by industry.

Opportunities to strengthen measures

While graduate earnings and employment can be tracked, and research activity monitored via external research income and research degree completions, system measures should better reflect relevance and impact.

This could include measures of employer and graduate satisfaction and vocational career-entry rates. For research, commercialisation outcomes (such as licenses and spinouts) should be measured, alongside indicators of contribution to foundational research and knowledge transfer.

The TEC should consider developing provider-level measures of innovation activity and workforce relevance to help guide investment decisions.



Access and Participation

Key success measure:

Improved access to study and training with good employment outcomes, measured by broader participation in regional areas and by students and trainees from underserved groups.

Opportunities to strengthen measures

There are robust system-wide data on who is participating in tertiary education, and what and where they are studying. These measures help track participation by demographic characteristics and study pathways.

Further analysis of participation data, modes of delivery and the regional availability of provision may help better measure accessibility, including for disabled people and other underserved groups. Measures could also assess how well the system enables pathways between tertiary education providers and different modes of delivery.

There is scope for the TEC to develop a better understanding of how providers are addressing access barriers. This could include how providers are responding to learner needs, and access outcomes for underserved groups. More granular analysis of student decision-making could also support investment and careers planning.



Integration and Collaboration

Key success measures:

A more connected system, as measured by growth in cross-sector education, research and workforce partnerships.

Opportunities to strengthen measures

While some partnership and collaboration activities are reported through providers' investment plans and specific research initiatives, this is not yet a consistent or comprehensive system-level view.

The system needs better measures of how well the tertiary education system integrates with businesses, iwi, communities and the broader science system. These could cover better measures of work and community-integrated delivery, and joint appointments between universities and Public Research Organisations.

Measures of collaboration across the tertiary sector, such as joint-delivery, credit transfer, dual enrolment, and co-investment in infrastructure or curriculum, are also required.



International Education

Key success measure:

Doubling the value of international education to \$7.2 billion by 2034.

The International Education Going for Growth Plan outlines the following intermediate measures:

- › Raising awareness of New Zealand as a study destination from 40% in 2024, to 42% in 2027 and 44% by 2034.
- › Growing student enrolments from 83,400 in 2024 to 105,000 in 2027 and 119,000 by 2034.
- › Increasing the proportion of prospective students rating NZ among their top 3 choices of study destination from 18% in 2024 to 20% in 2027 and 22% in 2034.



Te Kāwanatanga o Aotearoa
New Zealand Government



Granting of Awards

In accordance with the Manukau Institute of Technology and Unitec Delegations Register, the Academic Committee may grant sealed awards of the Institute.

Summary of Graduand Numbers:

2025 Degrees and Level 7s

| <u>Certificate No.</u> | <u>Award Description</u> | <u>No. of Awards</u> |
|------------------------|--|----------------------|
| 2025/0646 | Graduate Diploma in Software and Web Development (Level 7) | 1 |
| 2025/0646 - 2025/0655 | Diploma in Foreign going Master (Level 7) | 9 |
| 2025/0656 | Diploma in Foreign going Chief (Level 7) | 1 |
| 2025/0658 | Diploma in Foreign going Master (Level 7) | 1 |
| 2025/0659 - 2025/0674 | Diploma in Foreign going Chief (Level 7) | 16 |
| 2026/0001 | Bachelor of Engineering Technology (Level 7) | 1 |
| 2026/0002 | Bachelor of Applied Sport and Exercise Science (Level 7) | 1 |
| 2026/0003 | Bachelor of Engineering Technology (Level 7) | 1 |

2025 Certificates and Diplomas

| <u>Certificate No.</u> | <u>Award Description</u> | <u>No. of Awards</u> |
|------------------------|---|----------------------|
| | New Zealand Certificate in Domestic Maritime Crewing (Level 3) | 2 |
| | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) | 8 |
| | New Zealand Certificate in Maritime Operations (Level 5) | 1 |
| | New Zealand Certificate in Maritime Operations (Level 4) | 1 |
| | New Zealand Certificate in Business (Accounting Support Services) (Level 4) | 1 |
| | New Zealand Certificate in Automotive Engineering (Level 3) | 86 |
| | New Zealand Certificate in Carpentry (Level 4) | 29 |
| | New Zealand Certificate in Construction Trade Skills (Level 3) | 50 |
| | New Zealand Certificate in Refrigeration and Air Conditioning (Trade Assistant) (Level 3) | 29 |
| | New Zealand Certificate in Te Reo Maori (Rumaki, Reo Rua) (Level 2) | 12 |
| | New Zealand Certificate in Study and Employment Pathways (Level 4) | 30 |
| | New Zealand Certificate in Pacific Language (Level 3) | 48 |
| | New Zealand Certificate in English Language (Level 2) | 32 |
| | New Zealand Certificate in English Language (Applied) (Level 3) | 13 |
| | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) | 3 |
| | New Zealand Certificate in Domestic Maritime Crewing (Level 2) | 2 |
| | New Zealand Diploma in Yacht Operations (Level 6) | 3 |
| | New Zealand Certificate in Maritime Crewing (Level 3) | 13 |
| | New Zealand Certificate in English Language (Academic) (Level 4) | 14 |
| | New Zealand Certificate in English Language (General) (Level 3) | 22 |
| | New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) | 7 |
| | New Zealand Certificate in Early Childhood Education and Care (Level 4) | 11 |
| | New Zealand Certificate in Study and Employment Pathways (Level 3) | 54 |
| | New Zealand Certificate in Business (Administration and Technology) (Level 3) | 20 |
| | New Zealand Certificate in Business (Accounting Support Services) (Level 4) | 9 |
| | New Zealand Certificate in Business (Administration and Technology) (Level 4) | 28 |
| | New Zealand Certificate in Electrical Pre-Trade (Level 3) | 49 |
| | New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3) | 31 |
| | New Zealand Certificate in Information Technology Essentials (Level 4) | 8 |
| | New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) | 16 |
| | New Zealand Certificate in Study and Employment Pathways (Level 4) | 116 |
| | New Zealand Certificate in Study and Employment Pathways (Level 3) | 56 |
| | New Zealand Certificate in Mechanical Engineering (Level 3) | 18 |
| | New Zealand Certificate in International Freight Logistics (Level 4) | 5 |

| | | |
|--|---|----|
| | New Zealand Certificate in Hairdressing (Level 3) | 27 |
| | New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4) | 8 |
| | New Zealand Certificate in Floristry (Level 2) | 21 |
| | New Zealand Certificate in Floristry (Level 3) | 18 |
| | New Zealand Certificate in Floristry (Level 4) | 4 |
| | New Zealand Certificate in Study and Employment Pathways (Level 3) | 1 |
| | New Zealand Certificate in Baking (Generalist) (Level 4) | 15 |
| | New Zealand Certificate in Cookery (Level 4) | 11 |
| | New Zealand Certificate in Food and Beverage Service (Level 3) | 4 |
| | New Zealand Certificate in Skills for Living for Supported Learners (Level 1) | 16 |
| | New Zealand Diploma in Nautical Science (Level 6) | 3 |
| | New Zealand Diploma in Marine Engineering (Level 6) | 4 |
| | New Zealand Certificate in Domestic Maritime Crewing (Level 3) | 2 |
| | New Zealand Diploma in Yacht Operations (Level 6) | 1 |
| | New Zealand Certificate in Exercise (Level 4) | 4 |

Attachment:

Appendix 1 - Names of Graduands and their relevant awards

Appendix 1: Names of Graduands and their relevant awards - as of 21/11/2025 - 28/01/2026

| Certificate No. | Person Code | Award Code | Award Description | Level | Major 1 | Major 2 | Date on Certificate | Early Issue Request |
|-----------------|-------------|------------|---|-----------|----------------|---------|---------------------|---------------------|
| | 250001844 | NZ2895 | New Zealand Certificate in Domestic Maritime Crewing | (Level 3) | | | 17 November 2025 | |
| | 250001974 | NZ2895 | New Zealand Certificate in Domestic Maritime Crewing | (Level 3) | | | 17 November 2025 | |
| | 250000911 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 250001356 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 10330305 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 230002950 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 250001534 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 250001535 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 170009685 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 250001583 | NZ2505 | New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) | (Level 4) | | | 17 November 2025 | |
| | 170002983 | NZ2512 | New Zealand Certificate in Maritime Operations | (Level 5) | | | 17 November 2025 | |
| | 240007414 | NZ2513-01 | New Zealand Certificate in Maritime Operations | (Level 4) | (Watchkeeping) | | 17 November 2025 | |
| | 240006719 | NZ2455-02 | New Zealand Certificate in Business (Accounting Support Services) | (Level 4) | | | 26 November 2025 | |
| | 240004807 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240000894 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240001652 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005587 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005209 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 210007269 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 230006421 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004846 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005506 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005909 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004794 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004787 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240006000 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 130011007 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004795 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005974 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005238 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004949 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004912 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005327 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005402 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005507 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240007483 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004184 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005945 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005804 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004955 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004910 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 160012137 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240006149 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005359 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004878 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004841 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004867 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005731 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240004943 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 230003757 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 230006422 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240005262 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |
| | 240006148 | NZ3097 | New Zealand Certificate in Automotive Engineering | (Level 3) | | | 27 November 2025 | |

| | | | | | | | | |
|--|-----------|-----------|---|-----------|--|--|------------------|--|
| | 250002337 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240007520 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240007366 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240006560 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240005066 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240004791 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240005067 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 250001674 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 240006400 | NZ2672 | New Zealand Certificate in Floristry | (Level 3) | | | 12 December 2025 | |
| | 230005063 | NZ2673 | New Zealand Certificate in Floristry | (Level 4) | | | 15 December 2025 | |
| | 240007601 | NZ2673 | New Zealand Certificate in Floristry | (Level 4) | | | 15 December 2025 | |
| | 220004130 | NZ2673 | New Zealand Certificate in Floristry | (Level 4) | | | 15 December 2025 | |
| | 240006953 | NZ2673 | New Zealand Certificate in Floristry | (Level 4) | | | 15 December 2025 | |
| | 250002431 | NZ2863-13 | New Zealand Certificate in Study and Employment Pathways | (Level 3) | | | 16 December 2025 | |
| | 240004727 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240005447 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240007367 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240006300 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240005989 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 210007396 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240005417 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240006296 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240004729 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240006224 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 220004666 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 210004514 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240007154 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240006460 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240007240 | NZ1842 | New Zealand Certificate in Baking (Generalist) | (Level 4) | | | 9 December 2025 | |
| | 240002013 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240006412 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240007165 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 11028913 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240007426 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 120003878 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 220006852 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240007419 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240001559 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240004209 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240002580 | NZ2101 | New Zealand Certificate in Cookery | (Level 4) | | | 9 December 2025 | |
| | 240000702 | NZ2104-01 | New Zealand Certificate in Food and Beverage Service | (Level 3) | | | 9 December 2025 | |
| | 240007017 | NZ2104-01 | New Zealand Certificate in Food and Beverage Service | (Level 3) | | | 9 December 2025 | |
| | 11127824 | NZ2104-01 | New Zealand Certificate in Food and Beverage Service | (Level 3) | | | 9 December 2025 | |
| | 250002392 | NZ2104-01 | New Zealand Certificate in Food and Beverage Service | (Level 3) | | | 9 December 2025 | |
| | 240005580 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 10520392 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 11216111 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 220004235 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 220007026 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240007378 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 220000980 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240001151 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240004804 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240006092 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240006240 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240007413 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |

| | | | | | | | | |
|-----------|-----------|-----------|---|-----------|--------------|--|------------------|--|
| | 25000060 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 25000213 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 24000629 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 240006282 | NZ2853-01 | New Zealand Certificate in Skills for Living for Supported Learners | (Level 1) | | | 17 December 2025 | |
| | 220005618 | NZ2515 | New Zealand Diploma in Nautical Science | (Level 6) | | | 18 December 2025 | |
| | 210003462 | NZ2515 | New Zealand Diploma in Nautical Science | (Level 6) | | | 18 December 2025 | |
| | 220006575 | NZ2515 | New Zealand Diploma in Nautical Science | (Level 6) | | | 18 December 2025 | |
| | 180000424 | NZ2514 | New Zealand Diploma in Marine Engineering | (Level 6) | | | 18 December 2025 | |
| | 220003637 | NZ2514 | New Zealand Diploma in Marine Engineering | (Level 6) | | | 18 December 2025 | |
| | 200002101 | NZ2514 | New Zealand Diploma in Marine Engineering | (Level 6) | | | 16 December 2025 | |
| | 160000345 | NZ2514 | New Zealand Diploma in Marine Engineering | (Level 6) | | | 16 December 2025 | |
| | 250001646 | NZ2895 | New Zealand Certificate in Domestic Maritime Crewing | (Level 3) | | | 16 December 2025 | |
| | 250001787 | NZ2895 | New Zealand Certificate in Domestic Maritime Crewing | (Level 3) | | | 16 December 2025 | |
| | 190001138 | NZ2516 | New Zealand Diploma in Yacht Operations | (Level 6) | | | 16 December 2025 | |
| | 10929427 | NZ3563-02 | New Zealand Certificate in Exercise | (Level 4) | | | 16 January 2026 | |
| | 150010893 | NZ3563-02 | New Zealand Certificate in Exercise | (Level 4) | | | 16 January 2026 | |
| | 250002306 | NZ3563-02 | New Zealand Certificate in Exercise | (Level 4) | | | 16 January 2026 | |
| | 150001178 | NZ3563-02 | New Zealand Certificate in Exercise | (Level 4) | | | 16 January 2026 | |
| 2025/0646 | 230001002 | MN4565 | Graduate Diploma in Software and Web Development | (Level 7) | | | 24 November 2025 | 24/11/2025 - Early release approved (FU) |
| 2025/0647 | 160013749 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0648 | 230004599 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0649 | 210005908 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0650 | 220000467 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0651 | 240004532 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0652 | 240006354 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0653 | 150003318 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0654 | 200006811 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0655 | 240004533 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 24 November 2025 | |
| 2025/0656 | 170001789 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 24 November 2025 | |
| 2025/0658 | 160011984 | MN3832 | Diploma in Foreign going Master | (Level 7) | | | 16 December 2025 | |
| 2025/0659 | 170008414 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0660 | 130003022 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0661 | 130003276 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0662 | 130007981 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0663 | 150014662 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0664 | 150003488 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0665 | 230005061 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0666 | 90116500 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0667 | 95109747 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0668 | 180010219 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0669 | 96104959 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0670 | 11213747 | MN3832-01 | Diploma in Foreign going Chief | (Level 7) | | | 16 December 2025 | |
| 2025/0671 | 140005319 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 18 December 2025 | |
| 2025/0672 | 170001949 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 18 December 2025 | |
| 2025/0673 | 240002297 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 18 December 2025 | |
| 2025/0674 | 240006802 | MN3832-02 | Diploma in Foreign going Chief | (Level 7) | | | 18 December 2025 | |
| 2026/0001 | 220006162 | MN4331-06 | Bachelor of Engineering Technology | (Level 7) | (Electrical) | | 12 January 2026 | 12/01/2026 - Early release approved (FU) |
| 2026/0002 | 190006944 | MN4560 | Bachelor of Applied Sport and Exercise Science | (Level 7) | | | 19 January 2026 | 19/01/2026 - Early release approved (FU) |
| 2026/0003 | 200006255 | MN4331-06 | Bachelor of Engineering Technology | (Level 7) | (Electrical) | | 19 January 2026 | 19/01/2026 - Early release approved (FU) |



Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: Update to Unitec legacy policies and procedures

Date: 28 January 2026

Recommendation

That Academic Committee approve the updates to the policies and procedures listed in the table below.

Purpose

- To enable the implementation of new approved MIT&Unitec Policy and Procedure by removing conflicting legacy Unitec policy and procedure.
- To modify legacy policy and procedure that have not yet been replaced to enable them to continue to operate as required
- To modify selected procedure that is required to continue to operate for specific purposes for Unitec and NZIST legacy programmes

Commentary

Unitec policy and procedure have been evaluated against the new MIT&Unitec student regulations, policy and procedure to determine whether they can be replaced and therefore rescinded, or retained and modified for a specific purpose. The results of this evaluation is noted in the table below.

All Unitec policy and procedures to be rescinded have been confirmed as having clear replacement clauses in new MIT&Unitec policy and procedure as noted.

The Unitec Assessment and Grading Procedure (AC2.2) is to be retained for legacy Unitec and NZIST programmes until approval has been gained for changes to be made to Programme Regulations from NZQA for each. Over time this procedure will become redundant.

Those other policy and procedure noted as being retained for Unitec with only minor change have been assessed as being required to continue until such time as a replacement MIT&Unitec policy or procedure is approved.

As a result, the following changes to Unitec's policy framework are proposed:

Policies/Procedures for approval ([link to clean and tracked-changes documents](#)):

| Policy | Proposed action | Comment/Key changes |
|--|-----------------|--|
| Academic Development and Approval Policy (AC1.0) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Policy</i> |



| | | |
|--|-----------------------------|--|
| Programme Completion and Awards Policy (AC3.0) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Student Complaints Resolution Policy (AC8.0) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedures</i> |
| Academic Development and Approval Procedures (AC1.1) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Procedure</i> |
| Collaborative Arrangements Procedure (AC1.6) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Policy</i> |
| External Stakeholder Engagement Procedure (AC1.8) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Stakeholder Engagement and Feedback Policy</i> |
| Assessment in Te Reo Māori Procedure (AC2.2) | Rescind | All procedure clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Assessment Policy and Procedure</i> Process elements to be extracted and retained for the development of future process and guidelines. |
| Assessment of Prior Learning Procedure (AC2.3) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Credit Recognition Procedure (AC2.4) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Student Appeals Procedure (AC2.6) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Admission and Enrolment Procedures (AC6.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Ākonga Complaints Procedure (8.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Academic Complaints Procedure (AC8.1.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Assessment and Grading Procedure (AC2.1) | Retained with major changes | Retain for Unitec and NZIST legacy programmes until programme regulations have been approved to be changed with NZQA. Changes have been made throughout to clarify that this procedure only applies to Unitec and NZIST legacy programmes. Add (Unitec) to title. Removal of those clauses which are now covered elsewhere (such as MIT&Unitec <i>Student Regulations</i>) |

| | | |
|--|-----------------------------|--|
| | | Modify nomenclature to align with new standards throughout. |
| Examination Regulations (AC2.5) | Retained with major changes | Retained for the conduct of examinations at Unitec. Removal of those clauses which are now covered elsewhere (such as MIT&Unitec <i>Student Regulations</i>) Links and references to regulations and policy added. Add (Unitec) to title. Modify nomenclature to align with new standards throughout. |
| Suspension and Withdrawal of Academic Provision Procedure (AC1.10) | Retained with minor changes | Retain until publication of replacement MIT&Unitec <i>Procedures for the Closure of Programmes, Qualifications, Micro-credentials and Short Courses</i> . Add (Unitec) to title. Modify nomenclature to align with new standards throughout. |
| Academic Integrity Procedure (AC2.8) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to see if this should be extended to all Undergraduate Degree Programmes across MIT&Unitec. |
| Senior Scholar Award Procedure (AC3.1) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to see if this should be extended to all Undergraduate Degree Programmes across MIT&Unitec. |
| Award of Honorary Degree Procedure (AC3.2) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to confirm that procedure is fit for use by whole institute. |

Next Steps

Communicate the changes to Unitec staff.

As new MIT&Unitec policy and procedure are finalised, the remaining legacy Unitec policy and procedure will be evaluated to determine when they can be rescinded.

Undertake a project of making changes to Unitec legacy programme regulations with NZQA to enable alignment with MIT&Unitec student regulations. Undertake changes where allowed for NZIST programmes also.

Any Unitec legacy policy or procedures that is not immediately replaced with a new MIT&Unitec one will be referred for consultation to establish if it is required to be retained, and whether it may be adapted for the whole if MIT&Unitec.

Attachments

Proposed Assessment and Grading Procedure (Unitec) (AC2.2) marked-up with changes

Proposed Assessment and Grading Procedure (Unitec) (AC2.2) clean version

Proposed Suspension and Withdrawal of Academic Provision Procedure (AC1.10) marked-up with changes

Proposed Suspension and Withdrawal of Academic Provision Procedure (AC1.10) clean version

Proposed Academic Integrity Procedure (AC2.8) marked-up with changes



Proposed Academic Integrity Procedure (AC2.8) clean version

Proposed Senior Scholar Award Procedure (AC3.1) marked-up with changes

Proposed Senior Scholar Award Procedure (AC3.1) clean version

Proposed Award of Honorary Degree Procedure (AC3.2) marked-up with changes

Proposed Award of Honorary Degree Procedure (AC3.2) clean version

Proposed Examination Regulations (Unitec) (AC2.5) marked-up with changes

Proposed Examination Regulations (Unitec) (AC2.5) clean version



ACADEMIC INTEGRITY PROCEDURE (Unitec)

This procedure is supplemental to Manukau Institute of Technology and Unitec (MIT&Unitec) Student Regulations and associated policy and procedure.

1. Purpose

To define Academic Integrity at Unitec, and to promote the commitment of its staff and students to maintaining Academic Integrity in the context of rapid expansion of technological tools for content generation.

These guidelines relate to:

- a. Existing educational practices at Unitec which require learning and teaching activities to:
 - support educational achievement;
 - foster learner engagement;
 - prepare learners for employment and/or educational pathways.

To achieve in their studies and in employment, students require appropriate academic support to understand and apply relevant and appropriate technologies integral to contemporary study and work practices, and guidance to act with integrity in the context of rapidly expanding non-human content production tools.

- b. MIT&Unitec Student Misconduct Procedures
- c. Section 11.6 of the Student Regulations.
- d. Relevant sections of MIT&Unitec Assessment Policy and Procedure.

2. Scope

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society. Academic integrity can be defined as “compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship”¹.

At Unitec we are committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our students to the same high standards, and we are committed to providing the policies and resources necessary to support their success as learners, citizens and prospective employees.

Academic integrity practices apply the principle of Whakaritenga - Legitimacy, which requires that academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions. Academic integrity practices also require commitment to and support for the range of literacies needed by students, including digital literacy incorporating ethics and critical evaluation skills, so they are equipped to submit authentic work and succeed in learning and employment in verifiable ways.

¹ Foltynnek, T., Bjelobaba, S., Glendinning, I., Khan, Z.R., Santos, R., Pavletic, P., & Kravjar, J. (2023). ENAI Recommendations on the ethical use of Artificial Intelligence in Education, p. 2, citing Tauginienė et al, 2018. Retrieved from <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4>, May 2, 2023.

3. Procedural Statements

3.1 Core Values

1. Academic integrity encompasses intellectual honesty with regard to the use of information and technological tools for content generation, in the pursuit of knowledge and understanding. It implies a commitment to the following core values:
 - a. Honesty: An Academic Community of Integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service
 - b. Trust: An Academic Community of Integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
 - c. Fairness: An Academic Community of Integrity establishes clear standards, practices and
 - d. procedures and expects fairness in the interactions of learners, teachers and administrators.
 - e. Respect: An Academic Community of Integrity recognises the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
 - f. Responsibility: An Academic Community of Integrity upholds personal accountability and depends upon action in the face of wrongdoing.

3.2 Key Principles

1. Therefore, the key principles of this procedure² are that Unitec:
 - a. Requires all its students and staff to undertake their academic work with Academic Integrity
 - b. Encourages all its staff and students to engage in educational opportunities available, to understand and stay up to date with the expectations and standards that support Academic Integrity
 - c. Offers a range of approaches to educating its students and staff to practise Academic Integrity in their academic work
 - d. Takes consistent and equitable action to deal with alleged Academic Dishonesty by students by:
 - I. communicating to students that any piece of academic work they submit can be checked as to its originality and authenticity at any time by Unitec Te Pūkenga using an appropriate process
 - II. implementing a common remedial and penalty framework across Unitec through the Student Regulations
 - III. establishing and applying appropriate, consistent procedures for detecting and investigating alleged Academic Dishonesty, and
 - IV. communicating the disciplinary appeal process;
 - e. Takes consistent and equitable action through the Unitec Code of Conduct to deal with alleged Academic Dishonesty by staff (staff).
2. With reference to Generative Artificial Intelligence outputs (for example, those from text generators, image generators, translators), academic integrity in learning, teaching, and assessment at Unitec will be maintained according to the following principles:
 - a. Generative Artificial Intelligence (Gen AI) content generation tools are a form of third-party assistance in which assignment work is completed by or outsourced to a third party such as a peer, family member, friend, or paid service. Gen AI therefore should not be used to generate answers to summative assessment tasks that are submitted as the learner's own original work without appropriate acknowledgement or attribution.

² We acknowledge Macquarie University whose policy on Academic Honesty forms the basis of these principles and some procedures. Other organisations whose principles or policies have been referenced are: International Centre for Academic Integrity; Massey University; University of Auckland.

- b. Use of Generative Artificial Intelligence content generation tools in learning, teaching, and assessment at Unitec will be governed in accordance with the following expectations:
 - i. **TRANSPARENCY**

Unitec assessment instructions for students will be clear and transparent about appropriate and ethical use of Artificial Intelligence (AI) according to the context of the relevant profession or industry, and specifically permitted and prohibited uses of AI, including Generative AI tools and technology in learning, teaching, and assessment for the course.
 - ii. **PERMITTED GENERATIVE AI USE**

Students may incorporate Generative AI-generated content in submitted assessment work where this is explicitly allowed in the assessment instructions. In such cases, students must clearly and fully disclose and acknowledge both how Gen AI has been used, and the extent to which it has been used, with referencing as appropriate following published conventions.
 - iii. **PROHIBITED GENERATIVE AI USE**

The submission of AI-generated content in formal submitted assessment work is prohibited and must not be included unless expressly permitted (see item ii above).
 - iv. **EVIDENCE OF WORK**

Students may be expected to provide a range of evidence of their assessment work in relation to any learning outcomes. This may include discussion of their assessment submission with their teacher, a declaration by the learner regarding use of AI tools or technology in any work submitted for assessment, or other forms of evidence such as links to ChatGPT conversation (prompts and responses).
 - v. **DISCIPLINARY ACTION**

Inappropriate use of Generative AI in any assessment submission, contrary to the above principles, may constitute prohibited conduct as set out in the Student Regulations and may result in investigation.

3.3 Engagement with Staff and Students

1. Unitec will engage staff and students by:
 - a. Using appropriate mechanisms to advise staff and students of this procedure;
 - b. Developing educational strategies to promote Academic Integrity;
 - c. Developing strategies that reduce opportunities for Academic Dishonesty;
 - d. Designing strategies to increase learner engagement with their study and their ability to submit their own work, and
 - e. Reviewing these strategies at appropriate intervals.
2. Unitec shall be entitled to initiate disciplinary procedures if a Unitec student or staff member breaches this procedure.

4. Associated Procedures

1. All cases of alleged Academic Dishonesty by students will be dealt with under the provisions of the Student Regulations and associated procedures.
2. All cases of alleged Academic Dishonesty by staff will be dealt with under the provisions of the Unitec Code of Conduct and the Disciplinary Policy and Procedures.

Documentation associated with this procedure includes:

1. [MIT&Unitec Student Regulations and associated policy and procedure.](#)
2. Guidelines and support for students can be found as follows:
 - a. Academic Integrity: <https://moodle.unitec.ac.nz/course/view.php?id=4432>

- b. Academic Integrity: <https://www.unitec.ac.nz/current-students/study-support/academic-integrity>
- 3. Guidelines for staff (staff) can be found as follows:
 - [E-cheating awareness](#)
 - [Chat GPT and Generative Artificial Intelligence](#)
 - On Te Aka – Te Korowai Kahurangi Staff support pages: [Plagiarism and Academic Misconduct](#) [Preventing Plagiarism](#).

5. Responsibilities

In addition, Te Komiti Mātauranga | Academic Committee delegates the following authorities:

| Authority | Responsibilities | Required Endorsements |
|---|--|-----------------------|
| Director Te Korowai Kahurangi | Maintain Unitec Student Disciplinary Register | |
| Heads of School and other relevant managers | Ensuring that all staff members in their department are familiar with their responsibilities under this procedure. | |
| Teachers - Kaiako | Submit a report with the allegation of Prohibited Conduct against the Student/s in writing to the relevant Head of School (HoS) or Academic Programme Manager (APM), or other relevant manager | |
| Heads of School and other relevant managers | Investigate any allegation of Prohibited Conduct under the terms of the Student Misconduct Procedure. | |

6. Definitions

Academic integrity

Compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship.

Artificial intelligence

The simulation of human intelligence processed by machines or computer systems. It includes the ability of a computer, or a robot or software controlled by a computer, to do tasks that are usually done by humans because they require human intelligence and discernment, such as the ability to reason, discover meaning, generalize, or learn from past experiences.

Assessment

The process of judging how effectively learning is occurring through a process of generating and collecting evidence of a learner’s attainment of knowledge and skills and comparing that evidence against the assessment criteria.

Assessment criteria

Statements that describe how learner performance in relation to the stated learning outcomes will be recognised.

Evidence

Materials provided by a learner as proof of their competence against specific learning outcomes.

Gen AI - Generative Artificial Intelligence

ChatGPT and similar generative artificial intelligence tools are natural language processing tools that produce human-sounding text in many different forms. Although they 'speak' authoritatively, GAITs are unable to think, reason, experience emotions, or create new information, and can produce errors³.

Learning outcomes

Statements of the knowledge, skills, and aptitudes that students are expected to demonstrate as a result of successfully completing a course of learning. Learning outcomes are usually stated in terms of observable and/or measurable behaviour.

Third party assistance

People you ask for help, other than your lecturers or tutors. Third parties may be fellow students, reading groups, friends, parents, Libraries and Learning Services, or professional editing services.

7. Reference Documents

- [MIT&Unitec Student Regulations](#)
- [MIT&Unitec Student Misconduct Procedures](#)
- [Unitec Code of Conduct](#)

8. Document Details

| | | |
|--------------------|--|--|
| Version number | 1.3 | |
| Issue Date | XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | October 2018 | Reformatted into new structure |
| | January 2021 | Update nomenclature Changed from a Policy to Procedure |
| | June 2023 Stakeholders consulted: Te Puna Ako, Kaiako, Te Korowai Kahurangi, Rangahau and Research, ākonga, Learner Support and Library | Language revised for Te Pūkenga context New section on Generative Artificial Intelligence Expanded list of definitions |
| | 3 rd October 2023 Further stakeholder feedback highlighted need for clarification | Wording of section 3.2 (2) on page 3, items ii and iii, tightened in regard to prohibited use (submission of AI content as learner's own work) |
| XX February 2026 | Minor changes: Add (Unitec) to title. Nomenclature changes | |
| Approval authority | Te Komiti Mātauranga Academic Committee | |
| Date of Approval | 29 th June 2023 | |
| Procedure Sponsor | Te Komiti Mātauranga Academic Committee | |

| | |
|---------------------|----------------------|
| Procedure Owner | DCE Academic |
| Contact Person | Manager, Te Puna Ako |
| Date of Next Review | |



ASSESSMENT AND GRADING PROCEDURES (Unitec) for Legacy Programmes

This procedure is supplemental to Manukau Institute of Technology and Unitec (MIT&Unitec) – *Student Regulations* and *Assessment Policy and Procedure*. The *Student Regulations* set out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at MIT&Unitec.

Where a specific matter is not addressed within the *Student Regulations* or relevant other MIT&Unitec Policies, this procedure is intended to prescribe the requirements that are specific to Unitec and New Zealand Institute of Skills and Technology (NZIST) (formerly known as Te Pūkenga) legacy programmes.

Assessment and Grading arrangements for Unitec legacy programmes are specified in *Programme Regulations*. For NZIST legacy programmes these arrangements are referenced in *Programme Regulations* as deriving from Te Kawa Maorooro | NZIST Educational Regulatory Framework.

This procedure will cease to apply to a programme once approval has been gained to update the *Programme Regulations* to align with MIT&Unitec Policy, Procedure and Student Regulations.

1. Purpose

This procedure outlines the Grading Systems to be used for legacy Unitec programmes as specified in *Programme Regulations*. It provides guidance for course credit approval requirements, and provides procedures for the implementation of assessment related regulations from Te Kawa Maorooro for legacy programmes.

2. Scope

This procedure applies to all legacy programmes, micro-credentials, short courses and the courses and summative assessments thereof.

This procedure must be read in conjunction with the following:

- MIT&Unitec Student Regulations
- MIT&Unitec Assessment Policy and Procedure
- MIT&Unitec Delegations Register
- MIT&Unitec Student Concerns, Complaints and Appeals Procedures
- Te Kawa Maorooro | NZIST Educational Regulatory Framework (for legacy NZIST Unified Programmes)
- NZIST Assessment Policy for legacy NZIST unified Programmes)
- Delegated Authorities from Te Kawa Maorooro.

3. Grading Systems

The grading system for Unitec legacy programmes is detailed below.

The grading system for NZIST legacy unified programmes are detailed in Te Kawa Maorooro (section 6).

3.1 Grading systems for Unitec legacy programmes

- 1) Course results from the grading systems specified below are awarded on the basis of criteria approved by Academic Committee and relevant external agencies and set out in the approved *Programme Regulations*.

- 2) If any portion of a summative assessment has been estimated, the final grade will be an estimated grade and annotated “#” on the students’ *Academic Record*.
- 3) If a student has completed all summative assessments, the final grade will be recorded without annotation.
- 4) An asterisk (*) below indicates the corresponding grade table on the Academic Transcript.
- 5) Competency-based assessment (CBA) system:
 - a. In courses in which a CBA system is used, programmes and courses will designate one of the following options to specify results:

- i. CBA4 (4 point) (UCB4*)

| | | |
|----|-----------------|-------------------|
| E | Excellence Pass | Credits Earned |
| M | Merit Pass | Credits Earned |
| A | Achieved Pass | Credits Earned |
| NA | Not Achieved | No Credits Earned |

- ii. CBA3 (3 point) (UCB3*)

| | | |
|----|-------------------|-------------------|
| M | Merit Pass | Credits Earned |
| P | Achieved Pass | Credits Earned |
| NC | Not Yet Competent | No Credits Earned |

- iii. CBA2 (2 point) (UCB2*)

| | | |
|----|-------------------|-------------------|
| C | Achieved Pass | Credits Earned |
| NC | Not Yet Competent | No Credits Earned |

- 6) Achievement-based assessment (ABA) system:

- a. In courses in which a four-point ABA system is used, results shall be specified as follows (UA4*):

| | | |
|---|-----------------------|-------------------|
| A | Pass with distinction | Credits Earned |
| B | Pass with merit | Credits Earned |
| C | Pass | Credits Earned |
| D | Fail | No Credits Earned |

- 7) Except as otherwise approved by Academic Committee, degree-level courses (Level 7-9) shall, and other courses may, use an 11-point ABA system; results shall be specified as follows (UA11*):

| | | | |
|----|-------------|-------------------|----------|
| A+ | Distinction | Credits Earned | 90 – 100 |
| A | Distinction | Credits Earned | 85 – 89 |
| A- | Distinction | Credits Earned | 80 – 84 |
| B+ | Merit | Credits Earned | 75 – 79 |
| B | Merit | Credits Earned | 70 – 74 |
| B- | Merit | Credits Earned | 65 – 69 |
| C+ | Pass | Credits Earned | 60 – 64 |
| C | Pass | Credits Earned | 55 – 59 |
| C- | Pass | Credits Earned | 50 – 54 |
| D | Fail | No Credits Earned | 40 – 49 |

| | | | |
|---|------|-------------------|--------|
| E | Fail | No Credits Earned | 0 – 39 |
|---|------|-------------------|--------|

- 8) Level 10 theses may only be awarded a “Pass” or “Fail” grade (UTH*).
- 9) Attendance based assessment (ATT) system. The following options will specify results (UATT*):

| | | |
|----|--------------|-------------------|
| A | Attended | No Credits Earned |
| NA | Not Attended | No Credits Earned |

3.2 Administrative Grades for Unitec legacy programmes

The following administrative grades are used and may be awarded to students in the circumstances identified below; where any grades lead to the accumulation of credits toward the programme, the administrative grade listed will identify that credits are “earned” or “not earned”.

- **Credit Recognition (CR):** credit earned through cross-credit from another qualification and/or via Recognition of Prior Learning. Credits earned.
- **Continuing (CTG):** for any course that runs for more than one semester where the final summative assessment has not yet occurred. No credits earned.
- **Deferred (DEF/GP):** where a student can, with the approval of the Programme Committee (PAQC), complete an assessment beyond the scheduled date.
Unless an exception to this is approved by the Programme Committee (PAQC), any Deferred Grade remaining on a student’s record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled.
- **Did Not Complete (DNC):** recorded if a student has either withdrawn after 80 per cent of the scheduled course duration or they have not attempted a compulsory item of assessment within a course. No credits earned.
- **Student Exchange (ES):** a holding grade where a student has completed an approved inter-institutional exchange. A result of CR or DNC must replace this grade no later than a year after the end of the course. ES grades have no credit earned.
- **No Grade Associated (NGA):** course assessment and reporting of results is carried out by an external agency. No credits earned.
- **Withdrawn (W/WD):** recorded if a student withdraws from a course after 10 per cent of the scheduled course duration and up to, or at, the date at which 80 per cent of the scheduled course has passed. No credits earned.
- **Restricted Pass (R):** recorded if a student is awarded a restricted pass for a course (see below). Credits earned.
- **Estimated Grade (#):** (3.1.2 above). Credits earned.
- **Attendance Grade (ATT):** recorded for courses with no formal assessment but for which a certificate of attendance or completion is issued.

3.3 Restricted Pass– Unitec Legacy Programmes

- 1) The conditions for a “Restricted Pass” for a Unitec (legacy) programme is described in *Programme Regulations*. Restricted Pass is similar to, but not the same as, a ‘conceded pass’ under *Student Regulations* or an ‘aegrotat’ under Te Kawa Maiooro.

4. Assessment related procedures

4.1 Use of Artificial Intelligence for Assessment

- 1) The use of Generative Artificial Intelligence (Gen AI) to determine the outcome of students’ summative assessment (e.g., assessing / marking students’ work, post moderating assessed work, check marking, assessing RPL applications, etc.) is strictly prohibited except with the written permission of the DCE Academic.

4.2 Assessment Result reporting

- 1) Summative assessment feedback must be provided within 15 working days of assessment submission or students notified where this is not possible. All assessment results must be entered into Unitec’s grade management system (i.e., PeopleSoft’s Gradebook) as soon as practicable following the marking of student assessments.

4.3 Access to Marked Assessments

- 1) Access to marked assessments is governed by *Student Regulations* or Te Kawa Maiooro (section 7.9 Access to marked assessments) where specified in *Programme Regulations*.
- 2) Access to Examinations is governed by the *Unitec Examination Regulations*

4.4 Assessment Concessions

- 1) The Assessment Concession process is noted in Programme Regulations and aligns with *Student Regulations* (section 11.5) and Te Kawa Maiooro (section 7.6).
staff

4.5 Variations to Assessment

Variations to assessment include *Assessment Extensions*, *Alternative Arrangements for Assessments*, and the *Resit or Resubmission* of assessment tasks. Procedures for each are detailed for legacy Unitec programmes in *Programme Regulations* or for NZIST Programmes in Te Kawa Maiooro (Section 7.5 *Variations to assessment*) where specified in *Programme Regulations*.

4.5.1 Alternative Arrangements for Assessments

- 1) Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include:
 - an alternative assessment that meets the same learning outcomes; or
 - an alternative assessment time and/or location.
- 2) Students who have a particular need (e.g., a temporary or permanent disability or impairment) or an exceptional circumstance may request alternative arrangements for their assessments in keeping with this procedure.
- 3) Requests for alternative arrangements should be made as soon as possible and at least two weeks prior to the assessment due date.
- 4) For examinations, Access4Success will work with the examinations office to directly support students and staff to implement approved alternative arrangements for examinations.
- 5) For all other assessments (excluding examinations), support for students will be provided by designated staff. Access4Success will support where possible.
- 6) Alternative arrangements must be approved by the relevant Delegated Authority.
- 7) The outcome of any application for alternative arrangements for assessments must be communicated to students in writing, normally within five working days of the application being

made, and a record retained.

- 8) If students are dissatisfied with the outcome decision, they may raise a concern and/or submit a complaint in accordance with MIT&Unitec Student Concerns, Complaints and Appeals Procedures or Te Pūkenga Ākonga Concerns and Complaints Policy.

Students with permanent disabilities or impairment

- 9) Students who have a permanent disability must register with Access4Success as soon as practicable and no less than two weeks prior to the assessment.
- 10) The need for students with permanent disabilities to make repeated applications for alternative examination arrangements will be minimised where practicable.

Students with temporary disabilities or impairment

- 11) Students who have a temporary disability or impairment and who wish to apply for an alternative assessment must follow the Assessment Concession process.
- 12) Where there is any doubt about making or applying for alternative arrangements for assessment, advice may be sought from Student Success.
- 13) Where alternative arrangements include the use of alternative forms of assessment, the assessment used for the alternative assessment must provide an equitable experience and comply with relevant quality assurance arrangements, including moderation.
- 14) Additional guidance for:
 - students will be made available on the Unitec website.
 - staff will be made available on the Unitec intranet.

4.5.2 Reconsideration of Assessment Decisions

- 1) Reconsideration of assessment decisions are governed by MIT&Unitec Student Regulations (section 14.3) or Te Kawa Maorooro (section 7.18 *Reconsideration of Assessment Decisions*) where specified in *Programme Regulations*.
- 2) Students who believe their mark or grade for an assessment is incorrect should first discuss this with their kaiako or learning advisor within five working days of the return of assessment.
- 3) Students who, following a discussion with their kaiako, still believe their assessment mark or grade is incorrect may submit a *Grade Reconsideration form* within ten (10) working days of the return of the assessment or of the grade being released in accordance with MIT&Unitec *Student Concerns, Complaints and Appeals Procedures* or NZIST *Ākonga Concerns and Complaints Policy*
- 4) Applications for reconsideration will be acknowledged in writing within three (3) working days of receipt.
- 5) Where an application is declined, the rationale for the decision must be communicated in writing.
- 6) Where an application is accepted, the Delegated Authority may investigate, or appoint someone to investigate, and report their findings to the Delegated Authority.
- 7) The outcome from the investigation must be communicated in writing to student, and may include:
 - a recount,
 - a re-mark,
 - reconsideration or review of evidence,
 - reassessment, or
 - no action.
- 8) The outcome of a reconsideration may result in:
 - no change to the assessment mark; or
 - an increase in the mark.
- 9) Where Student do not agree with the outcome, they may appeal that decision following the procedures set out in the MIT&Unitec *Student Concerns, Complaints and Appeals Procedures* or NZIST *Ākonga Appeals Policy*.

4.6 Course Outcomes

4.6.1 Course results

- 1) Credit will be granted to students on the basis of outcomes achieved through approved assessments for a course.
- 2) In accordance with Te Kawa Maiooro final course results must be approved by the Delegated Authority prior to the release of the final course grades to students.
- 3) Where a final course grade cannot be confirmed, a DEF/GP grade must be entered. For any DEF/GP grade approved by the Delegated Authority, the Delegated Authority must:
 - Record a reason for the DEF/GP grade in the minutes and in the Grade Management System (i.e., GradeBook)
 - Confirm a timeframe for the resolution of the final grade.
- 4) DEF/GP grades can only be approved for a maximum of three months from the course end date, unless additional authority is granted by the Delegated Authority.
- 5) Where the timeframe to resolve a final grade has passed, the grade the student would otherwise be entitled to shall be awarded.
- 6) Final grades must be approved and released to students within 15 working days of the course end date unless otherwise stated in programme information.

4.6.2 Reconsideration of Course Final Grade

- 1) Reconsideration of course final grades are governed by Te Kawa Maiooro
- 2) Applications for Reconsideration of Course Final Grade must follow the complaints process set out in NZIST *Ākonga Concerns and Complaints Policy*
- 3) Student who, following a discussion with their kaiako, still believe their course grade is incorrect may submit a *Grade Reconsideration form* within ten (10) working days of their Course Final Grade being released in accordance with NZIST *Student Concerns and Complaints Policy*.
- 4) Student must clearly state the grounds for reconsideration, which may include:
 - a. an irregularity in the conduct of summative assessment
 - b. an irregularity in the results reporting and approval process
- 5) Applications for reconsideration will be acknowledged in writing within three (3) working days of receipt.
- 6) Where an application is declined, the rationale for the decision must be communicated in writing.
- 7) Where an application is accepted, the Delegated Authority will appoint an investigator from another School.
- 8) Following the investigation, the Delegated Authority must make a determination based on the investigation.
- 10) The outcome from the investigation must be communicated in writing to student, and may include:
 - A reconsideration of one or more assessment grades
 - A reconsideration of assessment evidence from one or more assessments
 - An amendment of the final grade
 - No change.
- 9) Where the outcome is a change of a course final grade, the change must be actioned through the Change of Grade process and the Programme Committee (PAQC) advised of the change and the reason for the change.
- 10) Where Students do not agree with the outcome, they may submit an appeal following the procedures set out in the MIT&Unitec *Student Concerns, Complaints and Appeals Procedures* or NZIST *Ākonga Appeals Policy*.

4.6.3 Reassessment opportunities (for courses)

- 1) Reassessment opportunities are detailed for legacy Unitec programmes in *Programme Regulations* or for NZIST Programmes in Te Kawa Maiooro (section 7.14 Reassessment opportunities) where specified in *Programme Regulations*.

5. Responsibilities

| Role | Responsibilities |
|----------------------------------|--|
| Teaching Staff & Programme Teams | <ul style="list-style-type: none"> • Be familiar with Te Kawa Maiooro and this procedure • Ensuring Unitec’s grade management system (i.e., Gradebook) is setup to accurately reflect the assessments in each course • Entering assessment results into Unitec’s grade management system (i.e., Gradebook) as soon as practicable following the assessment • Designing and maintaining assessments that adhere to these procedures • Designing and implementing assessment practices that adhere to these procedures • Make marked assessments available in line with these procedures |
| Programme Committee (PAQC) | <ul style="list-style-type: none"> • Approve the awarding of course grades to student • Review and make decisions related to applications for Assessment Concessions • Approve awarding of ‘restricted pass’ grades to student |
| Relevant Delegated Authority | <ul style="list-style-type: none"> • Be familiar with the delegations relevant to this procedure as detailed in the “Academic Delegations Register” |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Publish course results for student following Programme Committee (PAQC) approval |
| Te Puna Ako | <ul style="list-style-type: none"> • Provide guidance, support, and advice around assessment design |

6. Definitions

| | |
|----------------------|--|
| Access4Success | A specialist Unitec team which supports learners with disabilities. |
| Delegated Authority: | The individual, committee, or role holder to whom authority has been granted, as per the Delegations Register. |

7. Reference Documents

- Te Kawa Maiooro | Te Pūkenga Educational Regulatory Framework
- Te Pūkenga Assessment Policy
- Ākonga Concerns and Complaints Policy
- Ākonga Appeals Policy
- Unitec Delegations Register (for list of delegated authorities)
- Te Pūkenga National Delegations Policy (and associated Standing Delegations Register)
- MIT&Unitec Student Regulations
- MIT&Unitec Assessment Policy and Procedure
- MIT&Unitec Delegations Register
- MIT&Unitec Student Concerns, Complaints and Appeals Procedures

8. Document Details

| | | |
|---------------------------|-----------------------|--|
| Version Number | 2.3 | |
| Version Issue Date | XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | March 2019 | First edition |
| | January 2021 | Update nomenclature and Affected Performance Consideration |

| | |
|---------------|---|
| April 2022 | Update 3.4.3.2.5 to reflect updated Academic Complaints procedure |
| July 2022 | Administrative errors |
| August 2023 | Update from v1.4 to 2.0 to align with Te Kawa Maiooro (v23/01) and Te Pūkenga Assessment Policy (v23.2) |
| June 2024 | Update to align with Te Kawa Maiooro (v24/03) |
| November 2024 | Addition of 4.1 AI clause Renumbering to accommodate new clause |
| February 2026 | Update to align with MIT&Unitec Policy, Procedure and Student Regulations |

Consultation Scope

| | |
|----------------------------------|---|
| Approval Authority | Te Komiti Mātauranga Academic Committee |
| Original Date of Approval | March 2019 |
| Document Sponsor | DCE, Academic |
| Document Owner | Te Komiti Mātauranga Academic Committee |
| Contact Person | Director, Te Korowai Kahurangi |
| Date of Next Review | November 2026 |

Amendment History

| Version | Issue Date | Reason for Revision | Approved by |
|---------|------------|--|----------------|
| 1.1 | 28/03/19 | <p>Section 3.4.1 - Need for flexibility in range of grading systems and to align with other providers. Added Excellence grade step; option for a 2,3, and 4 step CBA; changed terminology from NC (Not Competent) to NA (not Achieved) in 4-point system, and changed CBA3 'Achieved Pass' from an 'A' to a 'P'.</p> <p>Section 3.4.2 - Amended ES grade definition to include that a final grade of CR or DNC must replace this grade within 12 months of end of course. Removed references to 'relevant academic authority' as this is the now the responsibility of the Programme Committee (PAQC).</p> <p>Section 3.4.4 - Removed references to 'relevant academic authority' as this is the now the responsibility of the Programme Committee (PAQC).</p> <p>Section 4 – Changed Academic Administration to TKK to reflect post ATOM changes, and changed 'post' to 'publish'.</p> <p>Section 3.4.6.5 – added retention period of</p> | Academic Board |

| | | | |
|-----|--------------------------------|---|--|
| | | 12 months for examination booklets, as per Te Pūkenga's Disposal Schedule | |
| 1.2 | 20/01/2021 | Update of nomenclature throughout. Update Special Assessment Circumstance section to align with change made to Affected Performance Consideration. | Te Komiti Mātauranga Academic Committee |
| 1.3 | 23/3/2022 (date of meeting) | Update 3.4.3.2(5) to align with Academic Complaint Procedure | Te Komiti Mātauranga Academic Committee |
| 1.4 | 14/07/2022 | Updated errors: 3.4.1.4. iii CBA2 (2 point) Table Changed Achieved Pass grade from "A" to "C" to be consistent with what students are awarded on their academic transcript 3.4.1.8 Attendance based assessment (ATT) system table Added "No Credits Earned" to two previously blank cells 3.4.2 Estimated Grade (#): Corrected 3.4.1.8 to 3.4.1.2 | Director, Te Korowai Kahurangi |
| 2.0 | 10 August 2023 | Significant change to align with Te Kawa Maiooro and Te Pūkenga Assessment Policy. Change of name | Te Komiti Mātauranga Academic Committee |
| 2.1 | approved 27 June 2024 | Update to align with Te Kawa Maiooro (v24.03), including: - Reconsideration of Assessment Decisions - Reconsideration of Course Final Grade - Reassessment opportunities (for courses) Minor editorial/formatting changes | Te Komiti Mātauranga Academic Committee |
| 2.2 | Approved 05 November 2024 | Addition of new clause : Use of Artificial Intelligence for Assessment Re-numbering to accommodate new clause. | Te Komiti Mātauranga Academic Committee |
| 2.3 | February 2026 | Clarification that procedure only applies to Unitec and NZIST Legacy programmes. Removal of text that is covered in Programme Regulations. Retain clauses not currently described in MIT&Unitec procedure and Student Regulations | Academic Committee |



Award of Honorary Degrees Procedure (Unitec)

Purpose

This procedure outlines the process for the award of honorary degrees.

Scope

An honorary degree (*honoris causa*) may be awarded to any person who has made a distinguished contribution to society and has, or has had, a close connection with MIT&Unitec.

Procedure

1. MIT&Unitec's Council may, at its discretion, confer an honorary degree. Award nominations for the award may be made by:
 - a. members of MIT&Unitec's Executive Leadership Team;
 - b. members of the Professoriate;
 - c. Heads of School; or
 - d. Academic Programme Managers.
2. Upon the graduation of the first cohort of students in a new degree, an honorary degree can be conferred to a person that has made a distinguished contribution to the profession or industry that the degree has been designed to serve, and has supported MIT&Unitec in the introduction of the degree.
3. The MIT&Unitec Council may admit persons *honoris causa* to any currently-offered Unitec degree.

1.1 Process

1. Award nominations are made in confidence to the Chair of Academic Committee.
2. The Graduation Office will confer, in confidence, with the: Head of School; Academic Programme Manager; and relevant industry representatives as to the strength of the nomination.
3. If accepted, the Graduation Office will forward the nomination to Academic Committee recommending the degree is awarded and recommends to MIT&Unitec Council the degree is conferred.
4. Upon endorsement from Academic Committee, the Chair of Academic Committee will make a recommendation to MIT&Unitec Council for approval.
5. After the MIT&Unitec Council's approval, the Chair of Academic Committee will informally approach the nominee(s), as to whether they are likely to accept the honorary degree.
6. Following a positive answer from the nominee(s) the Chief Executive will notify the award nominee(s), setting out the arrangements for degree conferral.

Responsibilities

Academic Committee delegates the responsibility of nominating individuals for the award of a degree *honoris causa* to those identified on the table below.

| Role | Responsibilities |
|--|---|
| Leadership Team of MIT&Unitec Professoriate members Heads of School Academic Programme Managers | <ul style="list-style-type: none"> Nominate individuals for the award of a degree <i>honoris causa</i> to the Graduation Office. |
| Graduation Office | <ul style="list-style-type: none"> Receive nominations and confer with key stakeholders as to the strength of the nomination. Forward nominations and their associated recommendations to Academic Committee (for awarding) and the MIT&Unitec Council (for degree conferring). |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> Provides advice on the process for degree conferral. Make the list of previous recipients available to all stakeholders involved. |
| Chair of Academic Committee | <ul style="list-style-type: none"> Informally approach nominee(s), as to whether they are likely to accept the honorary degree. |
| Chief Executive | <ul style="list-style-type: none"> Notifies award nominee(s), setting out the arrangements for degree conferral. |

Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- None.

DOCUMENT DETAILS

| | | |
|----------------------------------|--|---|
| Version Number | 1.9 | |
| Version Issue Date | XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | December 2004 | First edition |
| | May 2006 | Minor amendments |
| | March 2007 | Minor amendments |
| | May 2010 | Amendments to reflect new org. structure and template |
| | July 2013 | Changes to accommodate new <i>Academic Statute</i> |
| | October 2014 | Copy-edit; conferral procedure removed |
| | May 2016 | Updated to reflect new organisational structure |
| | August 2018 | Updated as part of policy review project |
| | January 2021 | Update nomenclature |
| February 2026 | Addition of (Unitec) to title. Update organisational nomenclature | |
| Consultation Scope | | |
| Approval Authority | Academic Committee | |
| Original Date of Approval | December 2014 | |
| Document Sponsor | Academic Committee | |
| Document Owner | Executive Dean, Academic | |
| Contact Person | | |
| Date of Next Review | November 2026 | |



Ngā Ture Whakamātaunga Waiture | Examination Regulations (Unitec)

These Examination Regulations are supplemental to Manukau Institute of Technology and Unitec (MIT&Unitec) – [Student Regulations](#) and [Assessment Policy and Procedure](#). The *Student Regulations* set out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at MIT&Unitec. The Student Regulations replace Te Kawa Maiooro.

Mō wai me te whānuitanga | Audience and scope

These regulations apply to:

- formal examinations held at Unitec and identified in the relevant current programme documentation;
- formal examinations which form part of the summative assessment requirements leading to academic credits;
- Examiners, Academic Programme Managers, Heads of Schools, Examination Supervisors, Invigilators and ākongā;
- all programmes that include formal examinations offered by Unitec.

The Academic Programme Managers are responsible for ensuring compliance with these procedures and associated timeframes.

These regulations are to be read alongside [Student Regulations](#) and other associated policy and procedure.

Ngā Ihirangi | Table of Contents

Mō wai me te whānuitanga | Audience and scope

| | | |
|----|---|----|
| 1. | Pūtake Purpose | 1 |
| 2. | Waiture Tauaki Regulation Statements | 1 |
| 3. | Ngā Ture Whakamātaunga, Tikanga me nga Hatepe Examination Rules, Processes and Procedures | 2 |
| 4. | Ngā Haepapa Responsibilities | 9 |
| 5. | Ngā Tikanga Definitions | 12 |
| 6. | Ngā Hononga ki Tuhinga kē Links to Other Documents | 13 |
| 7. | Mokamoka whakaetanga Approval details | 13 |
| 8. | Ngā whakatikatika Amendment history | 14 |

1. Pūtake | Purpose

The purpose of these regulations is to govern the way formal examinations are managed at Unitec.

2. Waiture Tauaki | Regulation Statements

Examinations at Unitec adhere to the principles of assessment expressed in the MIT&Unitec [Assessment Policy and Procedure](#) and may include written, oral, digital, and/or practical assessments or events. The examiner(s) (Lecturer/Course Co-ordinator/Academic Programme Manager) decides on the type of examination within the bounds of the programme requirements.

Key principles of these Regulations are:

1. Examinations will be carried out under fair and equitable conditions and ensure academic integrity.
2. Examination assessment materials, whether in print or digital form, will be kept secure and will not be released to ākonga before the examination date.
3. Examinations will be supervised by approved invigilators and will not be carried out by academic staff who are affiliated with the course.
4. Digital examinations will be managed using secure systems.
5. Ākonga will be given clear and consistent instructions regarding the conduct of the examination.
6. Ākonga who require additional learning support will be able to request assistance to ensure they have equitable access to the examination.
7. Examinations will be scheduled and completed in accordance with the published examination timetable.

The Examination Rules, Processes and Procedures listed below apply, as well as the principles above.

3. Nga Ture Whakamātaunga, Tikanga me ngā Hatepe | Examination Rules, Processes, and Procedures

The rules, processes and procedures listed here are necessary for the safe and efficient conduct of examinations and quality assurance at Unitec.

- a) Ākonga are required to follow the requirements for examinations as set out in MIT&Unitec [Student Regulations](#).
- b) Ākonga who fail to follow these requirements will be subject to disciplinary actions described in MIT&Unitec [Student Misconduct Procedures](#).
- c) Examinations set by external agencies will follow the relevant regulations.

Before the start of the Examination period

3.1 Examination types and methods

Examination types and methods are described in MIT&Unitec [Student Regulations](#) (Section 11.9.4).

- a) Students will be notified in advance of the examination of items they are permitted to bring into the examination room.
- b) A check on the items taken into the examination room will be carried out by the invigilator and/or the examiner.

3.2 Examination dates

The setting of examination dates and associated scheduling matters are described in MIT&Unitec [Student](#)

Regulations (Section 11.9). In addition to these the following processes apply:

- a) The Academic Programme Manager is responsible for informing students about course examination dates at least six weeks before the examination.
- b) Dates will be communicated through course information documents and Moodle.
- c) When the final examination dates are entered into the timetable management system, timetable staff will be alerted of any clashes. If a conflict is identified at this stage, it will be resolved before the timetable is published.
- d) The examiner may allow ākonga to sit an examination at a different place and/or a different time within three weeks of the initial examination if the ākonga has made an Assessment Concession application (see MIT&Unitec Student Regulations section 11.5).
- e) The examiner is responsible for setting a different version of the examination questions and ensuring moderation of the examination assessment materials occurs to ensure it meets the required Learning Outcomes for the assessment, in line with the Course Descriptor.
- f) If a different version of the examination cannot be created, a Confidentiality Agreement must be signed by ākonga sitting an identical exam before the time/date specified on the examination timetable.
- g) The examiner negotiates invigilation services for these with the Examination Office.

3.3 Room bookings

The Examinations Office determines room bookings in consultation with the Timetabling Office and the Academic Programme Manager, confirming how many ākonga there are for each examination. Room booking requests must be made to Timetabling at least two months before examination dates.

3.4 Examination requirements:

- a) Information about the examination type and requirements will be communicated through course information documents via the Moodle course at least eight weeks before the examination.
- b) Examination requirements may include:
 - use of graph or other paper in addition to the examination booklet;
 - additional booklets or the number of sheets of additional paper likely to be required ;
 - the type of electronic device to be used;
 - the use of Moodle (Unitec's Learning Management System (LMS)) and/or a special exam platform (eg: EchoExam/Respondus) or software;
 - the use of unique Exam Codes to control access to digital examinations, ensuring only authorised students can enter the examination;
 - any additional material ākonga may bring into the examination room.
- c) The examiner will give ākonga clear explanations of expectations before the examination takes place.
- d) When the examination question paper is ready, the examiner will ensure the following:
 - it is moderated;
 - it is proofread;
 - it is formatted; and
 - it is uploaded at least 15 working days (irrespective of whether or not this falls on a Study Week) before the examination date, together with the Information Form and any special instructions.
- e) Examination papers (both digital and non-digital) must be kept under tight security, with limited staff

access, through all stages including drafting and moderation, until examination day.

- f) On the day of the examination, the examination supervisor and/or invigilator will take to the scheduled examination room(s):
- the examination question papers and answer booklets for non-digital examinations;
 - a printed class list and student IDs of the ākongas expected to sit the examination;
 - any other information about the invigilation of the examination.

3.5 Examination answer booklets

- a) The Examinations Office is responsible for ordering answer booklets in preparation for the examinations when required.
- b) Answer booklets ready for marking must be collected by examiners from the Examinations Office within 24 hours of the examination, unless alternative arrangements have been agreed.

3.6 Assessment support for students with permanent disabilities or impairments

The conditions for providing assessment support are described in MIT&Unitec [Student Regulations](#) (Section 11.4). In addition to these the following processes apply:

- a) Ākongas must be registered with Access4Success, providing proof of disability/impairment as part of the registration process.
- b) The Team Leader, Access4Success, is responsible for approving ākongas eligibility for alternative examination arrangements.
- c) Ākongas will be informed by Access4Success what alternative arrangements are available to them. These might include, but are not limited to, the following:
- Additional time, usually not more than 15 minutes for each hour of the examination ;
 - Reader and/or writer assistance;
 - Sign language interpreter assistance;
 - Use of a laptop;
 - A separate room or a room with up to five other Access4Success students;
 - Use of special equipment, including allowed Assistive Technology adapted for accessibility needs (eg enlarged/coloured text);
 - Rest breaks
- d) If ākongas want to use alternative examination arrangements they are entitled to, they must complete the relevant Access4Success form and submit it at least three weeks before the start of the examination period.
- e) Arrangements will be made in consultation with the examiner, the examination co-ordinator, Access4Success and the examination supervisor for the exam. If an application is received late, Access4Success and Examination Office will determine whether the application can be actioned (i.e., depending on available resources.)
- f) Students who have a temporary disability or impairment and who wish to apply for assessment assistance must follow the Assessment Concession process (see MIT&Unitec [Student Regulations](#) section 11.5).

3.7 Learner illness

- a) If an ākongas is ill before an examination and cannot attend on the day of the examination, they may apply for an *Assessment Concession* (see MIT&Unitec [Student Regulations](#) Section 11.5).

- b) If an ākongā is ill before an examination and is unsure whether to attend the examination, they should contact the examiner for advice.

During the Examination period

3.8 Preparation of examination rooms

- a) Examination invigilators must display a digital clock in examination rooms which all ākongā can see.
- b) Any additional booklets or pages included with examination answer booklets must be attached securely.
- c) The following information is to be visibly displayed and must be easy to read from all parts of the examination room:
- the name of the examination(s)/course and any specific instructions
 - the time the examination begins, including the start of reading time and the examination finish times
 - an instruction that no one may leave the examination room in the last 15 minutes of the examination.
- d) Invigilators must follow the instructions in the Examination Information Form provided by the examiner.
- e) For digital examinations, the examiner and IT support must prepare the computers and ensure all ākongā are able to access the exam.

3.9 Availability of Examiners

At least one examiner and/or the course co-ordinator must be available during the examination to respond to any issues. Examiners must ensure the invigilator has their cellphone number in case of any issues during the examination.

3.10 Entering and leaving the examination room

Conditions for entering and leaving the examination room are described in MIT&Unitec [Student Regulations](#) (Section 11.9.7 – 11.9.12).

3.11 Student identification and anonymous marking of examinations

Conditions for student identification and anonymous marking of examinations are described in MIT&Unitec [Student Regulations](#) (Section 11.9.13 – 11.9.14).

3.12 Examination room equipment, materials and devices

- a) The invigilator will allocate space within the examination room for all personal belongings, unless these items have been approved for use in the examination by the examiner.
- b) Materials, electronic devices, USBs, mobile technology, watches or any electronic device that can store, communicate and/or retrieve information of any kind will not be allowed in the examination room.
- c) If specific materials, electronic devices, and instruction manuals *are* allowed in the examination room, they must be clearly and accurately outlined in the examination paper, examination information form and rubric/markings schedule. The examiner must communicate this information to the ākongā and the examination supervisor before the day of the examination.
- d) Any electronic devices taken into an examination room must be checked to make sure they are allowed by the examination requirements.
- e) Any material found on or near to an ākongā's desk, chair, or person during the examination is considered to belong to the ākongā.

3.13 Expectations of students during exams

The expectations of Students undertaking an examination are described in MIT&Unitec [Student Regulations](#) (Section 11.9.15 – 11.9.23). In addition to these the following processes apply:

- a) Ākonga answer examination questions with an invigilator present. (Note: Some practical assessments or tests may not be invigilated by the Examinations Office.)
- b) Ākonga will be given time to read their examination question papers, in either hard copy or digital format, before the examination begins.
- c) The examiner will note the reading time in the examination instructions.
- d) The invigilator will inform ākonga when they are allowed to start writing answers or notes.
- e) The examiner will be present for the first 15 minutes of the examination.

3.14 Illness during an examination

- a) If an ākonga becomes ill during an examination and is unable to continue, they should notify the invigilator immediately.
- b) Ākonga may apply for an *Assessment Concession* (see MIT&Unitec *Student Regulations* Section 11.5) if illness affects their ability to complete the examination.
- c) The invigilator must complete an incident report, which will be sent to the examiner along with the examination papers at the end of the examination.

3.15 Examination interruptions/incidents

- a) If there is an interruption, such as a serious risk from assault or other danger, direct emergency contact will be made with campus Security.
- b) If an examination is interrupted because of a serious incident (for example, a fire alarm), the invigilator will instruct ākonga to leave their examination answer booklets and question paper face-down on their desk, or, in the case of a digital examination, save their work and evacuate the room.
- c) The invigilator must inform ākonga that any material taken from the examination room will not be allowed back into the room.
- d) The examination room will be locked when the last ākonga leaves.
- e) The examination supervisor and the examiner will decide whether and how the examination will continue, and if so, if additional time is allowed for the disruption.

a.16 Invigilators needing assistance during an examination

- a) All invigilators must have access to a cellphone and a list of emergency contact numbers, including the examiner and examination supervisor.

a.17 Collection and distribution of examination answer booklets

- a) All ākonga must remain seated while the examination answer booklets and any collated additional booklets or pages are collected at the end of the examination or while the examiner and invigilators check that ākonga work for digital exams has been saved correctly.
- b) Completed examination answer booklets are collected and counted by the invigilator at the end of the examination if they have been used. The invigilator should check that the number of examination booklets collected is the same as the number of ākonga present according to the class list. The invigilator passes the class attendance list to the examination supervisor.
- c) Examination answer submissions (booklets or digital) must not be left unattended in an examination room.
- d) The examiner must collect from the Examination Office within one working day of the end of the

examination a copy of the class attendance list and scripts where paper-based examinations are used, unless alternative arrangements are made with the Examinations Office due to sickness or other events outside the control of the examiner.

After the Examination period

a.18 Check-marking examination papers

All marked examination papers must be moderated in accordance with MIT&Unitec Moderation of Assessment Policy and Procedure.

3.19 Return of assessment evidence and access to marked examination answers

The conditions for the return of assessment evidence and access to marked examination answers is described in MIT&Unitec [Student Regulations](#) (Section 11.11.2).

3.20 Re-count of examinations

The conditions for recounts of examinations is described in MIT&Unitec [Student Regulations](#) (Section 11.11.2). In addition to this the following applies:

- a) An administration fee will be charged per course for ākonga who request a re-count (unless a recount is instigated by a staff member as part of an Assessment Grade Reconsideration)
- b) A re-count may lead to no change or either a raising or a lowering of the examination mark (unless the re-count is instigated by a staff member as part of an Assessment Grade Reconsideration, in which case the mark cannot be lowered).
- c) The administrative fee will be refunded if the recount leads to a change of mark. The examiner must inform the examination co-ordinator of the change so the administrative fee can be refunded.
- d) Examinations will not be remarked.

A re-count may lead to no change or either a raising or a lowering of the examination mark (unless the re-count is instigated by a staff member as part of an Assessment Grade Reconsideration, in which case the mark cannot be lowered).

- e) The process for requesting a re-count is as follows:
 - the student submits a completed Examination Scrip Request form to the [Designated Contact] and pays the required fee. Forms are available on the MIT&Unitec website.
 - the examiner arranges for a recount of the marks.
 - the examiner confirms the outcome of the re-count and informs the ākonga within five working days.
 - The decision of the examiner is final.

3.21 Examination re-sits (Further assessment)

Students may apply to re-sit an examination under conditions described in MIT&Unitec [Student Regulations](#) (Section 11.13).

If the Programme Regulations allow a re-sit of an examination the following process will be followed:

- a) If the re-sit request is approved, the examiner will confirm the date and time for the re-sit.
- b) The examiner will arrange and ensure moderation of a different version of the examination question paper for resits
- c) The examiner will provide a list of all ākonga who are re-sitting an examination to the examination supervisor. The list will include any with exceptional circumstances.

3.22 Ākongā access to previous exam questions

It is recommended that examiners post examples of past exam questions on the Moodle course page for ākongā to access.

- a) The examiner will inform the Examinations Office by email whether or not the exam questions can be made available to future ākongā via the library, after the exam results have been published.
- b) In exceptional circumstances, examiners may request permission from the Director Schools and Performance to withhold ākongā access to this material. Examiners must inform the Examinations Office of all such approvals via email.
- c) The examination supervisor will provide an electronic copy of the examination questions to the library unless there is a pre-approved exemption.
- d) After grade ratification, the library must make the examination questions available for a period of five years.

3.23 Archiving of examination materials

- a) Within 6 weeks prior to the next examination period, examiners must return to the Examinations Office all original marked examination answer booklets, question papers, marking schedules and a selection of moderated examination answer booklets for archiving. The selection must include an example of a high, medium and low mark.
- b) Marked examination booklets may be destroyed after a period of one year in accordance with the approved records disposal procedure. A record of all destroyed materials must be kept, including confirmation of approval from the Examinations Office line manager.
- c) One electronic copy of the examination question paper, together with the corresponding marking schedule and moderated exam scripts will be retained for 7 years by the Examinations Office.

4. Ngā Haepapa | Responsibilities

| Role | Responsibilities |
|----------------------------------|---|
| Academic Programme Manager | <p>Ensures compliance with examination regulations, processes and timeframes.</p> <p>Ensures the type of examination is within the bounds of the programme requirements.</p> <p>Confirms timetabling requirements with the examinations office and examiners in accordance with the schedule advised by the examinations office.</p> <p>Publishes the exam timetable for ākonga eight weeks before the examination date.</p> |
| Access4Success Team Leader | <p>Approve the eligibility of ākonga who are registered with Access4Success for appropriate Alternative Arrangements for Examinations.</p> <p>Delegate team members to work with the Exams team to ensure ākonga with disability/impairment requiring alternative examination arrangements are supported.</p> |
| Director Schools and Performance | <p>Approve requests to withhold ākonga access to previous exam papers.</p> |
| Examiner | <p>Determine the requirements of an examination according to the Course Descriptor.</p> <p>Confirm timetable requirements with Academic Programme Manager for approval in accordance with the schedule advised by the Examinations Office.</p> <p>Confirm the date, type, and requirements for all examinations and communicate to ākonga on the course Moodle page at least eight weeks before the examination date.</p> <p>Communicate all examination-related details on the Examination Information Form.</p> <p>Write the examination paper; ensure proofreading, formatting & moderation of the examination.</p> <p>Determine the duration of each examination and the time allowed for reading for each examination.</p> <p>Upload formatted and moderated examination question papers to the Examinations Office at least fifteen working days prior to the examination period.</p> <p>Liaise with Examinations Office to ensure ākonga with special accommodations are catered for according to the approval from Access4Success.</p> <p>Inspect material where applicable before the start of the examination.</p> <p>Identify any ākonga who do not provide any form of identification.</p> <p>Help prepare technology for digital examinations and book IT Support to assist.</p> <p>During the reading time attend the examination room and answer relevant questions.</p> <p>Be available for the duration of the examination to respond to any issues that may arise (provide cellphone number to invigilator)</p> <p>Make decisions surrounding the continuation of examinations following interruptions/incidents.</p> <p>Collect completed examination answer booklets and incident reports from the Examination Supervisor within 24 hours of the examination taking place.</p> <p>Ensure check-marking of all exam papers occurs before results are released to ākonga .</p> <p>At least six weeks before the next examination period, return all marked examination answer booklets, question papers, moderation & marking schedules to the Examinations</p> |

| | |
|--------------------------|---|
| | <p>Office for archiving.</p> <p>Provide samples of top, middle (two) and bottom examination booklets to be retained for moderation purposes as part of the course moderation cycle & exam archiving requirements.</p> <p>Review requests for re-sits and communicate the decision and details of the re-sit examination to the ākongā.</p> <p>Arrange a different (moderated) version of the examination question paper for resits and ākongā with alternate examination arrangements if necessary.</p> <p>Indicate all re-sit information on the class list for the exam supervisor/invigilator .</p> <p>Arrange, where necessary, examination re-counts or for ākongā to view marked exam scripts; inform the examinations co-ordinator if a re-count leads to a mark being changed and complete an online Change of Grade form.</p> <p>Communicate outcomes of re-counts to ākongā and the exam supervisor within five working days of receiving the application.</p> <p>Upload past exam paper/s to Moodle page when appropriate.</p> |
| Examination Co-ordinator | <p>Determine the number of ākongā for each examination.</p> <p>Make appropriate room-bookings for examinations in consultation with Academic Programme Managers and the Timetabling Office.</p> <p>Confirm timetable details with the Academic Programme Manager at least eight weeks prior to the start of the examination period.</p> <p>Maintain incident report tracker.</p> <p>Monitor the exams inbox and co-ordinate any requests for recounts and any requests to view marked scripts.</p> <p>Arrange for examination papers to be uploaded to the library following the exam period. If a recount leads to a change of mark/grade, arrange for the administrative fee to be refunded to the ākongā.</p> <p>Download examination papers & Examination Information Forms & save on H:drive in a locked folder.</p> <p>Liaise with Access4Success to ensure all registered ākongā requiring examination arrangements are supported.</p> |
| Examination Supervisor | <p>Assist examination co-ordinator with examination arrangements.</p> <p>Liaise and train invigilators & maintain list of invigilator contact details .</p> <p>Arrange and confirm availability of invigilators for each exam.</p> <p>Send appropriate information to invigilators in a timely manner.</p> <p>Make all arrangements for invigilators to conduct the invigilation; prepare examination instructions and class lists for invigilator use.</p> <p>Work with Access4Success Team and examiners to ensure registered ākongā requiring alternative examination arrangements are supported.</p> <p>Print sufficient copies of examination papers and answer booklets via the Copy Centre.</p> <p>Ensure seating arrangements as appropriate.</p> <p>Ensure resources are in place for the conduct of examinations.</p> <p>Maintain appropriate records of ākongā who sit each exam.</p> |

| | |
|----------------------------|--|
| | <p>Decide with examiner on strategies in the case of a disturbance or emergency.</p> <p>Ensure examination question papers and answer booklets are never left unattended.</p> <p>Arrange for answer booklet & class list collection by examiners.</p> <p>Ensure incident reports are logged & forwarded to examiners.</p> <p>Ensure ākongā applications are acknowledged and processed according to these regulations.</p> <p>Ensure resits are carried out as required.</p> <p>If requested arrange for appropriate times/dates for ākongā to view marked exam papers in consultation with examiners.</p> <p>Archive examination materials according to these regulations.</p> |
| Examinations Invigilator | <p>Prepare examination room (note: this does not include providing IT support for digital examinations).</p> <p>Supervise examinations in accordance with these regulations.</p> <p>Complete check of learner IDs against the class list.</p> <p>Display digital clock in examination room along with instructions for ākongā.</p> <p>Where needed, prepare examination incident reports; make a note on ākongā's answer booklet if they have continued writing past the examination finish time.</p> <p>Raise any concerns regarding the examination arrangements with the examination supervisor.</p> <p>Collect completed examination answer booklets and tick off against class list.</p> <p>Return examination booklets and box to Examination Supervisor at the end of the exam.</p> |
| Library | Make available past examination papers for a period of 5 years. |
| Programme Committee (PAQC) | Approve assessment types for each course within a Programme, in line with the programme approval requirements. |
| Grade Approval Committee | Approve examination marks/grades. |
| Student Central | Receive payments for applications for recounts. |
| Timetabling | Allocate rooms. |

5. Ngā Tikanga | Definitions

| Term | Definition |
|--------------------|--|
| Academic Integrity | The expectation that all examinations will be conducted with honesty and fairness. |
| ākongā | See <i>Student</i> |
| Annotated | Notes on an examination paper or related materials. |

| | |
|----------------------------|--|
| Assessment Concession | Ākonga who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, are eligible to apply for an assessment concession for impaired performance. Refer MIT&Unitec Student Regulations Section 11.5 |
| Equitable | Fair. |
| Examination | Written, oral and/or practical assessments or events as described in the Programme Documents and conducted under examination conditions. All assessments conducted under examination conditions will occur at a specified place and time, in invigilated settings and without access to any written or printed matter or any blank paper unless permitted by direction of the examiner or the type of examination requires it. Described in MIT&Unitec Student Regulations (Section 11.9.4). |
| Examination answer booklet | A booklet provided to ākonga for recording (answering) responses to an examination question paper. |
| Examination question paper | Document containing examination questions and instructions which is prepared by the examiner for a paper/course. |
| Examination period | The period at the end of each semester during which final examinations are usually scheduled. |
| Examiner | Kaimahi from the programme who are responsible for setting the examination and marking the examination. |
| Kaiako | Academic staff member or lecturer. |
| Student | A person who enrolled in a course at Unitec and is participating in an examination. |
| Moodle | Unitec's online Learning Management System (LMS). |
| PAQC | Programme Committee. |
| Recount | Checking of the addition of marks or the calculation of the grade. |
| Re-sits | Opportunity to sit an examination again. |
| Summative assessment | Assessment that contributes to the final result or grade which determines a learner's achievement of learning outcomes and ensures that the learner has met the requirements for progression and completion within a Programme. |

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

MIT&Unitec [Student Regulations](#)

MIT&Unitec [Assessment Policy and Procedure](#).

MIT&Unitec [Student Misconduct Procedures](#)

Te Pukanga [Te Kawa Maiorooro](#) (for grade tables)

[Te Pūkenga Assessment Policy](#)

[Te Pūkenga Moderation Policy](#),

Unitec's Assessment and Grading Procedures, and other related procedures.

7. Mokamoka whakaaetanga | Approval details

| | | | |
|--|---|----------------------------|---|
| Version number | 1.11 | Effective date | XX Feb 2026 |
| Approval authority | Te Komiti Mātauranga Academic Committee | Date of approval | XX Feb 2026 |
| Policy sponsor (has authority to make minor amendments) | Director, Te Korowai Kahurangi | Policy owner | Te Komiti Mātauranga Academic Committee |
| Category | Academic | Date of next review | XX July 2026 |
| Contact person | Lead, Programme Development & Management | | |

8. Ngā whakatikatika | Amendment history

| Version | Effective date | Created/reviewed by | Reason for review/comment |
|---------|----------------|---|--|
| 1 | Dec 2008 | | First edition |
| 1.1 | 2012 | | Unknown |
| 1.2 | July 2013 | | Unknown |
| 1.3 | Oct 2013 | | Formal review |
| 1.4 | Sept 2015 | | Minor update to remove/update references to the <i>Academic Management Policy</i> and complete version history. |
| 1.5 | May 2016 | | Updated to reflect new structures. |
| 1.6 | August 2018 | | Updated as part of the policy review project. |
| 1.7 | Feb 2020 | | Formal review. |
| 1.8 | 20 Jan 2021 | | Update nomenclature. |
| 1.9 | Oct 2023 | Sue Crossan, Te Korowai Kahurangi | Update nomenclature; reflect Te Pūkenga policy format & style guide; update processes to reflect recent changes & roles within Te Korowai Kahurangi; align policy with Te Kawa Maiororoo. |
| 1.10 | June 2024 | Sue Crossan, Te Korowai Kahurangi | Updated to co-relate to Unitec's updated Moderation Procedure; add a new option for digital exam type. |
| 1.11 | February 2026 | Leticia Paton, Steve Marshall, Te Korowai Kahurangi | Retained for the conduct of examinations at Unitec. Removal of those clauses which are now covered elsewhere (such as MIT&Unitec <i>Student Regulations</i>) Links and references to regulations and policy added. Add (Unitec) to title. Modify nomenclature to align with new |

| | | | |
|--|--|--|-----------------------|
| | | | standards throughout. |
|--|--|--|-----------------------|



SENIOR SCHOLAR AWARD PROCEDURE (Unitec)

Purpose

This procedure outlines the requirements for the provision of a senior scholar award.

Scope

This procedure applies to all students enrolled at the undergraduate level at Unitec who are eligible to graduate in any given year.

Procedure

1. A senior scholar award may be given to exceptional graduates of Unitec's undergraduate degree programmes.
2. Senior scholar awards are given at the Unitec Graduation Ceremony at the same time the student receives their degree.
3. The student's *Academic Record* is annotated to show the year of the award. This annotation appears on the student's transcript.
4. To be eligible for consideration to receive a senior scholar award a student must have achieved:
 - a. a cumulative Grade-point Average (GPA) of 8.0 or better across all degree courses for which they have been assessed in an undergraduate degree programme; and
 - b. at least two-thirds of the total credits for the degree through enrolment in Unitec courses (that is, have achieved no more than one-third of the credits by cross-credit from another institution or by assessment of prior learning).

1.1 Process

1. Prior to graduation, the Graduation Manager develops a list of eligible graduands.
2. Te Korowai Kahurangi checks the nominees and approves the list.
 - a. Marginal or unique cases are considered by the Chair of Academic Committee.

Responsibilities

| Role | Responsibilities |
|----------------------|---|
| Graduation Manager | <ul style="list-style-type: none"> • Develops a list of eligible graduands. |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Checks award nominees and approves the list of recipients. • Provides advice on how the post-approval award process is advanced. |

Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- MIT&Unitec Student Regulations (Section 19.2.5 Eligibility for awards)
- AC 3.1.1 *Senior Scholar Award Brochure*

Document Details

| | | |
|----------------------------------|--|---|
| Version Number | 1.8 | |
| Version Issue Date | XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | November 1998 | First edition |
| | May 2003 | Minor amendments |
| | February 2004 | Minor amendments |
| | October 2014 | Changes to selection and verification processes |
| | February 2016 | Error in “Scope” section corrected |
| | March 2016 | Reference section added |
| | August 2018 | Updated as part of policy review project |
| January 2021 | Update nomenclature | |
| February 2026 | Add (Unitec) to title to note that this continues to apply to Unitec programmes. Minor nomenclature changes. | |
| Consultation Scope | | |
| Approval Authority | Te Komiti Mātauranga Academic Committee | |
| Original Date of Approval | November 1998 | |
| Document Sponsor | Executive Dean, Academic | |
| Document Owner | Te Komiti Mātauranga Academic Committee | |
| Contact Person | | |
| Date of Next Review | November 2026 | |



SUSPENSION AND WITHDRAWAL OF ACADEMIC PROVISION PROCEDURES (UNITEC)

Purpose

This procedure outlines the steps for the temporary or permanent cessation of any type of academic provision at Unitec.

Scope

This procedure applies to all Unitec academic provision at MIT&Unitec, including but not limited to:

- qualifications;
- programmes;
- micro-credentials;
- short courses; and/or
- assessment standards.

Procedure

1. All temporary or permanent withdrawals or suspensions of Unitec academic provision at MIT&Unitec must be formally approved by the Executive Leadership Team and the Academic Committee. Heads of School (HoS), Academic Programme Manager (APM) and relevant Programme Committee (PAQC) undertake on-going reviews of the strategic relevance and financial viability of academic provision offered in the respective School.
 - a. Where appropriate, this group ensure any academic provision that is shown to be obsolete is withdrawn
 - b. When a New Zealand qualification at levels 1 – 7 is notified following a qualification review as being replaced with a new one, or discontinued and not replaced, where appropriate, this group initiates the development of a replacement programme through the Programme Development and Approval Process and ensures the obsolete programme is withdrawn accordingly.
2. Te Korowai Kahurangi undertakes annual audits of academic provision that has been inactive in the past 12 months, and, as appropriate, work with Head of School and Academic Programme Manager, to discuss options for withdrawal.
3. Where academic provision becomes obsolete and the School wishes to formally discontinue a course or programme, the Head of School or Academic Programme Manager, with endorsement from the relevant PAQC, must notify the Executive Leadership Team, outlining the rationale for discontinuation.
4. The Head of School will appoint a representative to oversee the process and ensure all concurrent and subsequent actions are undertaken as required.

5. Any application for suspension of new admissions or temporary withdrawal must advise a date by which the decision will be reviewed by the Head of School.
 - a. Re-introduction of academic provision that has been permanently withdrawn requires full approval, following the process for the introduction of a new programme, including an application to the relevant external agencies (for example, the NZQA or the TEC).
6. Any proposed temporary or permanent withdrawal requires consultation with Unitec staff and students likely to be affected, and with the relevant unions' representatives.
 - a. Consultation must be undertaken **prior** to any decision being made by the Head of School or Academic Committee on the proposed withdrawal/suspension.
 - b. The Head of School ensures written notice of any proposed withdrawal is sent to the branch chair(s) and national head office(s) of the relevant union(s).
 - c. The consultation process, including time-frames, must comply with the specific requirements of the appropriate collective agreement(s) and the *Staff Surplus Policy and Procedure*.
 - d. The Head of School ensures any students currently enrolled, or who have partially completed the academic provision proposed for withdrawal, have been notified in writing of the impending withdrawal action.
7. The Head of School obtains Executive Leadership Team approval for the proposed withdrawal/suspension action and notifies the:
 - a. Chief Financial Officer;
 - b. Academic Programme Manager;
 - c. relevant staff; and
 - d. relevant Human Resources (HR) and Finance staff.
8. The Head of School and/or Academic Programme Manager work through any personnel issues and budget implications with the relevant HR and Finance staff and informs Facilities Management of any reduced accommodation needs.
9. The Academic Programme Manager works with Te Korowai Kahurangi to check:
 - a. whether any courses in a programme being withdrawn are delivered in any other programme, and liaises with relevant staff to re-assign continuing courses to another programme.
 - b. any co-provision arrangements and develop a transition plan to outline arrangements for students (those still enrolled or those who have discontinued study and are likely to return at a later date to complete).
10. In consultation with Te Korowai Kahurangi, the Head of School drafts a memo to the Academic Committee recommending the suspension or withdrawal.
11. On approval by Academic Committee:
 - a. Te Korowai Kahurangi:
 - advise all relevant Unitec areas (for example, relevant School staff, Admission and Enrolments, Marketing, and/or International) about the decision.
 - updates all relevant records, including E-academic library records, monitoring/compliance databases, and relevant parts of the Student Management System (SMS).

- b. The Academic Programme Manager informs students, in writing, of the formal withdrawal action and any approved transition arrangements.
 - c. Marketing and International staff amend the website, promotional materials, and other activities as relevant
 - d. Admissions and Enrolments update records, activities, and relevant areas of the SMS.
 - e. Academic Administration ensures, where necessary and relevant, the SMS is updated to show the change in students' records
12. Where relevant, external bodies are advised of the withdrawal (for example, in the case of permanent withdrawal, Te Korowai Kahurangi advise NZQA).

Responsibilities

| Role | Responsibilities |
|--|---|
| Head of Schools | <ul style="list-style-type: none"> • Undertake reviews of strategic relevance and financial viability of academic provision. • Decision-making around withdrawal of academic provision. • Oversee withdrawal process. • Undertake reviews of strategic relevance and financial viability of academic provision. |
| Programme Action and Quality Committee | <ul style="list-style-type: none"> • Undertake reviews of strategic relevance and financial viability of academic provision. |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Undertakes annual audits of inactive academic provision. • Support Head of Schools and AMPs in withdrawal/suspension processes. • Advise relevant Unitec parties of decision outcomes. • Updates/maintains relevant records. |
| Executive Leadership | <ul style="list-style-type: none"> • Approve withdrawal/suspension of academic provision. |
| Academic Programme Manager | <ul style="list-style-type: none"> • Check to see which courses within withdrawn/suspended programmes are delivered elsewhere. • Develop transition plans/arrangements for students. • Inform students of formal withdrawal/suspension actions and transition arrangements. |
| Marketing/International | <ul style="list-style-type: none"> • Maintain promotional/public-facing materials to align with withdrawal/suspension decisions. |
| Admissions/Enrolments | <ul style="list-style-type: none"> • Maintain student management systems in alignment with withdrawal/suspension decisions. |
| External organisations | <ul style="list-style-type: none"> • Approve re-introduction of previously withdrawn academic provision. |

Definitions

Unless otherwise specified, the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- *Staff Surplus Policy and Procedures*;
- *Academic Evaluation, Review, and Improvements Policy*;
- *Programme Review Guidelines*

Document Details

| | | |
|----------------------------------|--------------------------------|---|
| Version Number | 5.3 | |
| Version Issue Date | XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | May 2002 | First edition |
| | May 2003 | Formal review |
| | February 2004 | Formal review |
| | February 2006 | Formal review |
| | May 2006 | Minor review |
| | March 2007 | Formal review |
| | August 2010 | Minor review: align with organisational re-structure |
| | August 2018 | Minor review: policy re-structuring project |
| | February 2026 | Interim arrangements for Unitec until new MIT&Unitec procedures published |
| Consultation Scope | | |
| Approval Authority | Academic Committee | |
| Original Date of Approval | 03 August 2010 | |
| Document Sponsor | Academic Committee | |
| Document Owner | Director, Te Korowai Kahurangi | |
| Contact Person | | |
| Date of Next Review | | |



Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: Update to Unitec legacy policies and procedures

Date: 28 January 2026

Recommendation

That Academic Committee approve the updates to the policies and procedures listed in the table below.

Purpose

- To enable the implementation of new approved MIT&Unitec Policy and Procedure by removing conflicting legacy Unitec policy and procedure.
- To modify legacy policy and procedure that have not yet been replaced to enable them to continue to operate as required
- To modify selected procedure that is required to continue to operate for specific purposes for Unitec and NZIST legacy programmes

Commentary

Unitec policy and procedure have been evaluated against the new MIT&Unitec student regulations, policy and procedure to determine whether they can be replaced and therefore rescinded, or retained and modified for a specific purpose. The results of this evaluation is noted in the table below.

All Unitec policy and procedures to be rescinded have been confirmed as having clear replacement clauses in new MIT&Unitec policy and procedure as noted.

The Unitec Assessment and Grading Procedure (AC2.2) is to be retained for legacy Unitec and NZIST programmes until approval has been gained for changes to be made to Programme Regulations from NZQA for each. Over time this procedure will become redundant.

Those other policy and procedure noted as being retained for Unitec with only minor change have been assessed as being required to continue until such time as a replacement MIT&Unitec policy or procedure is approved.

As a result, the following changes to Unitec's policy framework are proposed:

Policies/Procedures for approval ([link to clean and tracked-changes documents](#)):

| Policy | Proposed action | Comment/Key changes |
|--|-----------------|--|
| Academic Development and Approval Policy (AC1.0) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Policy</i> |



| | | |
|--|-----------------------------|--|
| Programme Completion and Awards Policy (AC3.0) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Student Complaints Resolution Policy (AC8.0) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedures</i> |
| Academic Development and Approval Procedures (AC1.1) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Procedure</i> |
| Collaborative Arrangements Procedure (AC1.6) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Development and Approval Policy</i> |
| External Stakeholder Engagement Procedure (AC1.8) | Rescind | All clauses replaced by MIT&Unitec <i>Academic Stakeholder Engagement and Feedback Policy</i> |
| Assessment in Te Reo Māori Procedure (AC2.2) | Rescind | All procedure clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Assessment Policy and Procedure</i> Process elements to be extracted and retained for the development of future process and guidelines. |
| Assessment of Prior Learning Procedure (AC2.3) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Credit Recognition Procedure (AC2.4) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Student Appeals Procedure (AC2.6) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Admission and Enrolment Procedures (AC6.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> |
| Ākonga Complaints Procedure (8.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Academic Complaints Procedure (AC8.1.1) | Rescind | All clauses replaced by MIT&Unitec <i>Student Regulations</i> and MIT&Unitec <i>Student Concerns, Complaints and Appeals Procedure</i> |
| Assessment and Grading Procedure (AC2.1) | Retained with major changes | Retain for Unitec and NZIST legacy programmes until programme regulations have been approved to be changed with NZQA. Changes have been made throughout to clarify that this procedure only applies to Unitec and NZIST legacy programmes. Add (Unitec) to title. Removal of those clauses which are now covered elsewhere (such as MIT&Unitec <i>Student Regulations</i>) |

| | | |
|--|-----------------------------|--|
| | | Modify nomenclature to align with new standards throughout. |
| Examination Regulations (AC2.5) | Retained with major changes | Retained for the conduct of examinations at Unitec. Removal of those clauses which are now covered elsewhere (such as MIT&Unitec <i>Student Regulations</i>) Links and references to regulations and policy added. Add (Unitec) to title. Modify nomenclature to align with new standards throughout. |
| Suspension and Withdrawal of Academic Provision Procedure (AC1.10) | Retained with minor changes | Retain until publication of replacement MIT&Unitec <i>Procedures for the Closure of Programmes, Qualifications, Micro-credentials and Short Courses</i> . Add (Unitec) to title. Modify nomenclature to align with new standards throughout. |
| Academic Integrity Procedure (AC2.8) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to see if this should be extended to all Undergraduate Degree Programmes across MIT&Unitec. |
| Senior Scholar Award Procedure (AC3.1) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to see if this should be extended to all Undergraduate Degree Programmes across MIT&Unitec. |
| Award of Honorary Degree Procedure (AC3.2) | Retained with minor changes | Add (Unitec) to title. Modify nomenclature to align with new standards throughout. Consult to confirm that procedure is fit for use by whole institute. |

Next Steps

Communicate the changes to Unitec staff.

As new MIT&Unitec policy and procedure are finalised, the remaining legacy Unitec policy and procedure will be evaluated to determine when they can be rescinded.

Undertake a project of making changes to Unitec legacy programme regulations with NZQA to enable alignment with MIT&Unitec student regulations. Undertake changes where allowed for NZIST programmes also.

Any Unitec legacy policy or procedures that is not immediately replaced with a new MIT&Unitec one will be referred for consultation to establish if it is required to be retained, and whether it may be adapted for the whole if MIT&Unitec.

Attachments

Proposed Assessment and Grading Procedure (Unitec) (AC2.2) marked-up with changes

Proposed Assessment and Grading Procedure (Unitec) (AC2.2) clean version

Proposed Suspension and Withdrawal of Academic Provision Procedure (AC1.10) marked-up with changes

Proposed Suspension and Withdrawal of Academic Provision Procedure (AC1.10) clean version

Proposed Academic Integrity Procedure (AC2.8) marked-up with changes



Proposed Academic Integrity Procedure (AC2.8) clean version

Proposed Senior Scholar Award Procedure (AC3.1) marked-up with changes

Proposed Senior Scholar Award Procedure (AC3.1) clean version

Proposed Award of Honorary Degree Procedure (AC3.2) marked-up with changes

Proposed Award of Honorary Degree Procedure (AC3.2) clean version

Proposed Examination Regulations (Unitec) (AC2.5) marked-up with changes

Proposed Examination Regulations (Unitec) (AC2.5) clean version



ACADEMIC INTEGRITY PROCEDURE (Unitec)

This procedure is supplemental to Manukau Institute of Technology and Unitec (MIT&Unitec) Student Regulations and associated policy and procedure.

1. Purpose

To define Academic Integrity at Unitec ~~+ Te Pūkenga~~, and to promote the commitment of its staff and students to maintaining Academic Integrity in the context of rapid expansion of technological tools for content generation.

These ~~procedures-guidelines~~ relate to:

- a. Existing educational practices at Unitec ~~+ Te Pūkenga~~ which require learning and teaching activities to:
 - support educational achievement;
 - foster learner engagement;
 - prepare learners for employment and/or educational pathways.

To achieve in their studies and in employment, ~~ākonga (learners)students~~ require appropriate academic support to understand and apply relevant and appropriate technologies integral to contemporary study and work practices, and guidance to act with integrity in the context of rapidly expanding non-human content production tools.

b. MIT&Unitec Student Misconduct Procedures

~~b.c.~~ Section 4.911.6 and Appendix 1 (Section 3) of the Student ~~Disciplinary Statute~~Regulations.

~~c.d.~~ Te Kawa Maiororo – Te Pūkenga educational regulatory framework Part 6, Assessment, including 6.8 Academic IntegrityRelevant sections of MIT&Unitec Assessment Policy and Procedure.

2. Scope

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society. Academic integrity can be defined as “compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship”¹.

At Unitec ~~+ Te Pūkenga~~ we are committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ~~ākonga (learners)students~~ to the same high standards, and we are committed to providing the policies and resources necessary to support their success as learners, citizens and prospective employees.

Academic integrity practices apply the principle of Whakaritenga - Legitimacy, which requires that academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions. Academic integrity practices also require commitment to and

¹ Foltyněk, T., Bjelobaba, S., Glendinning, I., Khan, Z.R., Santos, R., Pavletic, P., & Kravjar, J. (2023). ENAI Recommendations on the ethical use of Artificial Intelligence in Education, p. 2, citing Tauginienė et al, 2018. Retrieved from <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4>, May 2, 2023.

support for the range of literacies needed by ~~ākonga~~students, including digital literacy incorporating ethics and critical evaluation skills, so they are equipped to submit authentic work and succeed in learning and employment in verifiable ways.

3. Procedural Statements

3.1 Core Values

1. Academic integrity encompasses intellectual honesty with regard to the use of information and technological tools for content generation, in the pursuit of knowledge and understanding. It implies a commitment to the following core values:
 - a. Honesty: An Academic Community of Integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service
 - b. Trust: An Academic Community of Integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
 - c. Fairness: An Academic Community of Integrity establishes clear standards, practices and procedures and expects fairness in the interactions of learners, teachers and administrators.
 - d. Respect: An Academic Community of Integrity recognises the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
 - f. Responsibility: An Academic Community of Integrity upholds personal accountability and depends upon action in the face of wrongdoing.

3.2 Key Principles

1. Therefore, the key principles of this procedure² are that Unitec ~~Te Pūkenga~~:
 - a. Requires all its ~~ākonga (learners)~~students and ~~kaimahi~~staff to undertake their academic work with Academic Integrity
 - b. Encourages all its ~~kaimahi (staff)~~ and ~~ākonga (learners)~~students to engage in educational opportunities available, to understand and stay up to date with the expectations and standards that support Academic Integrity
 - c. Offers a range of approaches to educating its ~~ākonga (learners)~~students and ~~kaimahi~~staff to practise Academic Integrity in their academic work
 - d. Takes consistent and equitable action to deal with alleged Academic Dishonesty by ~~ākonga (learners)~~students by:
 - I. communicating to ~~ākonga (learners)~~students that any piece of academic work they submit can be checked as to its originality and authenticity at any time by Unitec Te Pūkenga using an appropriate process
 - II. implementing a common remedial and penalty framework across Unitec ~~Te Pūkenga~~ through the Student ~~Disciplinary Statute~~Regulations
 - III. establishing and applying appropriate, consistent procedures for detecting and investigating alleged Academic Dishonesty, and
 - IV. communicating the disciplinary appeal process;
 - e. Takes consistent and equitable action through the Unitec ~~Te Pūkenga~~ Code of Conduct to deal with alleged Academic Dishonesty by ~~kaimahi~~staff (staff).
2. With reference to Generative Artificial Intelligence outputs (for example, those from text generators, image generators, translators), academic integrity in learning, teaching, and assessment at Unitec ~~Te Pūkenga~~ will be maintained according to the following principles:
 - a. Generative Artificial Intelligence (Gen AI) content generation tools are a form of third-party assistance in which assignment work is completed by or outsourced to a third party

² We acknowledge Macquarie University whose policy on Academic Honesty forms the basis of these principles and some procedures. Other organisations whose principles or policies have been referenced are: International Centre for Academic Integrity; Massey University; University of Auckland.

such as a peer, family member, friend, or paid service. Gen AI therefore should not be used to generate answers to summative assessment tasks that are submitted as the learner's own original work without appropriate acknowledgement or attribution.

- b. Use of Generative Artificial Intelligence content generation tools in learning, teaching, and assessment at Unitec ~~Te Pūkenga~~ will be governed in accordance with the following expectations:
 - i. TRANSPARENCY
Unitec ~~Te Pūkenga~~ assessment instructions for ~~ākonga-students~~ will be clear and transparent about appropriate and ethical use of Artificial Intelligence (AI) according to the context of the relevant profession or industry, and specifically permitted and prohibited uses of AI, including Generative AI tools and technology in learning, teaching, and assessment for the course.
 - ii. PERMITTED GENERATIVE AI USE
~~Learners-Students~~ may incorporate Generative AI-generated content in submitted assessment work where this is explicitly allowed in the assessment instructions. In such cases, ~~learners-students~~ must clearly and fully disclose and acknowledge both how Gen AI has been used, and the extent to which it has been used, with referencing as appropriate following published conventions.
 - iii. PROHIBITED GENERATIVE AI USE
The submission of AI-generated content in formal submitted assessment work is prohibited and must not be included unless expressly permitted (see item ii above).
 - iv. EVIDENCE OF WORK
~~Learners-Students~~ may be expected to provide a range of evidence of their assessment work in relation to any learning outcomes. This may include discussion of their assessment submission with their teacher, a declaration by the learner regarding use of AI tools or technology in any work submitted for assessment, or other forms of evidence such as links to ChatGPT conversation (prompts and responses).
 - v. DISCIPLINARY ACTION
Inappropriate use of Generative AI in any assessment submission, contrary to the above principles, may constitute prohibited conduct as set out in the Student ~~Disciplinary Statute~~[Regulations](#) and may result in investigation.

3.3 Engagement with Staff ~~/Kaimahi~~ and ~~Learners-/~~[ĀkongaStudents](#)

1. Unitec ~~Te Pūkenga~~ will engage ~~kaimahistaff~~ and ~~ākonga (learners)students~~ by:
 - a. Using appropriate mechanisms to advise ~~kaimahistaff~~ and ~~ākonga (learners)students~~ of this procedure;
 - b. Developing educational strategies to promote Academic Integrity;
 - c. Developing strategies that reduce opportunities for Academic Dishonesty;
 - d. Designing strategies to increase learner engagement with their study and their ability to submit their own work, and
 - e. Reviewing these strategies at appropriate intervals.
2. Unitec ~~Te Pūkenga~~ shall be entitled to initiate disciplinary procedures if a Unitec ~~Te Pūkenga~~ ~~studentlearner~~ or ~~kaimahistaff~~ member breaches this procedure.

4. Associated Procedures

1. All cases of alleged Academic Dishonesty by ~~ākonga (learners)students~~ will be dealt with under the provisions of the ~~Unitec Te Pūkenga~~ Student [Regulations and associated procedures-Disciplinary Statute](#).
2. All cases of alleged Academic Dishonesty by ~~kaimahistaff~~ will be dealt with under the provisions of the Unitec ~~Te Pūkenga~~ Code of Conduct and the Disciplinary Policy and Procedures.

Documentation associated with this procedure includes:

1. [MIT&Unitec Student Regulations and associated policy and procedure Te Kawa Māiororo – Te Pūkenga educational regulatory framework Part 6, Assessment, including 6.8 Academic Integrity.](#)
2. Guidelines and support for ~~ākonga (learners)~~students can be found as follows:
 - a. Academic Integrity: <https://moodle.unitec.ac.nz/course/view.php?id=4432>
 - b. Academic Integrity: <https://www.unitec.ac.nz/current-students/study-support/academic-integrity>
3. Guidelines for ~~kaimahi~~staff (staff) can be found as follows:
 - [E-cheating awareness](#)
 - [Chat GPT and Generative Artificial Intelligence](#)
 - On Te Aka – Te Korowai Kahurangi ~~Kaimahi~~Staff support pages: [Plagiarism and Academic Misconduct](#) [Preventing Plagiarism](#).

5. Responsibilities

In addition, Te Komiti Mātauranga | Academic Committee delegates the following authorities:

| Authority | Responsibilities | Required Endorsements |
|---|--|-----------------------|
| Director Te Korowai Kahurangi | Maintain Unitec Student Disciplinary Statute Register | |
| Heads of School and other relevant managers | Ensuring that all staff members in their department are familiar with their responsibilities under this procedure. | |
| Teachers - Kaiako | Submit a report with the allegation of Prohibited Conduct against the Student/s in writing to the relevant Head of School (HoS) or Academic Programme Manager (APM), or other relevant manager | |
| Heads of School and other relevant managers | Investigate any allegation of Prohibited Conduct under the terms of the Student Misconduct Procedure Disciplinary Statute . | |

6. Definitions

Academic integrity

Compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship.

Artificial intelligence

The simulation of human intelligence processed by machines or computer systems. It includes the ability of a computer, or a robot or software controlled by a computer, to do tasks that are usually done by humans because they require human intelligence and discernment, such as the ability to reason, discover meaning, generalize, or learn from past experiences.

Assessment

The process of judging how effectively learning is occurring through a process of generating and collecting evidence of a learner’s attainment of knowledge and skills and comparing that evidence against the assessment criteria.

Assessment criteria

Statements that describe how learner performance in relation to the stated learning outcomes will be recognised.

Evidence

Materials provided by a learner as proof of their competence against specific learning outcomes.

Gen AI - Generative Artificial Intelligence

ChatGPT and similar generative artificial intelligence tools are natural language processing tools that produce human-sounding text in many different forms. Although they 'speak' authoritatively, GAITs are unable to think, reason, experience emotions, or create new information, and can produce errors³.

Learning outcomes

Statements of the knowledge, skills, and aptitudes that ~~ākonga (learners)~~students are expected to demonstrate as a result of successfully completing a course of learning. Learning outcomes are usually stated in terms of observable and/or measurable behaviour.

Third party assistance

People you ask for help, other than your lecturers or tutors. Third parties may be fellow ~~ākonga (learners)~~students, reading groups, friends, parents, Libraries and Learning Services, or professional editing services.

7. Reference Documents

- ~~Student Disciplinary Statute~~[MIT&Unitec Student Regulations](#)
- [MIT&Unitec Student Misconduct Procedures](#)
- [Unitec Code of Conduct](#)

8. Document Details

| | | |
|------------------------------|---|--|
| Version number | 1.23 | |
| Issue Date | 10th July 2023 XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | October 2018 | Reformatted into new structure |
| | January 2021 | Update nomenclature Changed from a Policy to Procedure |
| | June 2023 | Language revised for Te Pūkenga context |
| | Stakeholders consulted: Te Puna Ako, Kaiako, Te Korowai Kahurangi, Rangahau and Research, ākonga, Learner Support and Library | New section on Generative Artificial Intelligence Expanded list of definitions |
| 3 rd October 2023 | Further stakeholder feedback highlighted need for clarification | Wording of section 3.2 (2) on page 3, items ii and iii, tightened in regard to prohibited use (submission of AI content as learner's own work) |

XX February 2026Minor changes: Add (Unitec) to title.
Nomenclature changes

| | |
|---------------------|--|
| Approval authority | Te Komiti Mātauranga Academic Committee |
| Date of Approval | 29 th June 2023 |
| Procedure Sponsor | Te Komiti Mātauranga Academic Committee |
| Procedure Owner | Professor Martin Carroll, DCE Academic Unitec and MIT; Chair, Te Komiti Mātauranga |
| Contact Person | Manager, Te Puna Ako |
| Date of Next Review | |



ASSESSMENT AND GRADING PROCEDURES (Unitec) for Legacy Programmes

This procedure is supplemental to ~~Te Kawa Maioorooro, Te Pūkenga's Educational Regulatory Framework and Te Pūkenga~~ Manukau Institute of Technology and Unitec (MIT&Unitec) – Student Regulations and Assessment Policy and Procedure. ~~Te Kawa Maioorooro sets. The Student Regulations set~~ out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at ~~Te Pūkenga. As and when finalised, Te Pūkenga will publish policies and procedures that are intended to sit underneath Te Kawa Maioorooro and prescribe detailed requirements.~~ MIT&Unitec.

~~In the meantime, pursuant to Te Pūkenga Transitioning (Grandparenting) Former Subsidiary and Business Division Policies, the regulations, policies, and procedures of the former subsidiaries apply unless there is a national regulation or policy in place. Accordingly, where~~ Where a specific matter is not addressed within ~~Te Kawa Maioorooro~~ the Student Regulations or relevant other ~~Te Pūkenga~~ MIT&Unitec Policies, this procedure is intended to prescribe the requirements that are specific to ~~the Unitec business division~~ Unitec and New Zealand Institute of Skills and Technology (NZIST) (formerly known as Te Pūkenga) legacy programmes.

~~To the extent that there is any conflict or inconsistency between any of Unitec's policies or procedures and Te Kawa Maioorooro or other Te Pūkenga national policies, Te Pūkenga's, Te Kawa Maioorooro and national policies shall prevail and have priority.~~

Assessment and Grading arrangements for Unitec legacy programmes are specified in Programme Regulations. For NZIST legacy programmes these arrangements are referenced in Programme Regulations as deriving from Te Kawa Maioorooro | NZIST Educational Regulatory Framework.

This procedure will cease to apply to a programme once approval has been gained to update the Programme Regulations to align with MIT&Unitec Policy, Procedure and Student Regulations.

1. Purpose

This procedure outlines the ~~Unitec | Te Pūkenga~~ Grading Systems to be used for legacy ~~Unitec (legacy)~~ programmes as specified in Programme Regulations. It provides guidance for, course credit approval requirements, and provides procedures for the implementation of assessment related regulations from Te Kawa Maioorooro for leacy programmes.

2. Scope

This procedure applies to all legacy programmes, micro-credentials, short courses and the courses and summative assessments thereof.

This procedure must be read in conjunction with the following, ~~which are available on the policy pages on Te Aka | The Nest:~~

- MIT&Unitec Student Regulations
- MIT&Unitec Assessment Policy and Procedure
- MIT&Unitec Delegations Register
- MIT&Unitec Student Concerns, Complaints and Appeals Procedures
- Te Kawa Maioorooro | Te Pūkenga NZIST Educational Regulatory Framework ~~-(for legacy NZIST Unified Programmes)~~

- [Te Pūkenga NZIST Assessment Policy for legacy NZIST unified Programmes](#)
- Delegated Authorities from Te Kawa Maiooro.
- ~~AC 2.8 Academic Integrity Procedure~~
- ~~Unitec Ākonga Complaint Procedure~~

3. Grading Systems

~~The grading system for Te Pūkenga unified programmes (including Micro-credentials) are detailed in Te Kawa Maiooro (section 6).~~

The grading system for Unitec (legacy) programmes is detailed below.

[The grading system for NZIST legacy unified programmes are detailed in Te Kawa Maiooro \(section 6\).](#)

3.1 Grading systems [for Unitec legacy programmes](#)

- 1) Course results from the grading systems specified below are awarded on the basis of criteria approved by [Te Komiti Mātauranga](#) – Academic Committee, [Te Pūkenga](#) and relevant external agencies and set out in the approved *Programme Regulations*.
- 2) If any portion of a summative assessment has been estimated, the final grade will be an estimated grade, and annotated “#” on the [ākonga’s students’ Academic Record](#).
- 3) If [an ākonga student](#) has completed all summative assessments, the final grade will be recorded without annotation.
- 4) An asterisk (*) below indicates the corresponding grade table on the Academic Transcript.
- 5) Competency-based assessment (CBA) system:
 - a. In courses in which a CBA system is used, programmes and courses will designate one of the following options to specify results:

i. CBA4 (4 point) (UCB4*)

| | | |
|----|-----------------|-------------------|
| E | Excellence Pass | Credits Earned |
| M | Merit Pass | Credits Earned |
| A | Achieved Pass | Credits Earned |
| NA | Not Achieved | No Credits Earned |

ii. CBA3 (3 point) (UCB3*)

| | | |
|----|-------------------|-------------------|
| M | Merit Pass | Credits Earned |
| P | Achieved Pass | Credits Earned |
| NC | Not Yet Competent | No Credits Earned |

iii. CBA2 (2 point) (UCB2*)

| | | |
|----|-------------------|-------------------|
| C | Achieved Pass | Credits Earned |
| NC | Not Yet Competent | No Credits Earned |

6) Achievement-based assessment (ABA) system:

- a. In courses in which a four-point ABA system is used, results shall be specified as follows (UA4*):

| | | |
|---|-----------------------|----------------|
| A | Pass with distinction | Credits Earned |
| B | Pass with merit | Credits Earned |
| C | Pass | Credits Earned |

| | | |
|---|------|-------------------|
| D | Fail | No Credits Earned |
|---|------|-------------------|

- 7) Except as otherwise approved by ~~Te Komiti Mātauranga~~ Academic Committee, degree-level courses (Level 7-9) shall, and other courses may, use an 11-point ABA system; results shall be specified as follows (UA11*):

| | | | |
|----|-------------|-------------------|----------|
| A+ | Distinction | Credits Earned | 90 – 100 |
| A | Distinction | Credits Earned | 85 – 89 |
| A- | Distinction | Credits Earned | 80 – 84 |
| B+ | Merit | Credits Earned | 75 – 79 |
| B | Merit | Credits Earned | 70 – 74 |
| B- | Merit | Credits Earned | 65 – 69 |
| C+ | Pass | Credits Earned | 60 – 64 |
| C | Pass | Credits Earned | 55 – 59 |
| C- | Pass | Credits Earned | 50 – 54 |
| D | Fail | No Credits Earned | 40 – 49 |
| E | Fail | No Credits Earned | 0 – 39 |

- 8) Level 10 theses may only be awarded a “Pass” or “Fail” grade (UTH*).
- 9) Attendance based assessment (ATT) system. The following options will specify results (UATT*):

| | | |
|----|--------------|-------------------|
| A | Attended | No Credits Earned |
| NA | Not Attended | No Credits Earned |

3.2 Administrative Grades –for Unitec legacy Programmes

The following administrative grades are used and may be awarded to ~~ākongastudents~~ in the circumstances identified below; where any grades lead to the accumulation of credits toward the programme, the administrative grade listed will identify that credits are “earned” or “not earned”.

- **Credit Recognition (CR):** credit earned through cross-credit from another qualification and/or via Recognition of Prior Learning. Credits earned.
- **Continuing (CTG):** for any course that runs for more than one semester where the final summative assessment has not yet occurred. No credits earned.
- **Deferred (DEF/GP):** where a student can, with the approval of the Programme Committee (PAQC₇), complete an assessment beyond the scheduled date.
Unless an exception to this is approved by the Programme Committee (PAQC₇), any Deferred Grade remaining on a student’s record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled.
- **Did Not Complete (DNC):** recorded if a student has either withdrawn after 80 per cent of the scheduled course duration or they have not attempted a compulsory item of assessment within a course. No credits earned.
- **Student Exchange (ES):** a holding grade where a student has completed an approved inter-institutional exchange. A result of CR or DNC must replace this grade no later than a year after the end of the course. ES grades have no credit earned.
- **No Grade Associated (NGA):** course assessment and reporting of results is carried out by an external agency. No credits earned.
- **Withdrawn (W/WD):** recorded if a student withdraws from a course after 10 per cent of the scheduled course duration and up to, or at, the date at which 80 per cent of the

scheduled course has passed. No credits earned.

- **Restricted Pass (R):** recorded if a student is awarded a restricted pass for a course (see below). Credits earned.
- **Estimated Grade (#):** (3.1.2 above). Credits earned.
- **Attendance Grade (ATT):** recorded for courses with no formal assessment but for which a certificate of attendance or completion is issued.

3.3 Restricted Pass– Unitec **Legacy** Programmes

- 1) ~~A-The conditions for a “Restricted Pass” for a Unitec (legacy) programme is described in Programme Regulations. Restricted Pass is similar to, but not the same as, a ‘conceded pass’ under Student Regulations or an ‘aegrotat’ under Te Kawa Maiororo.~~
- 2) ~~The PAQC has the discretion to award a Restricted Pass instead of ‘D’ in the range 45%–49% to an ākonga whose narrow fail in a course has been compensated by good grades in their other courses in the same programme.~~
- 3) ~~The conditions that apply to a restricted pass shall be included in the relevant Programme Regulations.~~
- 4) ~~An ākonga may decline the award of a restricted pass by notifying the Head of School in writing not later than 20 working days from receipt of the results.~~
- 5) ~~The relevant PAQC may, at its discretion, approve the use of a restricted pass to meet the pre-requisite requirements of another course or programme.~~

4. Assessment related procedures

4.1 Use of Artificial Intelligence for Assessment

- 1) The use of Generative Artificial Intelligence (Gen AI) to determine the outcome of students’ summative assessment (e.g., assessing / marking students’ work, post moderating assessed work, check marking, assessing RPL applications, etc.) is strictly prohibited except with the written permission of the DCE Academic.

4.2 Assessment Result reporting

- 1) ~~Summative assessment feedback must be provided within 15 working days of assessment submission or students notified where this is not possible. In addition to the requirements set out in Te Kawa Maiororo (section 7.8 Notification of assessment results), all All assessment results must be entered into Unitec’s grade management system (i.e., PeopleSoft’s Gradebook) as soon as practicable following the marking of ākonga student assessments.~~

4.3 Access to Marked Assessments

- 1) Access to marked assessments is governed by Student Regulations or Te Kawa Maiororo (section 7.9 Access to marked assessments) where specified in Programme Regulations.
- 2) Access to Examinations is governed by the Unitec Examination Regulations as per Te Kawa Maiororo (section 7.4 Conduct of examinations)

4.4 Assessment Concessions ~~(formerly Affected Performance Considerations)~~

- 1) ~~This-The Assessment Concession process is noted in Programme Regulations and aligns with Student Regulations (section 11.5) and Te Kawa Maiororo (section 7.6). replaces the extant Affected Performance Considerations (APC) process referenced throughout Unitec Programme Regulations.~~
- 2) ~~Assessment Concessions requirements are outlined in Te Kawa Maiororo (section 7.6) and apply to all summative assessments. The procedure outlined below applies when ākonga are unable to complete a summative assessment or where ākonga’s performance in or preparation for an assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events (i.e., exceptional circumstances).~~
- 3) ~~The Assessment Concession procedure will operate as follows:~~
 - a) ~~Ākonga request an Assessment Concession by completing the relevant form and providing any supporting information. If ākonga are unable to complete the form, this may be done on their behalf with their agreement of what is submitted.~~

- i. Applications for Assessment Concessions must be:
 - submitted within five working days of the assessment due date. In exceptional circumstances the delegated authority may accept Assessment Concession applications after the assessment due date; and
 - supported by:
 - a description of the impact of the situation leading the application
 - relevant evidence (e.g., doctor's certificate).
- b) The outcome of an Assessment Concession application will be determined by the delegated authority in accordance with Te Kawa Maiorooro (section 7.6), and may include:
 - i. An extension to the assessment deadline
 - ii. Alternative assessment arrangements
 - iii. A resit or resubmission
 - iv. An Aegrotat (or equivalent grade)
- c) Assessment Concession applications and their outcomes will be recorded and retained.
- d) The outcome of an Assessment Concession application shall be notified to ākonga in writing, normally within five working days of the application being made. Where more than five working days is required by the delegated authority to determine an outcome, ākonga will be informed, and an update provided at least every five working days.
- e) Detailed guidance for:
 - ākonga will be made available on the Unitec website.
 - kaimahī staff will be made available on the Unitec intranet.
- f) Ākonga who are dissatisfied with the outcome of an Assessment Concession application may raise a concern or complaint following *Te Pukenga Ākonga Concerns and Complaints Policy*.

4.5 Variations to Assessment

Variations to assessment include *Assessment Extensions*, *Alternative Arrangements for Assessments*, and the *Resit or Resubmission* of assessment tasks. These Procedures for each procedure are detailed for legacy Unitec programmes in *Programme Regulations* support the implementation of or for NZIST Programmes in Te Kawa Maiorooro (Section 7.5 *Variations to assessment*) where specified in *Programme Regulations*.

4.5.1 Assessment Extensions

- 1) All applications for an assessment extension must be made prior to the assessment due date.

Extensions prior to the course end date

- 2) Applications for an assessment extension prior to the course end date must be made in writing (i.e., via email) to the kaiako of the course.
- 3) Applications may be made on behalf of the ākonga with the permission of the ākonga.
- 4) Kaiako may grant an application of up to five calendar days at their discretion.
- 5) Applications for assessment extensions beyond a five-day period may be approved by kaiako following consultation with the Programme Coordinator (or equivalent) for up to a maximum of 15 calendar days.
- 6) Ākonga must provide evidence to support any extension request which goes beyond the five-calendar day period.
- 7) Where an extension to an assessment is granted which goes beyond the date of the return of marked assessments to other ākonga in the class, kaimahī staff may set an alternative assessment to ensure the integrity of the assessment process.

- ~~8) The approval of all assessment extensions, detailing the approved extension timeframe, must be confirmed in writing to the ākonga and retained by the kaiako.~~

~~*Extensions beyond the course end date*~~

- ~~9) Ākonga who wish to apply for an assessment extension beyond the course end date must use the [Assessment Concession](#) process.~~
- ~~10) Assessment Extensions beyond the course end date are approved by the relevant delegated authority.~~
- ~~11) Extensions beyond the course end date may only be approved for a maximum of three months, unless exceptional circumstances apply.~~
- ~~12) Exceptional circumstances are considered and approved by the delegated authority, following a request from the Academic Programme Manager.~~
- ~~13) Where an assessment extension is approved beyond the course end date, the PAQC will approve a DEF/GP grade at the time of grade ratification, recording the reason for the extension and the due date for a final grade to be approved.~~
- ~~14) Where an extension to an assessment is granted which goes beyond the date of the return of marked assessments to other ākonga in the class, [kaimahi staff](#) may set an alternative assessment to ensure the integrity of the assessment process.~~
- ~~15) If the assessment is not submitted by the extended due date, a DNC (or equivalent fail grade) will be awarded for the assessment, without further consultation.~~
- ~~16) Following the submission of the assessment or the expiration of the date to provide the late assessments, the PAQC will award the appropriate course grade.~~

4.5.2.1 Alternative Arrangements for Assessments

- 1) Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include:
 - an alternative assessment that meets the same learning outcomes; or
 - an alternative assessment time and/or location.
- 2) [Ākonga Students](#) who have a particular need (e.g., a temporary or permanent disability or impairment) or an exceptional circumstance may request alternative arrangements for their assessments in keeping with this procedure.
- 3) Requests for alternative arrangements should be made as soon as possible and at least two weeks prior to the assessment due date.
- 4) For examinations, Access4Success will work with the examinations office to directly support [ākongastudents](#) and [kaimahi staff](#) to implement approved alternative arrangements for examinations.
- 5) For all other assessments (excluding examinations), support for [ākongastudents](#) will be provided by [kaiako designated staff](#). Access4Success will support where possible.
- 6) Alternative arrangements must be approved by the relevant Delegated Authority.
- 7) The outcome of any application for alternative arrangements for assessments must be communicated to [ākongastudents](#) in writing, normally within five working days of the application being made, and a record retained.
- 8) If [ākongastudents](#) are dissatisfied with the outcome decision, they may raise a concern and/or submit a complaint in accordance with [MIT&Unitec Student Concerns, Complaints and Appeals Procedures](#) or Te Pūkenga Ākonga Concerns and Complaints Policy.

[Ākonga Students](#) with permanent disabilities or impairment

- 9) [Ākonga Students](#) who have a permanent disability must register with Access4Success as soon as practicable and no less than two weeks prior to the assessment.
- 10) The need for [ākongastudents](#) with permanent disabilities to make repeated applications for alternative examination arrangements will be minimised where practicable.

[Ākonga Students](#) with temporary disabilities or impairment

- 11) [ĀkongaStudents](#) who have a temporary disability or impairment and who wish to apply for an alternative assessment must follow the Assessment Concession process.
- 12) Where there is any doubt about making or applying for alternative arrangements for assessment, advice may be sought from Student Success.
- 13) Where alternative arrangements include the use of alternative forms of assessment, the assessment used for the alternative assessment must provide an equitable experience and comply with relevant quality assurance arrangements, including moderation.
- 14) Additional guidance for:
 - [ākongastudents](#) will be made available on the Unitec website.
 - [kaimahistaff](#) will be made available on the Unitec intranet.

~~4.5.3 Resit and Resubmission (of assessments)~~

- ~~1) A Resit or Resubmission of an assessment may be granted to ākonga in accordance with Te Kawa Maiorooro (Section 7.5 Variations to assessment, paragraph (3) Resits or resubmission of assessment tasks) unless otherwise stated in the programme regulations or other programme/course related information provided to ākonga.~~

4.5.4.2 Reconsideration of Assessment Decisions

- 1) Reconsideration of assessment decisions are governed by [MIT&Unitec Student Regulations \(section 14.3\)](#) or Te Kawa Maiorooro (section 7.18 *Reconsideration of Assessment Decisions*) where specified in *Programme Regulations*.
- 2) [ĀkongaStudents](#) who believe their mark or grade for an assessment is incorrect should first discuss this with their kaiako or learning advisor within five working days of the return of assessment.
- 3) [ĀkongaStudents](#) who, following a discussion with their kaiako, still believe their assessment mark or grade is incorrect may submit a *Grade Reconsideration form* within ten (10) working days of the return of the assessment or of the grade being released in accordance with [MIT&Unitec Student Concerns, Complaints and Appeals Procedures](#) or [NZIST Ākonga Concerns and Complaints Policy](#) [Te Pūkenga Ākonga Concerns and Complaints Policy](#) and [Unitec's Ākonga Complaints Procedure](#)
- 4) Applications for reconsideration will be acknowledged in writing within three (3) working days of receipt.
- 5) Where an application is declined, the rationale for the decision must be communicated in writing.
- 6) Where an application is accepted, the Delegated Authority may investigate, or appoint someone to investigate, and report their findings to the Delegated Authority.
- 7) The outcome from the investigation must be communicated in writing to [ākongastudent](#), and may include:
 - a recount,
 - a re-mark,
 - reconsideration or review of evidence,
 - reassessment, or
 - no action.
- 8) The outcome of a reconsideration may result in:
 - no change to the assessment mark; or
 - an increase in the mark.
- 9) Where [ĀkongaStudent](#) do not agree with the outcome, they may appeal that decision following the procedures set out in the [MIT&Unitec Student Concerns, Complaints and Appeals Procedures](#) or [NZIST Ākonga Appeals Policy](#).

4.6 Course Outcomes

4.6.1 Course results

- 1) Credit will be granted to [ākongastudents](#) on the basis of outcomes achieved through approved assessments for a course.
- 2) In accordance with Te Kawa Maiororo (~~sections 7.12 Approval of final course and programme results and outcomes and 7.13 Notification of final course or programme outcomes~~) final course results must be approved by the Delegated Authority prior to the release of the final course grades to [ākongastudents](#).
- 3) Where a final course grade cannot be confirmed, a DEF/GP grade must be entered. For any DEF/GP grade approved by the Delegated Authority, the Delegated Authority must:
 - Record a reason for the DEF/GP grade in the minutes and in the Grade Management System (i.e., GradeBook)
 - Confirm a timeframe for the resolution of the final grade.
- 4) DEF/GP grades can only be approved for a maximum of three months from the course end date, unless additional authority is granted by the Delegated Authority.
- 5) Where the timeframe to resolve a final grade has passed, the grade the [ākongastudent](#) would otherwise be entitled to shall be awarded.
- 6) Final grades must be approved and released to [ākongastudents](#) within 15 working days of the course end date unless otherwise stated in programme information.

4.6.2 Reconsideration of Course Final Grade

- 1) Reconsideration of course final grades are governed by Te Kawa Maiororo (~~section 7.19 Reconsideration of Course Final Grade~~)
- 2) Applications for Reconsideration of Course Final Grade must follow the complaints process set out in [Te Pūkenga NZIST Ākonga Concerns and Complaints Policy](#) and [Unitec's Ākonga Complaints Procedure](#)
- 3) [ĀkongaStudent](#) who, following a discussion with their kaiako, still believe their course grade is incorrect may submit a *Grade Reconsideration form* within ten (10) working days of their Course Final Grade being released in accordance with [Te Pūkenga NZIST ĀkongaStudent Concerns and Complaints Policy](#).
- 4) [ĀkongaStudent](#) must clearly state the grounds for reconsideration, which may include:
 - a. an irregularity in the conduct of summative assessment
 - b. an irregularity in the results reporting and approval process
- 5) Applications for reconsideration will be acknowledged in writing within three (3) working days of receipt.
- 6) Where an application is declined, the rationale for the decision must be communicated in writing.
- 7) Where an application is accepted, the Delegated Authority will appoint an investigator from another School.
- 8) Following the investigation, the Delegated Authority must make a determination based on the investigation.
- 10) The outcome from the investigation must be communicated in writing to [ākongastudent](#), and may include:
 - A reconsideration of one or more assessment grades
 - A reconsideration of assessment evidence from one or more assessments
 - An amendment of the final grade
 - No change.
- 9) Where the outcome is a change of a course final grade, the change must be actioned through the Change of Grade process and the [Programme Committee \(PAQC\)](#) advised of the change and the reason for the change.
- 10) Where [ĀkongaStudents](#) do not agree with the outcome, they may submit an appeal following the procedures set out in the [MIT&Unitec Student Concerns, Complaints and Appeals Procedures or NZIST Ākonga Appeals Policy](#).

4.6.3 Reassessment opportunities (for courses)

- 1) [Reassessment opportunities are detailed for legacy Unitec programmes in Programme](#)

- Regulations or for NZIST Programmes in Te Kawa Maiororo (section 7.14 Reassessment opportunities) where specified in Programme Regulations. sets out that, unless otherwise specified in the programme regulations, Programme Committees [PAQCs] hold the delegated authority to offer ākonga who have gained a failing grade in a course with a mark of 40% or more, or who have failed to achieve all the learning outcomes or meet all competency-based assessment requirements, with one opportunity to undertake a reassessment of the course.
- 2) The timeframes and process as outlined in Te Kawa Maiororo (7.14) must be followed:
- Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako but before the course grade is approved by the Programme Committee.
 - The reassessment must take place within one month of the course end date.
 - Ākonga passing the reassessment will gain the minimum passing grade available for the course.
- 3) Ākonga are not able to apply for a Reassessment Opportunity. Only the Delegated Authority may determine whether a Reassessment Opportunity may be offered to an ākonga.

PAQC Responsibilities

- 4) The decision to offer a reassessment opportunity is made by the PAQC following a written report with recommendation from the kaiako teaching on the course.
- 5) The written report must provide an explanation for the kaiako recommendation. The report must take into consideration:-

The Programme

- a.—any professional or regulatory body requirements or restrictions
- b.—any programme specific restrictions as detailed in the programme regulations, programme handbook or in the relevant course outline
- c.—the complexity of the assessments in the course (i.e., group assessments, examinations, work-based assessment, etc.)
- d.—the practicality of meeting the timeframes stated in Te Kawa Maiororo (see 10) below)

The Ākonga

- e.—any personal circumstances known to the kaiako
 - f.—other recent course results (i.e., within the current and prior two semesters)
 - g.—engagement in learning and assessment throughout the course
 - h.—any circumstances which have led to the failure to achieve all the learning outcomes
 - i.—whether the ākonga has already:
 - i.—had the opportunity to resit or resubmit one or more assessments within the course (in accordance with Te Kawa Maiororo 7.5 Variations to Assessment and section 4.4 Variations to Assessment of this procedure) even if this opportunity has not been availed of;
 - ii.—applied for an assessment concession for any assessments within the course (see 4.3 Assessment Concessions (formerly Affected Performance Considerations) above);
 - iii.—has been awarded, or is being considered for, a Conceded or Restricted Pass
- 6) In determining whether to approve a course reassessment opportunity the PAQC must:
- a.—consider the report and kaiako recommendation, including aspects noted in this section of this procedure
 - b.—ensure consistency with any prior decisions of a similar nature
 - c.—not be influenced by the mahi required by kaimahi to create and quality assure the assessment.
- 7) The assessment developed for the course reassessment opportunity must reflect all failed learning outcomes of the course and their respective weightings. Evidence from previously completed assessments may not be used for the reassessment. The assessment material used for the reassessment must undergo moderation prior to being provided to the ākonga.
- 8) The assessment developer is encouraged to engage with Te Puna Ako to support the development of the assessment.
- 9) Where a reassessment opportunity is offered to ākonga, the PAQC must award a GP/DEF grade

~~(if required) until such time as the outcome of the reassessment opportunity is known.~~

~~10) The timeframes and process as outlined in Te Kawa Maiooro (7.14) must be followed:~~

- ~~● Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako and before the course grade is approved by the PAQC (or delegated Grade Approval Committee).~~
- ~~● The reassessment must take place within one month of the course end date.~~
- ~~● Ākonga passing the reassessment gain the minimum grade available as a pass for the course.~~
- ~~● A Change of Grade is submitted where relevant.~~

5. Responsibilities

| Role | Responsibilities |
|---|--|
| Teaching Staff & Programme Teams | <ul style="list-style-type: none"> Be familiar with Te Kawa Maiooro and this procedure Ensuring Unitec’s grade management system (i.e., Gradebook) is setup to accurately reflect the assessments in each course Entering assessment results into Unitec’s grade management system (i.e., Gradebook) as soon as practicable following the assessment Designing and maintaining assessments that adhere to these procedures Designing and implementing assessment practices that adhere to these procedures Make marked assessments available in line with these procedures |
| Te Komiti o ngā Hotaka Programme Academic Quality Committee (PAQC) | <ul style="list-style-type: none"> Approve the awarding of course grades to ākongastudent Review and make decisions related to applications for Assessment Concessions Approve awarding of ‘restricted pass’ grades to ākongastudent |
| Relevant Delegated Authority | <ul style="list-style-type: none"> Be familiar with the delegations relevant to this procedure as detailed in the “Academic Delegations Register” |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> Publish course results for ākongastudent following Programme Committee (PAQC) approval |
| Te Puna Ako | <ul style="list-style-type: none"> Provide guidance, support, and advice around assessment design |

6. Definitions

| | |
|----------------------|--|
| Access4Success | A specialist Unitec team which supports learners with disabilities. |
| Delegated Authority: | The individual, committee, or role holder to whom authority has been granted, as per the Delegations Register. |

7. Reference Documents

- Te Kawa Maiooro | Te Pūkenga Educational Regulatory Framework
- Te Pūkenga Assessment Policy
- Ākonga Concerns and Complaints Policy
- Ākonga Appeals Policy
- Unitec Delegations Register (for list of delegated authorities)
- [Te Pūkenga National Delegations Policy \(and associated Standing Delegations Register\)](#)
- [MIT&Unitec Student Regulations](#)
- [MIT&Unitec Assessment Policy and Procedure](#)
- [MIT&Unitec Delegations Register](#)
- [MIT&Unitec Student Concerns, Complaints and Appeals Procedures](#)

8. Document Details

| | | |
|---------------------------|---|--|
| Version Number | 2.23 | |
| Version Issue Date | 05 November 2025 February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | March 2019 | First edition |
| | January 2021 | Update nomenclature and Affected Performance Consideration |

| | |
|----------------------|---|
| April 2022 | Update 3.4.3.2.5 to reflect updated Academic Complaints procedure |
| July 2022 | Administrative errors |
| August 2023 | Update from v1.4 to 2.0 to align with Te Kawa Maiooro (v23/01) and Te Pūkenga Assessment Policy (v23.2) |
| June 2024 | Update to align with Te Kawa Maiooro (v24/03) |
| November 2024 | Addition of 4.1 AI clause Renumbering to accommodate new clause |
| <u>February 2026</u> | <u>Update to align with MIT&Unitec Policy, Procedure and Student Regulations</u> |

Consultation Scope

| | |
|----------------------------------|---|
| Approval Authority | Te Komiti Mātauranga Academic Committee |
| Original Date of Approval | March 2019 |
| Document Sponsor | DCE, Academic |
| Document Owner | Te Komiti Mātauranga Academic Committee |
| Contact Person | Director, Te Korowai Kahurangi |
| Date of Next Review | November 2025 <u>2026</u> |

Amendment History

| Version | Issue Date | Reason for Revision | Approved by |
|---------|------------|--|----------------|
| 1.1 | 28/03/19 | <p>Section 3.4.1 - Need for flexibility in range of grading systems and to align with other providers. Added Excellence grade step; option for a 2,3, and 4 step CBA; changed terminology from NC (Not Competent) to NA (not Achieved) in 4-point system, and changed CBA3 'Achieved Pass' from an 'A' to a 'P'.</p> <p>Section 3.4.2 - Amended ES grade definition to include that a final grade of CR or DNC must replace this grade within 12 months of end of course. Removed references to 'relevant academic authority' as this is the now the responsibility of the Programme Committee (PAQC-).</p> <p>Section 3.4.4 - Removed references to 'relevant academic authority' as this is the now the responsibility of the Programme Committee (PAQC-).</p> <p>Section 4 – Changed Academic Administration to TKK to reflect post ATOM changes, and changed 'post' to 'publish'.</p> <p>Section 3.4.6.5 – added retention period of</p> | Academic Board |

| | | | |
|---------------------|--------------------------------|---|--|
| | | 12 months for examination booklets, as per Te Pūkenga's Disposal Schedule | |
| 1.2 | 20/01/2021 | Update of nomenclature throughout. Update Special Assessment Circumstance section to align with change made to Affected Performance Consideration. | Te Komiti Mātauranga Academic Committee |
| 1.3 | 23/3/2022 (date of meeting) | Update 3.4.3.2(5) to align with Academic Complaint Procedure | Te Komiti Mātauranga Academic Committee |
| 1.4 | 14/07/2022 | Updated errors: 3.4.1.4. iii CBA2 (2 point) Table Changed Achieved Pass grade from "A" to "C" to be consistent with what students are awarded on their academic transcript 3.4.1.8 Attendance based assessment (ATT) system table Added "No Credits Earned" to two previously blank cells 3.4.2 Estimated Grade (#): Corrected 3.4.1.8 to 3.4.1.2 | Director, Te Korowai Kahurangi |
| 2.0 | 10 August 2023 | Significant change to align with Te Kawa Maiooro and Te Pūkenga Assessment Policy. Change of name | Te Komiti Mātauranga Academic Committee |
| 2.1 | approved 27 June 2024 | Update to align with Te Kawa Maiooro (v24.03), including: - Reconsideration of Assessment Decisions - Reconsideration of Course Final Grade - Reassessment opportunities (for courses) Minor editorial/formatting changes | Te Komiti Mātauranga Academic Committee |
| 2.2 | Approved 05 November 2024 | Addition of new clause : Use of Artificial Intelligence for Assessment Re-numbering to accommodate new clause. | Te Komiti Mātauranga Academic Committee |
| 2.3 | February 2026 | Clarification that procedure only applies to Unitec and NZIST Legacy programmes. Removal of text that is covered in Programme Regulations. Retain clauses not currently described in MIT&Unitec procedure and Student Regulations | Academic Committee |



Award of Honorary Degrees Procedure (Unitec)

Purpose

This procedure outlines the process for the award of honorary degrees.

Scope

An honorary degree (*honoris causa*) may be awarded to any person who has made a distinguished contribution to society and has, or has had, a close connection with MIT&Unitec.

Procedure

1. MIT&Unitec's Board-Council may, at its discretion, confer an honorary degree. Award nominations for the award may be made by:
 - a. members of MIT&Unitec's Executive Leadership Team;
 - b. members of the Professoriate;
 - c. Heads of School; or
 - d. Academic Programme Managers.
2. Upon the graduation of the first cohort of students in a new degree, an honorary degree can be conferred to a person that has made a distinguished contribution to the profession or industry that the degree has been designed to serve, and has supported MIT&Unitec in the introduction of the degree.
3. The MIT&Unitec CouncilBoard may admit persons *honoris causa* to any currently-offered Unitec degree.

1.1 Process

1. Award nominations are made in confidence to the Chair of ~~Te Komiti Mātauranga~~ Academic Committee.
2. The Graduation Office will confer, in confidence, with the: Head of School; Academic Programme Manager; and relevant industry representatives as to the strength of the nomination.
3. If accepted, the Graduation Office will forward the nomination to ~~Te Komiti Mātauranga~~ Academic Committee recommending the degree is awarded and recommends to MIT&Unitec Board-Council the degree is conferred.
4. Upon endorsement from ~~Te Komiti Mātauranga~~ Academic Committee, the Chair of ~~Te Komiti Mātauranga~~ Academic Committee will make a recommendation to MIT&Unitec Board-Council for approval.
5. After the MIT&Unitec Board's-Council's approval, the Chair of ~~Te Komiti Mātauranga~~ Academic Committee will informally approach the nominee(s), as to whether they are likely to accept the honorary degree.

6. Following a positive answer from the nominee(s) the Chief Executive will notify the award nominee(s), setting out the arrangements for degree conferral.

Responsibilities

~~Te Komiti Mātauranga~~ Academic Committee delegates the responsibility of nominating individuals for the award of a degree *honoris causa* to those identified on the table below.

| Role | Responsibilities |
|--|---|
| Leadership Team of MIT&Unitec Professoriate members Heads of School Academic Programme Managers | <ul style="list-style-type: none"> • Nominate individuals for the award of a degree <i>honoris causa</i> to the Graduation Office. |
| Graduation Office | <ul style="list-style-type: none"> • Receive nominations and confer with key stakeholders as to the strength of the nomination. • Forward nominations and their associated recommendations to Te Komiti Mātauranga Academic Committee (for awarding) and the MIT&Unitec Board Council (for degree conferring). |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Provides advice on the process for degree conferral. • Make the list of previous recipients available to all stakeholders involved. |
| Chair of Te Komiti Mātauranga Academic Committee | <ul style="list-style-type: none"> • Informally approach nominee(s), as to whether they are likely to accept the honorary degree. |
| Chief Executive | <ul style="list-style-type: none"> • Notifies award nominee(s), setting out the arrangements for degree conferral. |

Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- None.

DOCUMENT DETAILS

| | | |
|----------------------------------|--|--|
| Version Number | 1.98 | |
| Version Issue Date | 20 January 2021 XX February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | December 2004 | First edition |
| | May 2006 | Minor amendments |
| | March 2007 | Minor amendments |
| | May 2010 | Amendments to reflect new org. structure and template |
| | July 2013 | Changes to accommodate new <i>Academic Statute</i> |
| | October 2014 | Copy-edit; conferral procedure removed |
| | May 2016 | Updated to reflect new organisational structure |
| | August 2018 | Updated as part of policy review project |
| | January 2021 | Update nomenclature |
| | February 2026 | Addition of (Unitec) to title. Update organisational nomenclature |
| Consultation Scope | | |
| Approval Authority | Te Komiti Mātauranga Academic Committee | |
| Original Date of Approval | December 2014 | |
| Document Sponsor | Te Komiti Mātauranga Academic Committee | |
| Document Owner | Executive Dean, Academic | |
| Contact Person | | |
| Date of Next Review | April November 2022 2026 | |



Ngā Ture Whakamātaunga Waiture | Examination Regulations (Unitec)

These Examination Regulations are supplemental to Manukau Institute of Technology and Unitec (MIT&Unitec) – Student Regulations and Assessment Policy and Procedure. The Student Regulations set out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at MIT&Unitec. The Student Regulations replace Te Kawa Maiooro.

Mō wai me te whānuitanga | Audience and scope

These regulations apply to:

- a) formal eExaminations held at Unitec ~~Te Pūkenga~~ and identified in the relevant current programme documentation;
- b) formal eExaminations which form part of the summative assessment requirements leading to academic credits;
- c) Examiners, Academic Programme Managers, Heads of Schools, Examination Supervisors, Invigilators, and ākongā;
- e)d) aAll programmes that include formal examinations offered by Unitec.

The Academic Programme Managers are responsible for ensuring compliance with these procedures and associated timeframes.

These regulations are to be read alongside Student Regulations and other associated policy and procedure. Te Kawa Maiooro, Te Pūkenga Assessment Policy, Te Pūkenga Moderation Policy, Unitec's Assessment and Grading Procedures, and related procedures.

Ngā Ihirangi | Table of Contents

Mō wai me te whānuitanga | Audience and scope

| | | |
|----|---|----|
| 1. | Pūtaka Purpose | 1 |
| 2. | Waiture Tauaki Regulation Statements | 1 |
| 3. | Ngā Ture Whakamātaunga, Tikanga me nga Hatepe Examination Rules, Processes and Procedures | 2 |
| 4. | Ngā Haepapa Responsibilities | 9 |
| 5. | Ngā Tikanga Definitions | 12 |
| 6. | Ngā Hononga ki Tuhinga kē Links to Other Documents | 13 |
| 7. | Mokamoka whakaaetanga Approval details | 13 |
| 8. | Ngā whakatikatika Amendment history | 14 |

1. Pūtake | Purpose

The purpose of these regulations is to govern the way formal examinations are managed at Unitec.

2. Waiture Tauaki | Regulation Statements

Examinations at Unitec adhere to the principles of assessment expressed in the MIT&Unitec Assessment Policy and Procedure and Examinations may include written, oral, digital, and/or practical assessments or events. The examiner(s) (Lecturer/Course Co-ordinator/Academic Programme Manager) decides on the type of examination within the bounds of the programme requirements.

Key principles of these Regulations are:

1. Examinations will be carried out under fair and equitable conditions and ensure academic integrity.
2. Examination questions assessment materials, whether in print or digital form, will be kept secure and will not be released to ākonga before the examination date.
3. Examinations will be supervised by approved invigilators and will not be carried out by academic staff who are affiliated with the course. ~~Ākonga answer examination questions with an invigilator present. (Note: Practical assessments or tests are not invigilated by the Examinations Office.)~~
4. Digital examinations will be managed using secure systems.
- ~~4.5.~~ Ākonga will be given clear and consistent instructions regarding the conduct of the examination, time to read their examination question papers, in either hard copy or digital format, before the examination begins. The examiner will note the reading time in the examination instructions. The invigilator will inform ākonga when they are allowed to start writing answers or notes. The examiner will be present for the first 15 minutes of the examination.
- ~~5.6.~~ Ākonga who require additional learning support will be able to request assistance to ensure they have equitable access to the examination. will not be allowed any extra time to read over their answers or make any amendments or additions to their answers unless special assistance or alternative arrangements for an examination have been approved by the Access4Success Team Leader before the time of the examination.
7. Examinations will be scheduled and completed in accordance with the published examination timetable. The examination timetable must be followed. Ākonga can only sit an examination at any other time if prior approval has been granted via an Assessment Concession application and the examiner has made appropriate arrangements. In such cases, the examiner may allow ākonga to sit the examination at a different place and/or a different time within three weeks of the initial examination. The examiner is responsible for setting a different version of the examination questions and ensuring moderation of the examination assessment materials occurs to ensure it meets the required Learning Outcomes for the assessment, in line with the Course Descriptor.

~~6.—~~

The Examination Rules, Processes, and Procedures listed below apply, as well as the principles above.

3. Nga Ture Whakamātaunga, Tikanga me ngā Hatepe | Examination Rules, Processes, and Procedures

The rules, processes, and procedures listed here are necessary for the safe and efficient conduct of examinations and quality assurance at Unitec.

- a) Ākonga are required to follow the requirements for examinations as set out in in MIT&Unitec Student Regulations.
- b) Ākonga who fail to ~~Failure of ākonga to follow~~ any of these requirements will lead be subject to the

disciplinary actions ~~listed in Unitec Student Disciplinary Statute~~ described in MIT&Unitec Student Misconduct Procedures.

c) Examinations set by external agencies will follow the relevant regulations.

Before the start of the Examination period

3.1 Examination types and methods

Examination types and methods are described in MIT&Unitec Student Regulations (Section 11.9.4).

a) Students will be notified in advance of the examination of items they are permitted to bring into the examination room.

b) A check on the items taken into the examination room ~~is~~ will be carried out by the invigilator and/or the examiner.

3.2 Examination dates

The setting of examination dates and associated scheduling matters are described in MIT&Unitec Student Regulations (Section 11.9). In addition to these the following processes apply:

a) The Academic Programme Manager is responsible for informing students about course examination dates at least six weeks before the examination.

b) Dates will be communicated through course information documents and Moodle.

c) When the final examination dates are entered into the timetable management system, timetable staff will be alerted of any clashes. If a conflict is identified at this stage, it will be resolved before the timetable is published.

d) The examiner may allow ākonga to sit an examination at a different place and/or a different time within three weeks of the initial examination if the ākonga has made an Assessment Concession application (see MIT&Unitec Student Regulations section 11.5).

e) The examiner is responsible for setting a different version of the examination questions and ensuring moderation of the examination assessment materials occurs to ensure it meets the required Learning Outcomes for the assessment, in line with the Course Descriptor.

f) If a different version of the examination cannot be created, a Confidentiality Agreement must be signed by ākonga sitting an identical exam before the time/date specified on the examination timetable.

g) The examiner negotiates invigilation services for these with the Examination Office.

~~a) Examination weeks are set and available to ākonga before the online enrolment portal opens.~~

~~b) The Academic Programme Manager will ensure ākonga are informed about course examination dates at least six weeks before the examination.~~

~~c) Dates will be communicated through course information documents and Moodle.~~

~~d) When the final examination dates are entered into the timetable management system, timetable staff will be alerted of any clashes. If a conflict is identified at this stage, it will be resolved before the timetable is published.~~

~~a) Ākonga should be warned to check for possible clashes. If a clash is found, ākonga must contact the examiner at least four weeks before the examination to determine a resolution.~~

3.3 Room bookings

The Examinations Office determines room bookings in consultation with the Timetabling Office and the Academic Programme Manager, confirming how many ākonga there are for each examination. Room booking requests must be made to Timetabling at least two months before examination dates.

3.4 Examination requirements ~~may include:~~

- a) Information about the examination type and requirements will be communicated through course information documents via the Moodle course at least eight weeks before the examination.
- b) Examination requirements may include:
 - use of graph or other paper in addition to the examination booklet;
 - additional booklets or the number of sheets of additional paper likely to be required ;
 - the type of electronic device to be used;
 - the use of Moodle (Unitec's Learning Management System (LMS)) and/or a special exam platform (eg: EchoExam/Respondus) or software;
 - the use of unique Exam Codes to control access to digital examinations, ensuring only authorised students can enter the examination;
 - any additional material ākonga may bring into the examination room.

~~The examiner will give ākonga clear explanations of expectations before the examination takes place. —~~

- ~~a) use of graph or other paper in addition to the examination booklet~~
- ~~b) additional booklets or the number of sheets of additional paper likely to be required-~~
- ~~c) the type of electronic device to be used-~~
- ~~d) the use of Moodle-~~
- ~~e)c) any additional material ākonga may bring into the examination room.-~~

~~— Information about the examination type and requirements should be communicated through course information documents and the Moodle course at least eight weeks before the examination. The examiner will give ākonga clear explanations before the examination takes place.~~

- d) When the examination question paper is ready, the examiner will ensure the following:
 - ~~I. • it is moderated;-~~
 - ~~II. • it is proofread;-~~
 - it is formatted; and
 - ~~III. • it is uploaded at least 15 working days (irrespective of whether or not this falls on a Study Week) before the examination date, together with the Information Form and any special instructions.-~~
 - ~~— for non-digital examinations, the number of booklets required is communicated to the examination supervisor at least fifteen working days before the examination, along with any special instructions.~~

~~IV.~~

- e) Examination papers (both digital and non-digital) must be kept under tight security, with limited staff access, through all stages including drafting and moderation, until examination day.
- f) On the day of the examination, the examination supervisor and/or invigilator will take to the scheduled examination room(s):
 - I. • the examination question papers and answer booklets for non-digital examinations;

- ii. a printed class list and student IDs of the ākongā expected to sit the examination;
- iii. any other information about the invigilation of the examination.

3.5 Examination answer booklets

- a) The [Examinations Office examination supervisor orders](#) is responsible for ordering answer booklets in preparation for the examinations when required.
- b) Answer booklets ready for marking must be collected by examiners from the [Examinations Office examination office](#) within 24 hours of the examination, ~~unless or~~ alternative arrangements [have been](#) agreed.

3.6 ~~Assessment support for students with permanent disabilities or impairments~~ **Alternative examination arrangements**

~~The conditions for providing assessment support are described in MIT&Unitec Student Regulations (Section 11.4). In addition to these the following processes apply:~~

- a) ~~Ākongā with a disability/impairment who need alternative examination arrangements~~ must be registered with Access4Success, providing proof of disability/impairment as part of the registration process.
- b) The Team Leader, Access4Success, ~~can~~ **is responsible for approving** approve ākongā eligibility for alternative examination arrangements.
- a)c) ~~Ākongā~~ Ākongā will be informed by Access4Success what alternative arrangements are available to them. These might include, but are not limited to, the following:
 - i. Additional time, usually not more than 15 minutes for each hour of the examination ;
 - ii. Reader and/or -writer assistance;
 - iii. Sign language interpreter assistance;
 - ~~The u~~Use of a laptop;
 - iv. ~~A separate room or a room with up to five other Access4Success students; and/or separate room~~
 - v. ~~The u~~Use of special equipment, including allowed Assistive Technology [adapted for accessibility needs \(eg enlarged/coloured text\)](#);
 - vi. Rest breaks
- d) If ākongā want to use alternative examination arrangements they are entitled to, they must complete the relevant Access4Success form and submit it at least ~~two~~ **three** weeks before the start of the examination period.
- e) Arrangements will be made in consultation with the examiner, the examination co-ordinator, Access4Success, and the examination supervisor [for the exam](#). If an application is received late, Access4Success and Examination Office will determine whether the application can be actioned (i.e., depending on available resources.)
- b)f) ~~Students who have a temporary disability or impairment and who wish to apply for assessment assistance must follow the Assessment Concession process (see MIT&Unitec Student Regulations section 11.5).~~

3.7 Learner illness

- a) If an ākongā is ill before an examination and cannot attend on the day of the examination, they may apply for an *Assessment Concession* [\(see MIT&Unitec Student Regulations Section 11.5\)](#) ~~(previously known as an Affected Performance Consideration (APC))~~.
- b) If an ākongā is ill before an examination and is unsure whether to attend the examination, they should

contact the examiner for advice.

During the Examination period

3.8 Preparation of examination rooms

- a) Examination invigilators must display a digital clock in examination rooms which all ākonga can see.
- b) Any additional booklets or pages included with examination answer booklets must be attached securely.
- c) The following information is to be visibly displayed and must be easy to read from all parts of the examination room:
 - ~~i)~~ the name of the examination(s)/course and any specific instructions
 - ~~ii)~~ the time the examination begins, including the start of reading time and the examination finish times
 - ~~iii)~~ an instruction that no one may leave the examination room in the last 15 minutes of the examination.
- d) Invigilators must follow the instructions in the Examination Information [Form](#) provided by the examiner.
- e) For digital examinations, the examiner, and IT support must prepare the computers and ensure all ākonga are able to access the exam.

3.9 Availability of Examiners

At least one examiner ~~and/or normally~~ the course co-ordinator, must be available during the examination to respond to any issues. Examiners must ensure the invigilator has their cellphone number in case of any issues during the examination.

3.10 ~~Ākonga Entering and leaving the examination room~~

~~Conditions for entering and leaving the examination room are described in MIT&Unitec *Student Regulations* (Section 11.9.7 – 11.9.12). Only ākonga sitting the named examination(s) and staff authorised by the examinations office are allowed to enter the examination room.~~

~~Ākonga are allowed into examination rooms no more than 15 minutes before the start time of the examination.~~

~~Ākonga will not be allowed to enter the examination room after halfway through the examination (not including reading time).~~

~~Ākonga will not be allowed to leave or return to the examination room before halfway through the examination (not including reading time) unless the invigilator gives permission and the learner hands in their answer booklet. If an ākonga requests a toilet break, the invigilator will accompany them but only if another invigilator is available to provide cover in the examination room.~~

~~Ākonga will not be allowed to leave the examination room in the last 15 minutes of the examination.~~

3.11 ~~Ākonga Student~~ identification and anonymous marking of examinations

~~Conditions for student identification and anonymous marking of examinations are described in MIT&Unitec *Student Regulations* (Section 11.9.13 – 11.9.14). Ākonga must:~~

~~bring their student ID card to the examination and display it on their desk.~~

~~complete the attendance slip and display it with their student ID card on their desk.~~

~~enter their student ID number on the examination answer booklets. No names should appear on the examination paper or digital submission, unless the digital platform prevents this option.~~

~~Ākonga without student ID cards may be allowed to sit the examination if their identity can be verified by either:-
providing other documents with their name and photo, e.g., driver's license
ii) being verified by the examiner.~~

3.12 Examination room equipment, materials and devices

- a) The invigilator will allocate space within the examination room for all ~~books, papers, and any spare~~ personal belongings, unless these items have been approved for use in the examination by the examiner.
- b) Materials, electronic devices, USBs, mobile technology, watches or any electronic device that can store, communicate and/or retrieve information of any kind will not be allowed in the examination room, ~~or will be stored in the room where they cannot be accessed.~~
- c) If specific materials, electronic devices, and instruction manuals *are* allowed in the examination room, they ~~must will~~ be clearly and accurately outlined in the examination paper, ~~e~~Examination Information Form and rubric/marking schedule. The examiner must communicate this information to the ākonga and the examination supervisor before the day of the examination.
- d) Any electronic devices taken into an examination room must be checked to make sure they are allowed by the examination requirements.
- e) Any material found on or near to an ākonga's desk, chair, or person during the examination, is considered to belong to the ākonga.

3.13 Expectations of ākonga-students during exams

The expectations of Students undertaking an examination are described in MIT&Unitec Student Regulations (Section 11.9.15 – 11.9.23). In addition to these the following processes apply:

- a) Ākonga answer examination questions with an invigilator present. (Note: Some practical assessments or tests may not be invigilated by the Examinations Office.)
- b) Ākonga will be given time to read their examination question papers, in either hard copy or digital format, before the examination begins.
- c) The examiner will note the reading time in the examination instructions.
- d) The invigilator will inform ākonga when they are allowed to start writing answers or notes.
- e) The examiner will be present for the first 15 minutes of the examination.
- a) ~~Ākonga must:~~
 - i) ~~obey all directions given by the invigilators and all instructions set out in the examination materials or displayed in the examination room~~
 - ii) ~~behave in a way that does not disrupt the examination process, or disturb, distract, or adversely affect any other ākonga and must not show any behaviours referred to in the Student Disciplinary Statute.~~
- b) ~~Ākonga must not:~~
 - i) ~~verbally or non-verbally communicate with anyone except the invigilator~~
 - ii) ~~lend or borrow any materials during the examination from anyone but the invigilator~~
 - iii) ~~remove from the examination room any question papers, worked scripts or other resources provided for use during the examination or any other material that is the property of Unitec.~~
- c) ~~If an ākonga is suspected of contravening the examination regulations during an examination or causing any incident which may have negatively affected the examination process, the following steps~~

~~will be taken:-~~

- ~~i) the ākongā is allowed to continue until the end of the examination~~
- ~~ii) the invigilator writes an incident report while the ākongā is completing the examination~~
- ~~iii) the incident report is sent to the examiner after the examination~~
- ~~d) If an ākongā does not obey any direct instructions from invigilators and/or is being disruptive during the examination, the ākongā will have to leave the examination room and will not be allowed back in.~~
- ~~e) Ākongā must stop writing when the invigilator announces the exam time has ended (unless an ākongā has been granted extra time as part of an approved Alternative Examination Arrangement application). If an ākongā carries on writing after the end of the examination has been announced, they will have a note made of this on their examination answer booklet by the invigilator, who will also complete an incident report which will be sent to the examiner.~~
- ~~f) All incident reports about ākongā disobeying the examination regulations will be dealt with in accordance with the Unitec Student Disciplinary Statute.~~

3.14 Illness during an examination

- a) If an ākongā becomes ill during an examination and is unable to continue, they should [notify the invigilator immediately](#). ~~let the invigilator know.~~
- b) Ākongā may apply for an *Assessment Consideration Concession* ~~{(see MIT&Unitec Student Regulations Section 11.5) formerly known as an Affected Performance Consideration (APC)}~~ if illness affects their ability to complete the examination.
- c) The invigilator must complete an incident report, which will be sent to the examiner along with the examination papers at the end of the examination.

3.15 Examination interruptions/incidents

- a) If there is an interruption, such as a serious risk from assault or other danger, direct emergency contact will be made with campus Security.
- b) If an examination is interrupted because of a serious incident (for example, a fire alarm), the invigilator will instruct ākongā to leave their examination answer booklets and question paper face-down on their desk, or, in the case of a digital examination, save their work, and evacuate the room.
- c) The invigilator must inform ākongā that any material taken from the examination room will not be allowed back into the room.
- d) The examination room will be locked when the last ākongā leaves.
- e) The examination supervisor and the examiner will decide whether and how the examination will continue, and if so, if additional time is allowed for the disruption.

a.16 Invigilators needing assistance during an examination

- a) All invigilators must have access to a cellphone and a list of emergency contact numbers, including the examiner and examination supervisor.

a.17 Collection and distribution of examination answer booklets

- a) All ākongā must remain seated while the examination answer booklets and any collated additional booklets or pages are collected at the end of the examination or while the examiner and invigilators check that ākongā work for digital exams has been saved correctly.
- b) Completed examination answer booklets are collected and counted by the invigilator at the end of the examination if they have been used. The invigilator should check that the number of examination booklets collected is the same as the number of ākongā present according to the class list. The invigilator passes the class attendance list to the examination supervisor.

- c) Examination answer submissions (booklets or digital) must not be left unattended in an examination room.-
- d) The examiner must collect from the Examination Office within one working day of the end of the examination a copy of the class attendance list and, scripts where hard-copy/paper-based examinations are used, unless alternative arrangements are made with the Examinations Office due to sickness or other events outside the control of the examiner.

After the Examination period

a.18 Check-marking examination papers

All marked examination papers must be ~~moderated~~check-marked in accordance with ~~Unitec's Moderation Procedure (3.3.4)~~MIT&Unitec Moderation of Assessment Policy and Procedure.

~~3.19~~ Return of assessment evidence and access to marked examination answers

The conditions for the return of assessment evidence and access to marked examination answers is described in MIT&Unitec Student Regulations (Section 11.11.2).

~~3.20~~ Re-count of examinations

The conditions for recounts of examinations is described in MIT&Unitec Student Regulations (Section 11.11.2). In addition to this the following applies:

- a) An administration fee will be charged per course for ākongā who request a re-count (unless a recount is instigated by a staff member as part of an outcome of an Assessment Grade Reconsideration)
- b) A re-count may lead to no change or either a raising or a lowering of the examination mark (unless the re-count is instigated by a staff member as part of an Assessment Grade Reconsideration, in which case the mark cannot be lowered).
- c) The administrative fee will be refunded if the recount leads to a change of mark. The examiner must inform the examination co-ordinator of the change so the administrative fee can be refunded.
- d) Examinations will not be remarked. Re-marks are not available.

~~e) The process for requesting a re-count is as follows:~~

~~When the PAQC has approved the marks, ākongā can ask to view their marked examination answers but may not take them away or otherwise make copies. Access to marked examinations will be in line with the programme handbook or course outline and will be supervised. There is no fee for viewing marked examination answers.~~

~~3.20~~ Re-count of examinations

~~Re-counts are available for examinations after grade publication. A re-count involves checking that the marks and grades are calculated correctly; this does not include re-marking. An administration fee will be charged per course for ākongā who request a re-count (unless a recount is an outcome of an Assessment Grade Reconsideration).~~

~~a) A re-count may lead to no change or either a raising or a lowering of the examination mark (unless the re-count is instigated by a staff member as part of an Assessment Grade Reconsideration, in which case the mark cannot be lowered).~~

~~e) The process for requesting a re-count is as follows:~~

- ~~i. the student submits a completed Examination Scrip Request form to the [Designated Contact] and pays the required fee. Forms are available on the MIT&Unitec website.~~
- ~~ii. the ākongā completes the request form and sends the fee to Student Central within 15 working~~

~~days of the date of the publication of the exam ma~~the examiner arranges for a recount of the marks.

iii.● the examiner confirms the outcome of the re-count and informs the ākongā within five working days.

iv.● The decision of the examiner is final.

3.21 Examination re-sits (**Further assessment**)

Students may apply to re-sit and examination under conditions described in MIT&Unitec Student Regulations (Section 11.13).

If the Programme Regulations allow a re-sit of an examination the following process will be followed:

~~a) An ākongā who has failed a course and wants to re-sit the exam must apply in writing to the examiner within five working days from the results publication date.~~

~~b) Programme Regulations must be checked to determine if a re-sit is allowed.~~

e)a) If the re-sit request is approved, the examiner will confirm the date and time for the re-sit.

d)b) _____ The examiner will arrange and ensure moderation of a different version of the examination question paper for resits

e)c) The examiner will provide a list of all ākongā who are re-sitting an examination to the examination supervisor. The list will include any with exceptional circumstances.

3.22 Ākongā access to previous exam questions

It is recommended that examiners post examples of past exam questions on the Moodle course ~~Moodle~~ page for ākongā to access.

a) The examiner will ~~indicate on the Exam Information form~~ inform the Examinations Office by email whether or not the exam questions can be made available to future ākongā via the library, after the exam results have been published.

a)b) In exceptional circumstances, examiners may request permission from the Director Schools and Performance to withhold ākongā access to this material. Examiners must inform the Examinations Office of all such approvals via ~~the Exam Information form~~ email.

b)c) The examination supervisor will provide an electronic copy of the examination questions to the library ~~if the examiner has indicated this is allowed~~ unless there is a pre-approved exemption.

e)d) After grade ratification, the library must make the examination questions available for a period of five years.

3.23 Archiving of examination materials

a) Within 6 weeks pPrior to the next examination period, examiners must return to the Examinations Office all original marked examination answer booklets, question papers, marking schedules, and a selection of ~~check moderated marked~~ examination answer booklets for archiving to be retained securely. The selection must include an example of a high, medium and low mark.

b) ~~The m~~Marked examination booklets may be destroyed after a period of one year in accordance with the approved records disposal procedure. A record of all destroyed materials must be kept, including confirmation of ~~which includes keeping a record of all destroyed materials and~~ approval ~~for destruction~~ from the Examinations Office line manager.

c) One electronic copy of the examination question paper, together with the corresponding marking schedule and along with moderated exam scripts will be retained for 7 years by the Examinations Office.

4. Ngā Haepapa | Responsibilities

| Role | Responsibilities |
|----------------------------------|---|
| Academic Programme Manager | <p>Ensures compliance with examination regulations, processes and timeframes.</p> <p>Ensures the type of examination is within the bounds of the programme requirements.</p> <p>Confirms timetabling requirements with the examinations office and examiners in accordance with the schedule advised by the examinations office.</p> <p>Publishes the exam timetable for ākonga eight weeks before the examination date.</p> |
| Access4Success Team Leader | <p>Approve the eligibility of ākonga who are registered with Access4Success for appropriate Alternative Arrangements for Examinations.</p> <p>Delegate team members to work with the Exams team to ensure ākonga with disability/impairment requiring alternative examination arrangements are supported.</p> |
| Director Schools and Performance | <p>Approve requests to withhold ākonga access to previous exam papers.</p> |
| Examiner | <p>Determine the requirements of an examination according to the Course Descriptor.</p> <p>Confirm timetable requirements with Academic Programme Manager for approval in accordance with the schedule advised by the Examinations Office.</p> <p>Confirm the date, type, and requirements for all examinations and communicate to ākonga on the course Moodle page at least eight weeks before the examination date.</p> <p>Communicate all examination-related details on the Examination Information Form.</p> <p>Write the examination paper; ensure proofreading, formatting & moderation of the examination.</p> <p>Determine the duration of each examination and the time allowed for reading for each examination.</p> <p>Upload Forward-formatted and moderated examination question papers to the Examinations Office Team at least fifteen working days prior to the examination period.</p> <p>Liaise with Examinations Office exam-supervisor to ensure ākonga with special accommodations are catered for according to the approval from Access4Success.</p> <p>Inspect material where applicable before the start of the examination.</p> <p>Identify any ākonga who do not provide any form of identification.</p> <p>Help prepare technology for digital examinations and book IT Support to assist.</p> <p>During the reading time attend the examination room and answer relevant questions.</p> <p>Be available for the duration of the examination to respond to any issues that may arise; (provide cellphone number to invigilator)</p> <p>Make decisions surrounding the continuation of examinations following interruptions/incidents.</p> <p>Collect completed examination answer booklets and incident reports from the Examination Supervisor within 24 hours of the examination taking place.</p> <p>Ensure check-marking of all exam papers occurs before results are released to ākonga.</p> <p>At least six weeks before the next examination period, return all marked examination answer booklets, question papers, moderation & marking schedules to the</p> |

| | |
|--------------------------|--|
| | <p>Examinations Office for archiving. to be retained securely</p> <p>Provide samples of top, middle (two) and bottom examination booklets to be retained for moderation purposes as part of the course moderation cycle & exam archiving requirements.</p> <p>Review requests for re-sits and communicate the decision and details of the re-sit examination to the ākonga.</p> <p>Arrange a different (moderated) version of the examination question paper for resits and ākonga with alternate examination arrangements if necessary.</p> <p>Indicate all re-sit information on the class list for the exam supervisor/invigilator .</p> <p>Arrange, where necessary, examination re-counts or for ākonga to view marked exam scripts; inform the examinations co-ordinator if a re-count leads to a mark being changed and complete an online Change of Grade form.</p> <p>Communicate outcomes of re-counts to ākonga and the exam supervisor within five working days of receiving the application.</p> <p>Upload past exam paper/s to Moodle page when appropriate.</p> |
| Examination Co-ordinator | <p>Determine the number of ākonga for each examination.</p> <p>Make appropriate room-bookings for examinations in consultation with Academic Programme Managers and the Timetabling Office.</p> <p>Confirm timetable details with the Academic Programme Manager at least eight weeks prior to the start of the examination period.</p> <p>Maintain incident report tracker log.</p> <p>Monitor the exams inbox and co-ordinate any requests for recounts and any requests to view marked scripts.</p> <p>Arrange for Upload examination papers to be uploaded to the library following the exam period.</p> <p>If a recount leads to a change of mark/grade, arrange for the administrative fee to be refunded to the ākonga.</p> <p>Download examination papers & Examination Information Forms & save on H:-drive in a locked folder.</p> <p>Liaise with Access4Success to ensure all registered ākonga requiring examination arrangements are supported.</p> |
| Examination Supervisor | <p>Assist examination co-ordinator with examination arrangements.</p> <p>Liaise and train invigilators & maintain list of invigilator contact details .</p> <p>Arrange and confirm availability of invigilators for each exam.</p> <p>Send appropriate information to invigilators in a timely manner.</p> <p>Make all arrangements for invigilators to conduct the invigilation; prepare examination instructions and class lists for invigilator use.</p> <p>Work with Access4Success Team and examiners to ensure registered ākonga requiring alternative examination arrangements are supported.</p> <p>Print sufficient copies of examination papers and answer booklets via the Copy Centre.</p> <p>Ensure seating arrangements as appropriate.</p> <p>Ensure resources are in place for the conduct of examinations.</p> |

| | |
|----------------------------|--|
| | <p>Maintain appropriate records of ākongā who sit each exam.</p> <p>Decide with examiner on strategies in the case of a disturbance or emergency.</p> <p>Ensure examination question papers and answer booklets are never left unattended.</p> <p>Arrange for answer booklet & class list collection by examiners.</p> <p>Ensure incident reports are logged & forwarded to examiners.</p> <p>Ensure ākongā applications are acknowledged and processed according to these regulations.</p> <p>Ensure resits are carried out as required.</p> <p>If requested arrange for appropriate times/dates for ākongā to view marked exam papers in consultation with examiners.</p> <p>Archive examination materials according to these regulations.</p> |
| Examinations Invigilator | <p>Prepare examination room (note: this does not include providing IT support for digital examinations).</p> <p>Supervise examinations in accordance with these regulations.</p> <p>Complete check of learner IDs against the class list.</p> <p>Display digital clock in examination room along with instructions for ākongā.</p> <p>Where needed, prepare examination incident reports; make a note on ākongā's answer booklet if they have continued writing past the examination finish time.</p> <p>Raise any concerns regarding the examination arrangements with the examination supervisor.</p> <p>Collect completed examination answer booklets and tick off against class list.</p> <p>Return examination booklets and box to Examination Supervisor at the end of the exam.</p> |
| Library | Make available past examination papers for a period of 5 years. |
| Programme Committee (PAQC) | Approve assessment types for each course within a Programme, in line with the programme approval requirements. |
| Grade Approval Committee | Approve examination marks/grades. |
| Student Central | Receive payments for applications for recounts. |
| Timetabling | Allocate rooms. |

5. Ngā Tikanga | Definitions

| Term | Definition |
|--------------------|--|
| Academic Integrity | The expectation that all examinations will be conducted with honesty and fairness. |
| ākongā | See <i>Student</i> |

| | |
|----------------------------|--|
| Annotated | Notes on an examination paper or related materials. |
| Assessment Concession | Ākonga who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, are eligible to apply for an assessment concession for impaired performance. Refer MIT&Unitec Student Regulations Section 11.5 |
| Equitable | Fair. |
| Examination | Written, oral and/or practical assessments or events as described in the Programme Documents and conducted under examination conditions. All assessments conducted under examination conditions will occur at a specified place and time, in invigilated settings and without access to any written or printed matter or any blank paper unless permitted by direction of the examiner or the type of examination requires it. Described in MIT&Unitec Student Regulations (Section 11.9.4). |
| Examination answer booklet | A booklet provided to ākonga for recording (answering) responses to an examination question paper. |
| Examination question paper | Document containing examination questions and instructions which is prepared by the examiner for a paper/course. |
| Examination period | The period at the end of each semester during which final examinations are usually scheduled. |
| Examiner | Kaimahi from the programme who are responsible for setting the examination and marking the examination. |
| Kaiako | Academic staff member or lecturer. |
| Student | A person who enrolled in a course at Unitec and is participating in an examination. |
| Moodle | Unitec's online Learning Management System (LMS). |
| PAQC | Programme Committee. |
| Recount | Checking of the addition of marks or the calculation of the grade. |
| Re-sits | Opportunity to sit an examination again. |
| Summative assessment | Assessment that contributes to the final result or grade which determines a learner's achievement of learning outcomes and ensures that the learner has met the requirements for progression and completion within a Programme. |

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

MIT&Unitec [Student Regulations](#)

MIT&Unitec [Assessment Policy and Procedure.](#)

[MIT&Unitec Student Misconduct Procedures](#)

Te Pukanga [Te Kawa Maiorooro](#) (for [grade tables](#))

[Te Pūkenga Assessment Policy](#)

[Te Pūkenga Moderation Policy,](#)

[Unitec's Assessment and Grading Procedures, and other related procedures.](#)

7. Mokamoka whakaaetanga | Approval details

| | | | |
|--|---|----------------------------|---|
| Version number | 1.11 | Effective date | XX Feb 2026 |
| Approval authority | Te Komiti Mātauranga Academic Committee | Date of approval | XX Feb 2026 |
| Policy sponsor (has authority to make minor amendments) | Director, Te Korowai Kahurangi | Policy owner | Te Komiti Mātauranga Academic Committee |
| Category | <u>Academic</u> | Date of next review | <u>XX July 2026</u> |
| Contact person | Lead, Programme Development & Management | | |

8. Ngā whakatikatika | Amendment history

| Version | Effective date | Created/reviewed by | Reason for review/comment |
|---------|----------------|---|---|
| 1 | Dec 2008 | | First edition |
| 1.1 | 2012 | | Unknown |
| 1.2 | July 2013 | | Unknown |
| 1.3 | Oct 2013 | | Formal review |
| 1.4 | Sept 2015 | | Minor update to remove/update references to the <i>Academic Management Policy</i> and complete version history. |
| 1.5 | May 2016 | | Updated to reflect new structures. |
| 1.6 | August 2018 | | Updated as part of the policy review project. |
| 1.7 | Feb 2020 | | Formal review. |
| 1.8 | 20 Jan 2021 | | Update nomenclature. |
| 1.9 | Oct 2023 | Sue Crossan, Te Korowai Kahurangi | Update nomenclature; reflect Te Pūkenga policy format & style guide; update processes to reflect recent changes & roles within Te Korowai Kahurangi; align policy with Te Kawa Maiororoo. |
| 1.10 | June 2024 | Sue Crossan, Te Korowai Kahurangi | Updated to co-relate to Unitec's updated Moderation Procedure; add a new option for digital exam type. |
| 1.11 | February 2026 | Leticia Paton, Steve Marshall, Te Korowai Kahurangi | <u>Retained for the conduct of examinations at Unitec.</u> <u>Removal of those clauses which are now covered elsewhere (such as MIT&Unitec Student Regulations)</u> <u>Links and references to regulations and policy added.</u> <u>Add (Unitec) to title.</u> <u>Modify nomenclature to align with new</u> |

| | | | |
|--|--|--|--|
| | | | standards throughout. Update to align with new MIT&Unitec Student Regulations, Policy and Procedures. |
|--|--|--|--|



SENIOR SCHOLAR AWARD PROCEDURE (Unitec)

Purpose

This procedure outlines the requirements for the provision of a senior scholar award.

Scope

This procedure applies to all students enrolled at the undergraduate level at Unitec who are eligible to graduate in any given year.

Procedure

1. A senior scholar award may be given to exceptional graduates of Unitec's undergraduate degree programmes.
2. Senior scholar awards are given at the Unitec Graduation Ceremony at the same time the student receives their degree.
3. The student's *Academic Record* is annotated to show the year of the award. This annotation appears on the student's transcript.
4. To be eligible for consideration to receive a senior scholar award a student must have achieved:
 - a. a cumulative Grade-point Average (GPA) of 8.0 or better across all degree courses for which they have been assessed in an undergraduate degree programme; and
 - b. at least two-thirds of the total credits for the degree through enrolment in Unitec courses (that is, have achieved no more than one-third of the credits by cross-credit from another institution or by assessment of prior learning).

1.1 Process

1. Prior to graduation, the Graduation Manager develops a list of eligible graduands.
2. Te Korowai Kahurangi checks the nominees and approves the list.
 - a. Marginal or unique cases are considered by the Chair of ~~Te Komiti Mātauranga~~ Academic Committee.

Responsibilities

| Role | Responsibilities |
|----------------------|---|
| Graduation Manager | <ul style="list-style-type: none"> • Develops a list of eligible graduands. |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Checks award nominees and approves the list of recipients. • Provides advice on how the post-approval award process is advanced. |

Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- ~~AC 3.0 Programme Completion and Awards Policy~~ [MIT&Unitec Student Regulations \(Section 19.2.5 Eligibility for awards\)](#)
- AC 3.1.1 Senior Scholar Award Brochure

Document Details

| | | |
|----------------------------------|---|---|
| Version Number | 1.87 | |
| Version Issue Date | 20 January 2021 <u>February 2026</u> | |
| Version History | Amendment Date | Amendment/s |
| | November 1998 | First edition |
| | May 2003 | Minor amendments |
| | February 2004 | Minor amendments |
| | October 2014 | Changes to selection and verification processes |
| | February 2016 | Error in “Scope” section corrected |
| | March 2016 | Reference section added |
| | August 2018 | Updated as part of policy review project |
| | January 2021 | Update nomenclature |
| | <u>February 2026</u> | <u>Add (Unitec) to title to note that this continues to apply to Unitec programmes. Minor nomenclature changes.</u> |
| Consultation Scope | | |
| Approval Authority | Te Komiti Mātauranga Academic Committee | |
| Original Date of Approval | November 1998 | |
| Document Sponsor | Executive Dean, Academic | |
| Document Owner | Te Komiti Mātauranga Academic Committee | |
| Contact Person | | |
| Date of Next Review | April <u>November 2026</u> 2022 | |



SUSPENSION AND WITHDRAWAL OF ACADEMIC PROVISION PROCEDURES (UNITEC)

Purpose

This procedure outlines the steps for the temporary or permanent cessation of any type of academic provision at Unitec.

Scope

This procedure applies to all Unitec academic provision at MIT&Unitec, including but not limited to:

- qualifications;
- programmes;
- ~~training schemes~~micro-credentials;
- short courses; and/or
- assessment standards.

Procedure

All temporary or permanent withdrawals or suspensions of Unitec academic provision at MIT&Unitec must be formally approved by the Executive Leadership Team and the Academic Committee.

1. Heads of School (HoS), Academic Programme Manager (APM) and relevant Programme ~~Action and Quality~~ Committee (PAQC) undertake on-going reviews of the strategic relevance and financial viability of academic provision offered in the respective School.
 - a. Where appropriate, this group ensure any academic provision that is shown to be obsolete is withdrawn.
 - ~~a-b.~~ When a New Zealand qualification at levels 1 – 7 is notified following a qualification review as being replaced with a new one, or discontinued and not replaced, where appropriate, this group initiates the development of a replacement programme through the Programme Development and Approval Process and ensures the obsolete programme is withdrawn accordingly.
2. Te Korowai Kahurangi undertakes annual audits of academic provision that has been inactive in the past 12 months, and, as appropriate, work with Head of School and Academic Programme Manager, to discuss options for withdrawal.
3. Where academic provision becomes obsolete and the School wishes to formally discontinue a course or programme, the Head of School or Academic Programme Manager, with endorsement from the relevant PAQC, must notify the Executive Leadership Team, outlining the rationale for discontinuation.
4. The Head of School will appoint a representative to oversee the process and ensure all concurrent and subsequent actions are undertaken as required.

5. Any application for suspension of new admissions or temporary withdrawal must advise a date by which the decision will be reviewed by the Head of School.
 - a. Re-introduction of academic provision that has been permanently withdrawn requires full approval, following the process for the introduction of a new programme, including an application to the relevant external agencies (for example, the NZQA or the TEC).
6. Any proposed temporary or permanent withdrawal requires consultation with Unitec staff and students likely to be affected, and with the relevant unions' representatives.
 - a. Consultation must be undertaken **prior** to any decision being made by the Head of School or Academic Committee on the proposed withdrawal/suspension.
 - b. The Head of School ensures written notice of any proposed withdrawal is sent to the branch chair(s) and national head office(s) of the relevant union(s).
 - c. The consultation process, including time-frames, must comply with the specific requirements of the appropriate collective agreement(s) and the *Staff Surplus Policy and Procedure* ~~(HR 18)~~.
 - d. The Head of School ensures any students currently enrolled, or who have partially completed the academic provision proposed for withdrawal, have been notified in writing of the impending withdrawal action.
7. The Head of School obtains Executive Leadership Team approval for the proposed withdrawal/suspension action and notifies the:
 - a. Chief Financial Officer;
 - b. Academic Programme Manager;
 - c. relevant staff; and
 - d. relevant Human Resources (HR) and Finance staff.
8. The Head of School and/or Academic Programme Manager work through any personnel issues and budget implications with the relevant HR and Finance staff and informs Facilities Management of any reduced accommodation needs.
9. The Academic Programme Manager works with Te Korowai Kahurangi to check:
 - a. whether any courses in a programme being withdrawn are delivered in any other programme, and liaises with relevant staff to re-assign continuing courses to another programme.
 - b. any co-provision arrangements and develop a transition plan to outline arrangements for students (those still enrolled or those who have discontinued study and are likely to return at a later date to complete).
10. In consultation with Te Korowai Kahurangi, the Head of School drafts a memo to the Academic Committee recommending the suspension or withdrawal.
11. On approval by Academic Committee:
 - a. Te Korowai Kahurangi:
 - advise all relevant Unitec areas (for example, relevant School staff, Admission and Enrolments, Marketing, and/or International) about the decision.
 - updates all relevant records, including E-academic library records, monitoring/compliance databases, and relevant parts of the Student Management System (SMS).

- b. The Academic Programme Manager informs students, in writing, of the formal withdrawal action and any approved transition arrangements.
 - c. Marketing and International staff amend the website, promotional materials, and other activities as relevant
 - d. Admissions and Enrolments update records, activities, and relevant areas of the SMS.
 - e. Academic Administration ensures, where necessary and relevant, the SMS is updated to show the change in students' records
12. Where relevant, external bodies are advised of the withdrawal (for example, in the case of permanent withdrawal, Te Korowai Kahurangi advise NZQA).

Responsibilities

| Role | Responsibilities |
|--|---|
| Head of Schools | <ul style="list-style-type: none"> • Undertake reviews of strategic relevance and financial viability of academic provision. • Decision-making around withdrawal of academic provision. • Oversee withdrawal process. • Undertake reviews of strategic relevance and financial viability of academic provision. |
| Programme Action and Quality Committee | <ul style="list-style-type: none"> • Undertake reviews of strategic relevance and financial viability of academic provision. |
| Te Korowai Kahurangi | <ul style="list-style-type: none"> • Undertakes annual audits of inactive academic provision. • Support Head of Schools and AMPs in withdrawal/suspension processes. • Advise relevant Unitec parties of decision outcomes. • Updates/maintains relevant records. |
| Executive Leadership | <ul style="list-style-type: none"> • Approve withdrawal/suspension of academic provision. |
| Academic Programme Manager | <ul style="list-style-type: none"> • Check to see which courses within withdrawn/suspended programmes are delivered elsewhere. • Develop transition plans/arrangements for students. • Inform students of formal withdrawal/suspension actions and transition arrangements. |
| Marketing/International | <ul style="list-style-type: none"> • Maintain promotional/public-facing materials to align with withdrawal/suspension decisions. |
| Admissions/Enrolments | <ul style="list-style-type: none"> • Maintain student management systems in alignment with withdrawal/suspension decisions. |
| External organisations | <ul style="list-style-type: none"> • Approve re-introduction of previously withdrawn academic provision. |

Definitions

Unless otherwise specified, the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

Reference Documents

- *Staff Surplus Policy and Procedures*;
- *Academic Evaluation, Review, and Improvements Policy*;
- *Programme Review Guidelines*

Document Details

| | | |
|----------------------------------|---|--|
| Version Number | 5. 32 | |
| Version Issue Date | 13 August 2018 February 2026 | |
| Version History | Amendment Date | Amendment/s |
| | May 2002 | First edition |
| | May 2003 | Formal review |
| | February 2004 | Formal review |
| | February 2006 | Formal review |
| | May 2006 | Minor review |
| | March 2007 | Formal review |
| | August 2010 | Minor review: align with organisational re-structure |
| | August 2018 | Minor review: policy re-structuring project |
| | | February 2026 |
| Consultation Scope | | |
| Approval Authority | Academic Board Committee | |
| Original Date of Approval | 03 August 2010 | |
| Document Sponsor | Academic Board Committee | |
| Document Owner | Manager/Director , Te Korowai Kahurangi | |
| Contact Person | | |
| Date of Next Review | December 2019 | |

| MIT Academic Committee and Sub-Committees Meeting and Attendance Details in 2025 | | | | | | | |
|--|--------------------|------------|----------|----------|----------|---------------------------|-----------|
| Committee: | Academic Committee | ASC | ISASC | PASC | Research | SAER | TKTW |
| Total Meetings Held: | 12 | 19 | 1 | 9 | 7 | 12 | 11 |
| Aiono Manu Fa'aea | | | | 9 | 7 | 6, 4Proxy | |
| Anamua Lole | | | | 1 | | | |
| Anita Keestra | | 14, 1Proxy | | | | | |
| Ange Sagapolutele | | | | | | | 5, 3Proxy |
| Ann Khan | | | | | | 8, 2Proxy | |
| Annabel Gane | | 15, 3Proxy | | | | | |
| Anne Sinclair | 7, 1Proxy | | 1 | | | | |
| Armaan Singh (Student Rep) | 9 | | | | | | |
| Catherine Dickey | | | | | 2 | | |
| Chris Park | 12 | | 1 | | | 12 | |
| Christina Masae | | | | 2 | | | |
| Cornelis Kok | | | 1 | | | | |
| Craig Lucas | | 17 | | | | 8, 1Proxy | |
| Dan Stewart | | 11 | | | | | |
| David Jones | | | | | | | 7 |
| Dennis Sanga | | | | | | 6, 3Proxy | |
| Diana McMahon-Reid | 12 | | | | | | |
| Dina Rahui (Student Rep) | 10 | | | | | | |
| Elena Modkova | 6 (Joined in May) | | | | | | |
| Fabio Olgiati | | | | | | 2, 1Proxy (Joined Sep) | |
| Frances Mataia | | | 1 | | | | |
| Gaurav Jay Kumar | 9, 2Proxy | | | 1 | | 9 | |
| Gerald Masters | | | | | | 1 (left April) | |
| Hana Hohapata | | 17, 1Proxy | | | | | 10 |
| Helen Perry | 11, 1Proxy | 18, 1Proxy | | | | 11, 1Proxy | |
| Iva Matagi | | | | 6 | 3 | | |
| Jane Allen | | 13, 3Proxy | | | | | |
| Jayne Jackson | 7 (Joined in May) | | | | | | |
| Jennifer Haraki | | | | | | | 4 |
| Jo Perry | 8 (Joined in May) | | | | | | |
| Joshwin Lal | | 19 | | | | | |

| | | | | | | | |
|------------------------------|-------------------|------------|---|-----------|---|-----------|---|
| Kayne Haira | | | | | | 5 | 9 |
| Kelly Bullivant | | | | | | | 1 |
| Krishan Mani | | | | 7 | | | |
| Kylie Smith | 9 | | | | 4 | | |
| Lois Naera | | | | | | | 2 |
| Loloa 'Alatini | | | | 7, 2Proxy | | | |
| Luka Crosbie | 6, 5Proxy | | 1 | 5 | | | |
| Lydia Teatao | | | | 3 | | | |
| Maia Topp | 9 | | | | 3 | | |
| Marcus Williams | 3 (left in May) | | | | | | |
| Martin Carroll | 10 | | | | | | |
| Maureen Fepuleai | | | | 6 | | | |
| Melanie Wong | | | | | 5 | | |
| Mere Tupaea | | | | 7 | | | 8 |
| Michael Andrews | | | | | | 4, 1Proxy | |
| Michelle Parsons | | | | | | | |
| Mikaere Berryman-Kamp | | | | | | | 3 |
| Mike Foley | 3 (Joined in Sep) | | | | | | |
| Misa Fia Turner | | | | 4, 1Proxy | | | |
| Moerangi Potiki | | | | | | | 2 |
| Monique Brik | | | | | | 11 | |
| Nancy Pupualii (Student Rep) | | | | 1, 2Proxy | | | |
| Naomi Akulu-Haulangi | | | | 1 | | | |
| Ngaire Molyneux | | | | | | | 2 |
| Nick Kusari | 8 | | | | | | |
| Nippy Paea | | | | | | | 7 |
| Paul Jeurissen | | | | | | 6 | |
| Pearl Lolesi | | | | | | | 5 |
| Peseta Sam Lotu-liga | 4 | | | | | | |
| Pip Schollum-Manase | 10, 1Proxy | | | | | | |
| Rahera Tupaea | | | | | | 4 | |
| Rebecca Ho | 9 (Joined in May) | | | | | | |
| Rob Shaw | 11 | | | | 5 | | |
| Rosanne Ellis | 4 (Joined in Aug) | | | | 1 | | |
| Samson Mudapakati | | 14, 2Proxy | | | | | |

| | | | | | | | |
|--------------------|-----------|----|---|-----------|---|-----------|---|
| Sandi Eickhoff | 12 | 19 | | | | | |
| Sharyn Hay | | | | | | 9 | |
| Sheona Watson | | | | | | 9, 1Proxy | |
| Simon Nash | 11 | | | | | | |
| Suhail Shaikh | | | 1 | | | | |
| Sui Tinai | | | | 8 | | | |
| Susie King | | | 1 | | | | |
| Terina Haimona | | | | | | | 4 |
| Tia Roos | | 1 | | 3 | | | |
| Tiana Haimona | | | | | | | 1 |
| Tino Taliaoa | | | | 1 | | | |
| Tom Qi | | | | | 7 | | |
| Taura Te Whata | | | | | | | 8 |
| Tuivaiti Taulapapa | | | | 3, 1Proxy | | | |
| Vince Hapi | | | | | | | 2 |
| Waseem Soomro | | | | | | 7 | |
| Wiremu Manaia | 9, 3Proxy | | | | | | 8 |

| | |
|-------------------|--|
| Committee: | Te Komiti Mātauranga Academic Committee |
| Document: | Attendance Tracker |

| Year 2025 | Meeting 1 | Meeting 2 | Meeting 3 | Meeting 4 | Meeting 5 | Meeting 6 | Meeting 7 | Meeting 8 | Meeting 9 |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 13-Feb | 6-Mar | 3-Apr | 8-May | 5-Jun | 3-Jul | 7-Aug | 4-Sep | 2-Oct |

| Member | | | | | | | | | |
|-------------------------|--|---------------|--|--|--|---------------|---------------------------|-------------|----------------|
| Martin Carroll | | | | | | | | | |
| Peseta Sam Lotu-iiga | | | | | | | | | |
| Toa Faneva | | | | | | | | | |
| Simon Nash | | | | | | | | | |
| James Meyer | | | | | | | | | |
| Marcus Williams | | | | | | | | | |
| Hadley Brown | | | | | | | | | |
| Rosanne Ellis | | | | | | | | | |
| Simon Tries | | | | | | | | | |
| Chris King | | | | | | | | | |
| Annette Pitovao | | | | | | | S Aleke Fa'avae 3:25-3:30 | | Anna Wheeler |
| Jocelyn Williams | | | | | | | | | |
| Eric Boamah | | | | | | | | | |
| James Oldfield | | | | | | | | | |
| Viv Merito | | | | | | | | | |
| Luka Crosbie | | | | | | | | Left at 4pm | |
| Peter McPherson | | | | | | | | | Annabel Pretty |
| Laura Harvey | | | | | | Lorne Roberts | | | |
| Liz Rainsbury | | | | | | | | | |
| Sue Palfreyman | | | | | | | | | |
| John Pepere | | | | | | | | | |
| Guillermo Ramirez-Prado | | Susan Bennett | | | | Susan Bennett | | | |
| Muhammad Rayyan Hassan | | | | | | | | | |
| Irene Wu | | | | | | | | | |

| Staff | | | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|--|--|
| Delphine Gesché (Secretary) | | | | | | | | | |

| Legend | |
|-------------------|------------|
| Present | |
| Apology; Proxy | Proxy Name |
| Apology; no Proxy | |
| Absent | |
| Not a member | |

Māori Academic Advisory Committee Meeting Schedule for 2026

Meetings are scheduled on MS Teams from 8.30am to 9.30am.

| 2026 Meeting Date | Venue |
|--------------------------|--------------|
| 10 February | Teams |
| 10 March | Teams |
| 7 April | Teams |
| 11 May | Teams |
| 2 June | Teams |
| 30 June | Teams |
| 11 August | Teams |
| 8 September | Teams |
| 7 October | Teams |
| 3 November | Teams |
| 1 December | Teams |

Academic Governance Meeting Schedule for 2026

| Academic Committee (Approved) | | | Academic Quality Committee (proposed) | | |
|--|-------------------------|------------------------------|--|-------------------------|--------------|
| Meetings are scheduled on the first Wednesday of each month from February to December 2026, from 1.00pm to 5.00pm. | | | Meetings are scheduled on the third Wednesday of each month from February to December 2026, from 1.00pm to 4.00pm. | | |
| Meeting Date | Papers Due (Thu) | Venue | Meeting Date | Papers Due (Thu) | Venue |
| 23 Jan 2026 (Special Meeting) | 16 Jan | Ōtara Campus ND317 and Teams | N/A | N/A | N/A |
| 3 Feb 2026 (Tuesday) | 28 Jan | Ōtara Campus ND317 and Teams | 18 Feb 1-4pm (Wednesday) | TBC | TBC |
| 4 Mar 2026 (Wednesday) | 19 Feb | Ōtara Campus ND317 and Teams | 18 Mar 1-4pm (Wednesday) | TBC | TBC |
| 2 Apr 2026 (Thursday) | 19 Mar | Ōtara Campus ND317 and Teams | 15 Apr 1-4pm (Wednesday) | TBC | TBC |
| 6 May 2026 (Wednesday) | 23 Apr | Ōtara Campus ND317 and Teams | 20 May 1-4pm (Wednesday) | TBC | TBC |
| 3 Jun 2026 (Wednesday) | 21 May | Ōtara Campus ND317 and Teams | 17 Jun 1-4pm (Wednesday) | TBC | TBC |
| 1 Jul 2026 (Wednesday) | 18 Jun | Ōtara Campus ND317 and Teams | 15 Jul 1-4pm (Wednesday) | TBC | TBC |
| 5 Aug 2026 (Wednesday) | 23 Jul | Ōtara Campus ND317 and Teams | 18 Aug 9am-12pm (Tuesday) | TBC | TBC |
| 2 Sep 2026 (Wednesday) | 20 Aug | Ōtara Campus ND317 and Teams | 16 Sep 1-4pm (Wednesday) | TBC | TBC |
| 6 Oct 2026 (Tuesday) | 24 Sep | Ōtara Campus ND317 and Teams | 21 Oct 1-4pm (Wednesday) | TBC | TBC |
| 4 Nov 2026 (Wednesday) | 22 Oct | Ōtara Campus ND317 and Teams | 18 Nov 1-4pm (Wednesday) | TBC | TBC |
| 2 Dec 2026 (Wednesday) | 19 Nov | Ōtara Campus ND317 and Teams | 9 Dec 1-4pm (Wednesday) | TBC | TBC |

Programme Advisory Oversight Committee Meeting Schedule for 2026

Meetings are scheduled at 2.30pm.

| 2026 Meeting Date | Venue |
|--------------------------|---------------------------|
| Thursday 16 April | Mt Albert Campus 110-2020 |
| Thursday 9 July | Mt Albert Campus 110-2020 |
| Thursday 8 October | Mt Albert Campus 110-2020 |