MITU ACADEMIC WORKPLAN 2026

Last updated 2026-02-26

The purpose of the Workplan is to identify the meetings at which expected items are due.
It is not the intention of the Workplan to prevent additional items from being submitted to the Chair for inclusion in AC Agenda.

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

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

	• Review Academic Risk Register	• Review 2027 AC Workplan (via DCEA)

Institutional and Operational Plans (Academic & Research) – to be incorporated once planning framework and Council direction confirmed.

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

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

Academic Committee | MIT & Unitec
Meeting MINUTES

Date: 3 February 2026
Time: 1:00pm
Venue: Ōtara Campus ND317 and MS Teams

1 Whakatuwheratanga | Opening

The Chair opened the meeting with a karakia.

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

Members:	Present	Apology	Absent	Proxy
Martin Carroll (Chair)	✓			
Annette Pitovao	✓			
Chris Park	✓			
Chris King	✓			
Eric Boamah				Hinewai R White
Jeff Howe	✓			
Julie Prentice	✓			
Luka Crosbie		✓		
Peseta Sam Lotu-Iiga		✓		
Pip Schollum-Manase	✓			
Rosanne Ellis	✓			
Simon Nash	✓			
Simon Tries	✓			
Viv Merito	✓			
Wiremu Manaia	✓			
Terina Haimona		✓		
Thao (Tiffany) Nguyen			✓	

In attendance:
Juee Jin (Secretary) Prof. Sharon Brownie Ward Kamo

Opening of the Meeting

The Chair opened the meeting and welcomed members and attendees.
The Chair welcomed Hinewaimarama Reihana-White, attending in her capacity as Deputy Chair of the Research Ethics Committee, and Annette Pitovao attending her first meeting.

The Chair acknowledged the attendance of Ward Kamo and Sharon Brownie as Council representatives, noting that the Academic Committee is a committee of Council and that Council members are welcome to attend both open and closed sessions of the Committee.

It was noted that Ward Kamo and Sharon Brownie attend with a designated Council interest in the work of the Academic Committee and act as a conduit between Council and the Committee. Ward Kamo and Sharon Brownie were invited to introduce themselves.

The Chair confirmed that, while attending in an observer capacity, Council representatives are very welcome to participate in the discussion.

RESOLUTION:
That the Academic Committee accepts apologies for absence from Luka Crosbie, Peseta Sam Lotu-Iiga and Terina Haimona.

Moved: Martin Carroll
Seconded: Simon Nash **CARRIED**
The Chair received all apologies and declared the meeting quorate.

1.2 Work Plan

The Chair introduced the draft Academic Committee Work Plan, noting that the purpose of the work plan is to map anticipated matters coming to the Committee and the cadence at which they are expected, including standing reports from subcommittees, annual and biannual reports, and matters that the Committee may choose to prioritise at its discretion. The intent is to ensure comprehensive coverage of the Committee's Terms of Reference while distributing workload pragmatically across the year.

The Chair outlined legacy differences in reporting practices between Unitec and MIT, noting that these approaches will continue to evolve as the integrated institution matures, Council guidance is received, and the academic planning framework is clarified. It was noted that some reports may appropriately be considered by subcommittees prior to escalation, while remaining within the Academic Committee's overall oversight.

The Committee discussed statutory and regulatory reporting obligations, including the recent introduction of NZQA's Integrated Quality Assurance Framework (iQAF). It was noted that detailed monitoring schedules under iQAF remain in flux, and that statutory reporting requirements should be clearly identified within the work plan.

The Committee agreed several refinements to timing and scope. These included deferring EPI reporting to align with data availability and meeting schedules; clarifying that individual PER/MER reports will be considered at subcommittee level, with an institutional summary reported to the Academic Committee; and including the 2025 pastoral care code close-out report in the May meeting.

The Committee also discussed a number of legacy reports that were not currently scheduled. It was agreed that these do not continue in their previous form at this stage, but be

reconsidered as the integrated model develops.

The work plan is intended to be a living document, to be refined over time as cadence, data availability, and institutional needs become clearer.

ACTION:
The Committee agreed the following actions:

- Statutory reporting to be clearly identified within the work plan, including indication of reporting lines to Council.
- Pastoral care code close-out report to be added to the May work plan.
- Moderation Annual Report be deferred to May.
- EPI reporting to be deferred by one month to align with SDR timing and meeting schedules.
- PER/MER reporting to be routed through the relevant subcommittee, with an institutional summary reported to the Academic Committee.
- Reports considered via subcommittees to be clearly flagged in the work plan to clarify expectations and workflow.
- Institutional and operational plans (including academic and research plans) to be incorporated into the work plan once the planning framework and Council direction are confirmed.

RESOLUTION:
That the Academic Committee approves the Academic Committee Work Plan, subject to above amendments, noting that the work plan will be reviewed and refined as required over the course of the year.

Moved: Martin Carroll
Seconded: Chris Park CARRIED

1.3 Previous Minutes

03 December 2025.
23 January 2026.

RESOLUTION:
That the Academic Committee confirms the Minutes of the following meeting.
03 December 2025.

Moved: Martin Carroll
Seconded: Pip Schollum-Manase CARRIED

RESOLUTION:
That the Academic Committee confirms the Minutes of the following meeting.
23 January 2026.

Moved: Rosanne Ellis
Seconded: Chris Park CARRIED

1.4 Action Register

a. Development of Learner Experience KPIs on Complaints and Appeals

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

The matter is in progress. A report will be provided at the April meeting.

b. Oversight of Quality Assurance Systems

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.

Discussion on 20251106:
The matter remains in progress, with follow-up actions being undertaken by Heads of School and Programme Committee Chairs.

The matter remains in progress. A more fulsome report will be provided at the next meeting.

c. Update the UREC Terms of Reference to include regular statistical reporting on research-ethics applications and outcomes.

The item was considered under agenda item 1.5c and is now closed.

d. 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 Academic Committee.

The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.

e. Academic Committee Handbook

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

The matter is in progress. An update will be provided at the March meeting.

f. Clarification of Learner Representative Workload Expectations and Appointment Processes

DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees.

The matter is in progress. An update will be provided at the March meeting.

g. 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.

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

The work is underway.

1.5 Academic Committee Sub-Committees: Terms of Reference

a) Māori Academic Advisory Committee ToR
Presenter: Wiremu Manaia

The Committee considered the Terms of Reference for the Māori Academic Advisory Committee. The Chair confirmed that the Terms of Reference align with the advisory committee framework, with amendments reflecting kaitiakitanga tikanga, and that alignment with Tāmaki Waka Hourua has been maintained.

RESOLUTION:
That the Academic Committee approves the Māori Academic Advisory Committee Terms of Reference as amended.

Moved: Wiremu Manaia
Seconded: Viv Merito CARRIED

b) Postgraduate Research and Scholarships Committee (PRSC) ToR
Presenter: Rosanne Ellis

The Committee considered proposed updates to the Terms of Reference for the Postgraduate Research and Scholarships Committee. It was advised that the revisions largely consolidate existing provisions, with targeted enhancements to strengthen alignment with the Māori and Pacific Advisory Committees and to more clearly embed guiding principles relating to Te Tiriti o Waitangi, kaupapa Māori research, mātauranga Māori, and vā in research involving Pacific communities.

In discussion, the Committee noted the scope of PRSC's remit in relation to postgraduate qualifications and research thresholds, including the relevance of external funding and reporting requirements and emerging sector settings.

The Committee discussed the importance of ensuring that postgraduate research is culturally appropriate and aligned to the communities involved, reflecting the diversity of research participants and the student body. While reaffirming the institution's particular responsibilities to Māori and Pacific communities, it was agreed that the Terms of Reference should also clearly signal a broader commitment to culturally responsive and inclusive research practice, informed by advice from the relevant advisory committees.

The Chair clarified that this is a standing committee with delegated authority, and that the provisions relating to membership characteristics, skills and experiences are intended to apply collectively across the Committee. It was agreed that explicitly articulating a responsibility to foster culturally appropriate research would strengthen the Terms of Reference and enhance

coherence across governance and advisory structures.

The Committee further agreed that the relevant guiding principles should be positioned prominently within the Terms of Reference, and that this refinement would not alter the Committee's mandate or delegations.

RESOLUTION:
That the Academic Committee approves the Postgraduate Research and Scholarships Committee (PRSC) Terms of Reference, subject to amendment to the second paragraph of the Background to explicitly include the PRSC's commitment to fostering culturally appropriate research, with final wording delegated to the Sub-Chair consistent with this decision.

Moved: Rosanne Ellis
Seconded: Chris King CARRIED

c) Research Ethics Committee ToR
Presenter: Rosanne Ellis

The Committee considered proposed updates to the Terms of Reference for the Research Ethics Committee.

It was advised that the revisions had been developed in consultation with the Chair of the Research Ethics Committee and reviewed by the Academic Committee Chair. The proposed updates strengthen connectivity with the Māori and Pacific Advisory Committees and more explicitly recognise kaupapa Māori research ethics, mātauranga Māori, Vision Mātauranga, and vā in research involving Pacific communities, reflecting the diverse communities in which the Institute operates.

The Chair noted that ethical standards are inherently inclusive of cultural sensitivities, and that the proposed amendments appropriately make this expectation explicit. It was further noted that the Research Ethics Committee operates as an independent standing subcommittee, with an external Chair and a membership model designed to ensure appropriate expertise and continuity.

The Committee discussed reporting from the Research Ethics Committee to Academic Committee, noting a previous request for more detailed statistical reporting on research ethics applications and outcomes. It was agreed that the Terms of Reference should include an explicit expectation that such statistical reporting be provided, without prescribing detailed metrics.

The Chair also outlined this Committee's previous status as an HRC-accredited ethics committee, noting that while accreditation is not currently required, the Terms of Reference have been framed to allow for a return to accreditation should this become necessary in the future.

RESOLUTION:
That the Academic Committee approves the Research Ethics Committee Terms of Reference, subject to amendment to include an explicit expectation of statistical reporting to Academic Committee.

Moved: Rosanne Ellis

Seconded: Simon Nash CARRIED

International Academic Advisory Committee – Terms of Reference

Presenter: Jeff Howe

The Committee considered proposed amendments to the Terms of Reference for the International Academic Advisory Committee.

Two amendments were proposed. The first sought to clarify this committee's advisory role by distinguishing academic considerations from commercial or strategic matters. While retaining reference to "need" to enable advice on international demand, the amendment proposed inserting the words "academic rationale" to clearly frame the Committee's remit as academic in nature.

The second amendment proposed the inclusion of at least one international learner within the membership, strengthening student representation.

RESOLUTION:
That the Academic Committee approves the International Academic Advisory Committee Terms of Reference subject to the following amendments:
a) amend the second responsibility to read: "Provide advice to Programme Committees and the Academic Approvals Committee on the need and academic rationale, design, content, delivery and evaluation of programme proposals in relation to onshore international students and offshore delivery;"
b) amend the membership provision to include at least one international learner.

Moved: Jeff Howe
Seconded: Simon Nash CARRIED

2 General Business

2.1 Chairperson's Report

There was no Chairperson's report for this meeting.

2.2 Correspondence

The Committee received the following correspondence:

a. To: Research Committee
From: Deputy Chief Executive Academic
Copy to: Academic Committee
Date: 20 January 2026 (Pg.2)
Subject: Student Authorship

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)**

The Committee received correspondence from NZQA regarding the vesting of programmes, micro-credentials and related approvals from NZIST to MIT and Unitec, effective 31 January 2026.

It was noted that the accompanying data sets required further clarification, as a number of omissions and inaccuracies had been identified. Updated appendices were expected from NZQA.

The Chair emphasised the strategic importance of reviewing programme approval ownership, particularly where the Institute holds accreditation but not approval, and vice versa. It was noted that shared approval arrangements may present operational and regulatory risks, and that a risk-assessed approach would be required to determine which approvals the Institute may wish to seek, retain, divest, or restructure.

It was agreed that this work should be progressed within a defined timeframe, noting the limited window for engagement before structural changes across the wider network. NZQA will require programme approval and accreditation applications by 30June2026

ACTION:
1. Simon Tries to obtain and circulate revised NZQA appendices to Chris Park, Pip Schollum-

Manase, Julie Prentice and Heads of School.

2. Chris Park to develop a work plan to:
   - identify programmes where the Institute does not hold approval but may wish to seek it; and
   - review programmes where the Institute holds approval and may wish to reconsider ownership or shared arrangements.

RESOLUTION:
That the Academic Committee receives the Correspondence.

Moved: Simon Tries
Seconded: Chris Park CARRIED

2.3 Tertiary Education Strategy - 2025-2030

Presenter: Martin Carroll

The Committee received the Tertiary Education Strategy. The Chair noted that the Strategy would inform institutional planning over the next 6–12 months and encouraged members to familiarise themselves with its content.

Particular attention was drawn to the proposed development of a new "distance travelled" indicator by TEC, intended to broaden performance measurement beyond course and qualification completions and graduate destinations. The Chair noted the potential implications for future reporting requirements and suggested that the Institute position itself to engage with and, where possible, influence the development of this indicator.

It was noted that elements relating to the international portfolio may require consideration within the development of the Institute's international strategy.

The Strategy will be forwarded to Council for information.

RESOLUTION:
That the Academic Committee receives the Tertiary Education Strategy 2025-2030.

Moved: Martin Carroll
Seconded: Jeff Howe CARRIED

2.4 Granting of Awards

Presenter: Chris Park

RESOLUTION:
That the Academic Committee receives and approves the Granting of Awards of the Institute to graduands as detailed in the paper.

Moved: Chris Park
Seconded: Julie Prentice CARRIED

2.5 Unitec Policy and Procedure Updates

Presenter: Simon Tries

- Memo - Unitec Policies
- Academic Integrity Guidelines for Staff February 2026
- Assessment and Grading Procedures (Unitec) February 2026
- Award of Honorary Degrees Procedure (Unitec) February 2026
- Examination Regulations (Unitec) Feb 2026
- Senior Scholar Award Procedure (Unitec) February 2026
- Suspension and Withdrawal of Academic Provision Procedures (Unitec) February 2026

The Committee considered a suite of proposed updates to Unitec policies and procedures, largely consequential to the approval of the Student Regulations and the broader policy refresh. A number of legacy documents were proposed for rescission on the basis that their substantive provisions are now captured within the new Regulations or updated policy instruments.

It was noted that most changes were technical or nomenclature-related, with no substantive policy shifts. In particular, amendments to the Examination Regulations reflected alignment with the Student Regulations, resulting in a more staff-facing document without altering examination practice.

In discussion, clarification was provided regarding system constraints associated with grading schema alignment across sites. It was noted that grading schemes are embedded within student management systems and require deliberate and phased alignment to ensure historical transcript integrity and accurate course outcome calculation.

It was noted that a working group is developing a coordinated communications and engagement plan for staff and students, including targeted training where required, to support implementation of the updated policy suite.

An amendment was identified within the Academic Integrity Procedure, where the term “guidelines” should read “procedures.”

RESOLUTION:
That the Academic Committee approves the Unitec policy and procedure updates, subject to amendment to the Academic Integrity Procedure to correct “guidelines” to “procedures.”

Moved: Simon Tries
Seconded: Simon Nash CARRIED

2.6 Academic Committee and Subcommittees Meeting Attendance Details 2025

Presenter: Martin Carroll

The Committee received a report outlining attendance across the Academic Committee and its subcommittees in 2025. It was noted that attendance data is monitored to support informed decisions regarding committee membership and refresh.

The Chair advised that going forward attendance reporting would be reviewed biannually by Subcommittee Chairs as a governance tool to support early engagement where participation concerns arise, and, if necessary, to inform recommendations to Academic Committee regarding membership changes. The reporting template will be refined to improve clarity and consistency.

It was noted that the current report reflects legacy committee structures, and no action is proposed in respect of historical data.

RESOLUTION:
That the Academic Committee receives the Academic Committee and Subcommittees Meeting Attendance Details 2025.

Moved: Martin Carroll
Seconded: Wiremu Manaia CARRIED

3 Standing Items

3.1 Subcommittee Reporting

The Committee considered proposed meeting schedules for its subcommittees.

a. TKTW Meeting Schedule 2026
It was noted that the Māori Academic Advisory Committee has formally replaced TKTW effective 23 January. In light of this transition, consideration of the submitted schedule was deferred. An updated schedule will be brought to the March meeting.

b. Academic Quality Committee Meeting Schedule 2026
The proposed meeting schedule was presented, noting alignment between Academic Quality Committee and Academic Committee meeting cycles to allow appropriate time for referral and reporting between committees.

RESOLUTION:
That the Academic Committee approves the Academic Quality Committee meeting schedule.

Moved: Simon Tries
Seconded: Annette Pitovao CARRIED

c. Programme Advisory Oversight Committee Meeting Schedule 2026

The draft schedule was noted to require amendment, including alignment with term dates and confirmation of the minimum meeting frequency as set out in the Terms of Reference. The schedule will be revised and brought back to the March meeting for approval.

The Chair encouraged all Subcommittee Chairs to submit confirmed meeting schedules to the March meeting to support cross-committee alignment and coordination.

Meeting Practice Reminder
The Chair noted that, as a statutory Committee, meeting agendas are publicly notified in advance. Accordingly, matters should be submitted for inclusion on the agenda prior to circulation of papers, and recommendations or resolutions should not ordinarily be introduced for the first time during the meeting.

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 3:00pm

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, 3 Feb 2026, 4 Mar 2026	1.4a	**Development of Learner Experience KPIs on Complaints and Appeals** The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, DCE Academic and the Director People and Culture. 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.	Martin Carroll Simon Nash Christine Hutton	Apr 2026
1 Oct 2025, 19 Nov 2025, 3 Dec 2025, 3 Feb 2026, 4 Mar 2026	1.4b	**Oversight of Quality Assurance Systems** 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. *20251106:* The matter remains in progress, with follow-up actions being undertaken by Heads of School and Programme Committee Chairs.	Simon Tries, Chris King	Mar 2026
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4e	**Academic Committee Handbook** The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.	Martin Carroll Chris Park	Mar 2026
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4f	**Clarification of Learner Representative Workload Expectations and Appointment Processes** DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees.	Simon Nash Martin Carroll	Mar 2026
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4g	Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to:	Julie Prentice, Pip Schollum-Manase,	Mar 2026

		develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee. **Deliverable A** – Current State Mapping: Develop and present a consolidated schedule mapping all programmes to existing Programme Committees and Programme Advisory Committees, forming the agreed baseline for subsequent recommendations. **Deliverable B** – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.	Chris King	
3 Feb 2026, 4 Mar 2026	2.2h	**Context:** NZQA Transfer of programmes and micro-credentials correspondence – revised appendices pending (data corrections required)- Simon Tries to obtain and circulate revised NZQA appendices to Chris Park, Pip Schollum-Manase, Julie Prentice and Heads of School.	Simon Tries	Mar 2026
3 Feb 2026, 4 Mar 2026	2.2h	**Context:** NZQA correspondence regarding the transfer of programmes and approvals from NZIST (effective 31 January 2026) identified data inconsistencies and highlighted the need to review programme approval ownership. The Committee noted potential operational and regulatory risks arising from misaligned or shared approval arrangements and agreed that a time-bound, risk-informed review was required ahead of wider network structural changes. **Action Item:** Chris Park to develop and implement a risk-informed work plan to: • identify programmes where the Institute does not currently hold approval but may wish to seek approval; and • review programmes where approval is currently held to determine whether ownership or shared arrangements should be retained, restructured, or divested.	Chris Park	Apr 2026

Manukau Institute of Technology and Unitec

Disabilities Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	0.1
Issue date	February 2026
Approval authority	Academic Committee
Date of approval	
Document owner	Deputy Chief Executive Academic
Contact person	Director, Student Success
Date of next review	September 2026

Version control

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

1 Background

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

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

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

2 Responsibilities

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

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

3 Membership

3.1 Members

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

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

3.2 Chair and Deputy Chair

The Chair will be the Director, Student Success.

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

3.3 Co-opted members

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

3.4 Observers

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

3.5 Terminating membership

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

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

3.6 Members' characteristic, skills and experiences

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

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

4 Modus Operandi

4.1 Standing Orders

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

4.2 Secretarial Support

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

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

4.3 Meetings

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

4.4 Reporting

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

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

Manukau Institute of Technology and Unitec

Disabilities Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	0.1
Issue date	February 2026
Approval authority	Academic Committee
Date of approval	
Document owner	Deputy Chief Executive Academic
Contact person	Director, Student Success
Date of next review	September 2026

Version control

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

1 Background

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

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

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

2 Responsibilities

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

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

3 Membership

3.1 Members

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

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

3.2 Chair and Deputy Chair

The Chair will be the Director, Student Success.

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

3.3 Co-opted members

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

Commented [LT1]: Is there need for more representation from the disability community? or is this accounted for in co-opted members?

Commented [AP2R1]: thanks @Lele Talagi the DAAC is a sub-committee to Academic Committee so internal facing. There are Industry Advisory Committees that are external facing.

Commented [SS3]: Would the nomination of names will be via email or will there be a form (cover 3.6- Membership) to determine if the nominee has the expertise or is the right fit for the committee? - ideally staff that identify as disabled or neurodiverse will put their names forward to the HOS & Director SS.

Commented [AP4R3]: Thanks @Sabrina Sharma Process is yet to be determined as ToR is our first step. Calling for nominations is the standard approach but all four Academic Advisory Committees would need to be broadly consistent in approach.

Commented [LT5]: Clarification on student needing to be enrolled at the time of nomination or for the entire year?

Commented [AP6R5]: in order to be representative voice for students especially Disabled they would need to be actively enrolled student for the year of being on DAAC

Commented [SS7]: With the option of up to 3 members, it would be great to have an Assistive Technology expertise on the committee as well.

Commented [AP8R7]: agreed

3.4 Observers

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

3.5 Terminating membership

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

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

3.6 Members' characteristic, skills and experiences

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

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

4 Modus Operandi

4.1 Standing Orders

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

4.2 Secretarial Support

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

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

4.3 Meetings

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

Commented [SS9]: I do agree with Lele re need for clarity around Quorum & attendance expectations.

Commented [AP10R9]: See 4.1 as DAAC is bound by Standing Orders

4.4 Reporting

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

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

Commented [LT11]: Is there opportunity to add clarity around - Conflict of Interest, Quorum and Decision Making?

Commented [AP12R11]: As above - see 4.1

Manukau Institute of Technology and Unitec

Pacific 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	

1 Background

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

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

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

2 Responsibilities

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

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

3 Membership

3.1 Members

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

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

3.2 Chair and Deputy Chair

The Chair will be the Director, Pacific Success.

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

3.3 Co-opted members

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

3.4 Observers

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

3.5 Terminating membership

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

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

3.6 Members' characteristic, skills and experiences

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

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

4 Modus Operandi

4.1 Standing Orders

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

4.2 Secretarial Support

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

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

4.3 Meetings

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

4.4 Reporting

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

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

Memo to: Academic Committee

From: Professor Martin Carroll, DCE Academic

Subject: Management of Academic Committee Correspondence

Classification: None

Date: 25 February 2026

Introduction

The purpose of this memo is to set out a method for managing significant correspondence for the Academic Committee. The intention is to ensure appropriate transparency and oversight, whilst also ensuring that items are assigned to the appropriate entity for handling.

This proposal has been developed with the assistance of the Academic Leadership Team.

Note that the lists below are not intended to be inclusive of all correspondence, but rather, set out a protocol for regular items (whether they are specifically addressed to Academic Committee or not) pertaining to the responsibilities of academic governance.

As a general rule, the following correspondence will be included in Open Session unless the specific content triggers an official reason for treating them in Closed Session:

- External Monitor Reports
- NZQA Collated Moderation Reports for a Programme
- Consistency Review Reports
- Letters imposing published Statutory Conditions
- Professional accreditation reports

As a general rule, the following correspondence will be included in Closed Session:

- Received Draft/Preliminary/Provisional versions of the items listed above
- Audit or Investigation Reports by NZQA or other regulatory bodies
- Letters imposing unpublished Statutory Conditions

Generally, the grounds for handling these correspondences in Close Session would be in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 and the particular interests protected by section 9 of the Official Information Act 1982 (specifically, to protect the privacy of natural persons and to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of MIT and Unitec), which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

Assignment of correspondence items

For each item of correspondence, where applicable, the subcommittee, position or delegated authority assigned the task of dealing with the correspondence will be noted against that item in the agenda paper. In these cases, it is not expected that Academic Committee will specifically and individually address these

item (at least while the correspondence is being handled by the assigned entity), although Members may certainly raise them for questions and discussion if they wish.

Recommendation

That the Academic Committee approve the standard operating procedure for handling correspondence items set out in this memo.

Memo to: Council

From: Professor Martin Carroll, DCE Academic
Dr Simon Nash, DCE Learner Experience & Success

Subject: EPI Summary based on December 2025 SDR

Classification: None

Date: 26 February 2026

Education Performance Indictors (EPI)

The Tertiary Education Commission tracks performance against a number of Educational Performance Indicators (EPI). Targets for each EPI, known as Education Performance Indicator Commitments (EPIC) are set each year in the Investment Plan.

EPI are generally tracked over time (trend data), against EPICs and against industry benchmarks when available (usually other polytechs, through Tribal benchmarking).

EPI, generally reviewed alongside enrolment data, are used to help focus strategic planning, particularly in terms of recruitment, teaching, support and retention strategies.

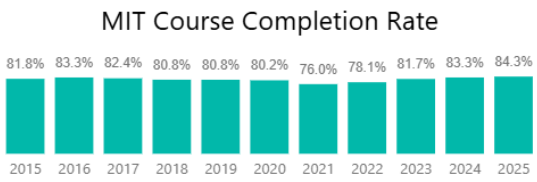
The main EPI are as follows:

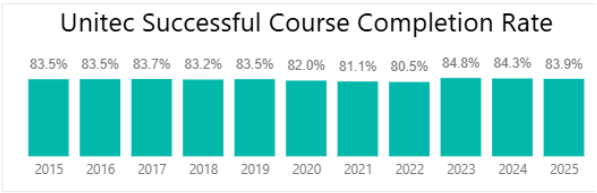
- *Course Completion Rate*
  This is the proportion of students who successfully complete the course into which they enrol (less those who withdraw within the first 15% of the course).
  Known as "credit achievement" for work-based learning (DQ3-7).
- *Cohort Qualification Completion Rate*
  This is the proportion of students who enrol in and complete a qualification within the designated time periods.
- *First Year Retention Rate*
  This is the number of students in a qualification who progress from the first year of enrolment (Y) to the second year in Y+1. It is only measured for students enrolling in qualifications of ≥2.0 EFTS at Level 4 or above.
- *Progression Rate from Levels 1-4*
  This is the proportion of students who compete a qualification at Levels 1-4 at a TEO in NZ and within 12 months enrolled in a higher-level qualification at the same or different TEO in NZ.

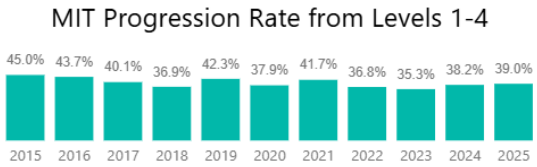
Data source and cadence

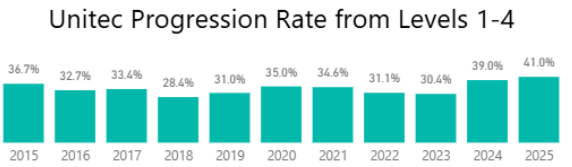
Data for EPI is taken from the Single Data Return (SDR) of enrolment and learner results information in the Student Management System (SMS). SDR are provided to the TEC three times per year: August, December and April. The December SDR is the first time that an indication of annual EPI is available. However, a number of results are still outstanding at this time (including late grades, grades from extended sources, and grades changed through appeals, and Unitec postgraduate data). Therefore, the April SDR is the final record of EPI for the previous year.

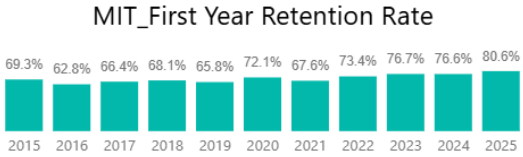
Summary EPI (based on 2025 December SDR)

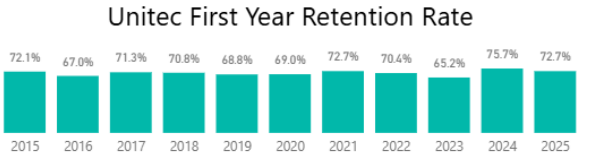


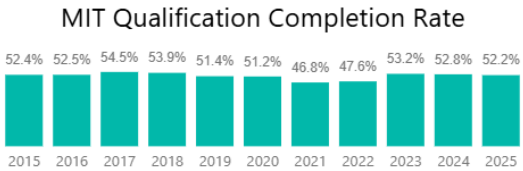


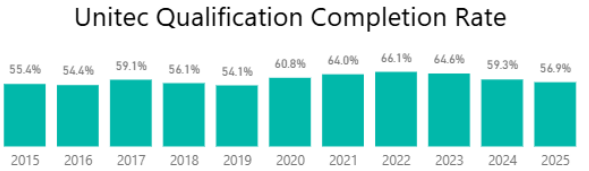








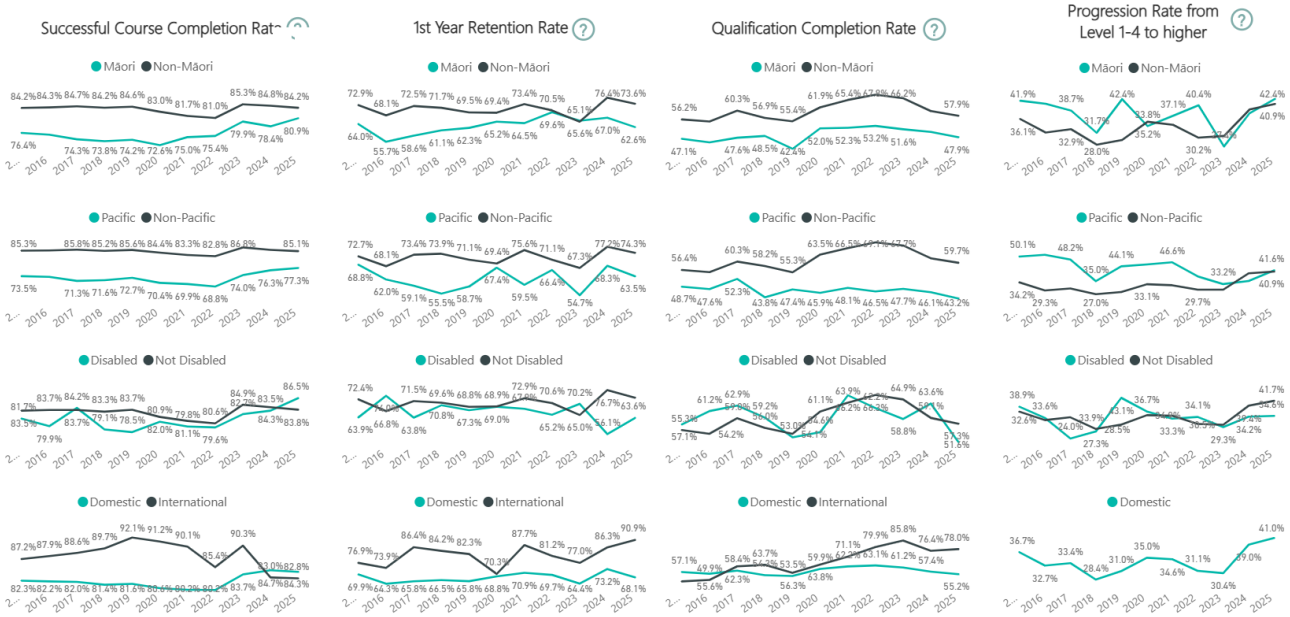




EPI are also targeted and monitored according to Priority Groups, with the currently nominated groups being:

- Māori (c.f. non-Māori)
- Pacific (c.f. non-Pacific)
- International (c.f. Domestic) (TEC do not require this, but we have traditionally tracked it)
- Disability (c.f. no-disability) (this is a new priority group, and statistically constrained as it requires self-declaration by the learner)

The following Priority Group Summary EPI (December 2025) is for Unitec only:



Analysis

Retention and Course and Qualification completions took a significant decline in 2021 due to COVID lockdowns. This was more noticeable with MIT, where students have an average social deprivation index of 1.11 (compared with 0.71 for Unitec and a sector benchmark of 0.91) and were more pressured by family care and employment demands. However, Course Completion, Progression and Retention have since all continued to increase at MIT.

At Unitec, Course Completions hold steady (and will increase by about 1.5% in the April data) and Progression Rates are increasing. Retention rates oscillate.

While Qualification Completion Rates at MIT and Unitec are currently below 2024 results, these typically increase between the December and April SDR as remaining completion data is finalised.

At Unitec (MIT report not yet available) the gaps in Course Completion Rates continue to narrow for Priority Groups. This has been a key area of focus for MIT and Unitec, and for TEC.

N.B. comparisons between MIT and Unitec at this aggregated level are problematic, as the two areas have different programme suites and learner profiles, which impact the EPI significantly.

More information about EPI

EPI are typically reported to Council as overall aggregates. However, at a detailed level EPI are targeted and monitored according to several categories, including funding levels against the NZQCF:

- Youth Guarantee (YG)
- DQ 1-3 (mainly foundation and prep programmes)
- DQ 4-7 (non-degree)
- DQ 7 (degree)
- DQ 8-10 (postgraduate)
- DQ3-7 Work-based (apprenticeships, Traineeships)

MIT and Unitec have a very small volume of WBL at this stage (but planned for growth). Work-based learning at DFQ 3-7 have separate EPI.

- Credit Achievement
- Participation
- Programme Completion
- Apprentice Retention

More detailed reporting can be prepared if Council would find it useful (and is being prepared for management). Under Te Pūkenga, the primary data reporting and analysis function was moved to the National Office and removed from divisional budgets. MIT and Unitec are currently rebuilding this capability.

Memo to: Academic Committee
From: Academic Committee
Contributors: Juee Jin
Subject: **Correspondence**
Date: 24-02-2026

Recommendations
That the Academic Committee receives the correspondence.

Attachments
Inward:

a. To: Academic Committee
From: NZQA
Date: 13 February 2026
Subject: MASCI Monitor's report (Pg.2, 3-20)

b. To: Academic Committee
From: NZQA
Date: 13 February 2026
Subject: Monitoring report - BDCA (Pg.21, 22-41)

c. To: Academic Committee
From: NZQA
Date: 13 February 2026
Subject: Monitor's report - BEngTech (Pg.42, 43-58)

d. To: Academic Committee
From: NZQA
Date: 13 February 2026
Subject: Monitor's report - MAB (Pg.59, 60-82)

e. To: Academic Committee
From: NZQA
Date: 13 February 2026
Subject: MPACC Monitor's report (Pg.83, 84-112)

f. To: Academic Committee
From: NZQA
Date: 24 February 2026
Subject: NZQA - C68716 - Certificate in Exercise – Fitness Leader (Level 4) – SIT (6015) (Pg.113-114, 115-117)

g. To: Academic Committee
From: NZQA
Date: 24 February 2026
Subject: FW: NZQA - C68717 - Certificate in Exercise – Personal Trainer (Level 5) - SIT (6015) (Pg.118-119, 120-122)

h. To: Academic Committee
From: NZQA
Date: 24 February 2026
Subject: 2025 Annual Summary (National External Moderation Report) for NZQA managed standards. (Pg.123)

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

13 February 2026 MoE Number: 6004

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

Tēnā koe Peseta Sam

Re: 2025 Monitor's report – Master of Applied Science Tāhuhu Pūtaiao; Postgraduate Diploma in Applied Science; and Postgraduate Certificate in Applied Science

Please find attached the finalised Monitor's Report for the 2024 delivery of the above programmes.

Should you have any questions, please contact Nicola Bermingham at Nicola.Bermingham@nzqa.govt.nz

Ngā mihi nui

Nuzhat Sohail
Team Leader
Approvals and Accreditation
Quality Assurance Division

Attachments: Monitor's Report

cc: Steve Marshall smarshall@unitec.ac.nz
cc Simon Tries stries@unitec.ac.nz
cc Jackie Tims jtims@unitec.ac.nz
cc: Degree Monitoring DegreeMonitoring@nzqa.govt.nz

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

NZQA Degree Monitoring Report

He Pūrongo Aroturuki Tohu Paetahi

Programme Name and number | Ingoa o te Hōtaka Ako:

Postgraduate Certificate in Applied Science (128085-1)

Postgraduate Diploma in Applied Science (128087-1)

Master of Applied Science Tāhuhu Pūtaiao (128086-1)

Name of TEO | Ingoa o te whare Mātauranga:

Te Pūkenga - New Zealand Institute of Skills and Technology

Trading as: Unitec (6004) (6683)

Monitor's name | Ingoa o te Kaiaroturuki:

Associate Professor Nicholas Ling

Date of visit | Te rā :

23/09/2025

Purpose of programme monitoring | Te take (o te aroturuki hōtaka)

The purpose of monitoring programmes of study that lead to degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and accreditation and are being delivered in line with current best practice.

The Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10 are available on the NZQA website.

The Programme Approval, Recognition, and Accreditation Rules 2022 govern one of the requirements to participate in monitoring to maintain accreditation to provide an approved programme.

The report should be written with evidence-based definitive statements and provide as much information as possible under the following headings. If issues of concern arise, please contact NZQA to discuss.

Introduction | He Whakataki

The programme being monitored here is the Master of Applied Science (Biodiversity Management) at the School of Environmental and Applied Sciences (EAS) at Unitec. This was originally proposed as a programme under Te Pūkenga but since the disestablishment of Te Pūkenga it is now being solely taught at Unitec. This programme also includes options of a postgraduate certificate and postgraduate diploma in the same subject.
The programme is in its second year of delivery, and this is the first monitoring visit. There are eight domestic students currently enrolled in the programme although there are plans to open the programme to international enrolments in 2026. One student has completed the postgraduate diploma, and another one is awaiting completion following submission of their thesis. All other students currently in the programme are part-time enrolments.

Previous recommendations **Ngā putanga o mua**

Recommendations and requirements made by NZQA during Degree Approval and Accreditation were as follows:
Recommendations

- Continue to include and invite Pacific knowledges and people into the programme and the programme delivery.
- Continue to review the required reading and course materials to ensure a reasonable balance of seminal and recent resources for student learning.
- Review the programme advisory panel membership to include Pacific representation and provide the new approach to advisory board input nationally and locally, including the terms of reference.

Requirements:

- Align the Strategic Purpose Statements of each qualification with their respective programme aim statements to make explicit the distinctive nature of each qualification.
- Provide a draft statement to be included in pre-enrolment information, particularly as part of the Code, but for students stating that students will be required to cover any costs associated with off-site or block course experiences and what those approximate costs will be.
- Provide an updated moderation plan for the programme suite.
- Ensure and confirm that the recently approved national regulations approved by Te Pūkenga, Te Kawa Maiorooro (TKM) are made available to all teaching staff and that all staff teaching into the programme and inducted before the course starts. Additionally, wherever the national programme regulations do not apply that Unitec/Te Pūkenga confirm which set of regulations will apply to this programme to provide consistency assurance for staff and students.
- Include in the programme document the staff structure for the programme that clearly shows the reporting lines and linkages at both the regional delivery and programme levels.

- Detail how students will be both enrolled and supported regardless of location given that IT alignment expected by Te Pūkenga has not yet been realised as part of client relationship management for all staff.
- Provide, with evidence, the confirmed commitment to appoint an additional teaching staff member to the programme.
- Review and submit for approval the proposed Tripartite agreement for placements.
- Confirm the review timeframes for each programme and as part of ongoing review of the programmes engage authentically with hapū/iwi, Pacific peoples and other key stakeholders to ensure a codesign approach is achieved.
- Provide a research plan for the programme together with the ethical approval processes for both staff research and student projects for this programme that assure consistency and clarity.
- Develop and submit a professional development plan for further and advanced development of the relevant skills, knowledge and abilities of teaching staff to appropriately engage with, access, utilise and apply Māori knowledge in their teaching and learning.
- Review and amend the entry requirements for the programme to include:
    - The need of students to have IT access and knowledge
    - To recognise in particular te reo Māori as a valid entry language for the programme.
- Remove the requirement on ākonga to advise and request well in advance, their desire to submit work in te reo Māori.
- Amend the programme document and include Moriori as a distinct group in their own right.
- Provide a plan for connecting student support staff from all delivery sites to each other and to the teaching staff so as to ensure that the roles and ways of working are both clear and transparent for all, including students.

It is noted in the Programme Accreditation Approval from NZQA that these conditions were met by Unitec. However, the programme as approved was for delivery under a Tripartite agreement between TEOs within Te Pūkenga and many of these requirements may have applied to the programme as originally proposed, which differs significantly from that currently being delivered. Some of those requirements such as additional staffing and the requirement of a Tripartite agreement may therefore no longer have relevance. Other requirements appear to have already been addressed. With regard to the three listed recommendations, it is unclear whether all of these have been met. I am satisfied from reviewing the course descriptions and examining their content that the courses do have an appropriate balance of resources to meet the academic rigour required of the teaching. However, it isn't clear to me whether the recommendations regarding increased course involvement of Pacific peoples and knowledge or greater Pacific involvement in the programme advisory board have been met.

Summary of the visit **He Whakarāpōpoto**

Documents provided and reviewed prior to the visit included:

- Academic Programme and Credit Recognition Procedures
- Course outlines
- Minutes of prior industry engagement meetings
- Moderation plans
- 2024 programme evaluation and planning reports
- NZQA programme approval and accreditation evaluation reports
- Detailed information on research activities of EAS.
- Information on EAS staffing and qualifications
- Information on student enrolment and success for both this programme and Unitec as a whole.
- Information on student support services

The monitoring visit was undertaken in person on the 23rd September 2025 at the Unitec campus in Mt Albert at EAS and was supported by Nicola Bermingham from NZQA. The visit involved meetings with senior institutional management, academic programme directors, the programme manager and director, teaching staff involved in programme delivery at Unitec and also Dr Kathryn Ross from Toi Ohomai, staff of Unitec's research office, staff involved in institutional student success and support, enrolled students, and industry stakeholders who have been involved in programme planning and support. Some representatives attended in person while others joined the meetings remotely. The agenda for the day is provided as Appendix One. Some persons listed on the agenda did not attend and are indicated on that document. Although originally proposed as a programme under Te Pūkenga, the impending disestablishment of that organisation and the subsequent future independent operation of key institutes originally proposed to deliver the programme means that the programme is currently only delivered at Unitec in Mt Albert and Toi Ohomai. However, there is a possibility that this programme might also be delivered independently by Toi Ohomai in future and that some sharing of delivery and credit recognition may be undertaken between Unitec and Toi Ohomai. Programme delivery currently at Unitec involves a mix of in-person (on campus and field trips) and online (flexible) teaching.

Evaluation of the programme | Te Aromātaitanga o te Hōtaka Ako

Programme content and currency **Ngā hua me ngā whakaritenga o te Hōtaka Ako**

This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that the TEO's Academic Board has sanctioned reviews.

This is the first external programme review since commencement of the programme in late 2023. An internal programme evaluation and planning (PEP) assessment was undertaken in early 2025.
The programme currently is significantly different from the original proposal approved by NZQA as a programme to be delivered under a tripartite agreement of TEOs within Te Pūkenga. Due to the lack of current, or possible future, involvement of other TEOs, the following courses originally included within the programme are not currently offered:
Electives:
Contemporary Issues (NSCI8004TP)
Ecological Consultancy (NSCI8005TP)
Freshwater Ecosystems and Management (NSCI8008TP)
Applied Ecological Genetics (NSCI8009TP)
Human Impacts: Managing Energy, Waste and Resources (NSCI8010TP)
Marine Ecosystems and Management (NSCI8011TP)
Mātauranga Māori (NSCI8012TP)
Sustainable Food Systems (NSCI8014TP)
The Human Dimension of Change (NSCI8016TP)

The programme currently delivered therefore contains only the following courses:
Compulsory:
Applied Research Methods (NSCI8001)
Partnership and Stakeholder Engagement (NSCI8002TP)
Dissertation (NSC18017TP) or Thesis (NSCI9001TP)

Electives:
Biosecurity: Strategy and Implementations (NSCI8003TP)
Ecological Restoration (NSCI8006TP)
Environmental Monitoring (NSCI8007TP)
Remote Sensing and GIS (NSCI8013TP)
Taxonomic Methods (NSCI8015TP) – although currently offered as an elective this course has not enrolled any students since initiation of the programme.

The inability to offer several electives from the original degree programme restricts student choice and potentially affects the attractiveness of this programme to prospective students. However, the current offering of a smaller number of elective

courses helps to support the sustainability of these courses through more cost effective staff to student ratios, albeit that because the current cohort of students is predominantly enrolled part-time this means that student numbers in most elective courses are still very low.
In my opinion, as a subject matter expert, some of the original proposed electives would enhance the attractiveness of the programme, both to domestic and international students. However, because these were originally proposed to be taught by other TEOs this is not currently an option unless new staff are hired or the programme is also offered elsewhere and a credit agreement system is adopted. Although Toi Ohomai did deliver one course within the programme in 2024, it is unclear what arrangements are currently planned following the formal dissolution of Te Pūkenga. The current delivery of the programme, and the expertise of current staff, restricts its applicability to terrestrial biodiversity management, whereas bipartite involvement of Toi Ohomai would expand this to both freshwater and marine ecosystems which could be attractive to a much larger student cohort. Additionally, while some elements of Mātauranga Māori are embedded within existing electives, the addition of NSCI8012TP would be clearly attractive to Māori students but also other domestic students as well.
The programme as delivered is academically rigorous, and its active involvement and engagement with industry stakeholders means it can stay relevant and current. An alteration to the current programme of course delivery proposed in 2026 is to teach both of the compulsory courses in both A and B semesters to enable students to begin the degree at the start of either semester. This programme change provides greater flexibility for students and is necessary given that the programme has been somewhat unbalance with respect to the number of taught courses available in either semester and that completion of NSCI8001 is required before enrolment in either the dissertation or thesis.

Teaching/learning strategies **Ngā rautaki o ngā whakaakoranga**

This programme is very new and student numbers are still low so it is really too early to comment on how teaching and learning strategies are performing. Feedback from students through anonymous course evaluations and from students interviewed during this monitoring are encouragingly positive. Teaching staff are also positive and enthusiastic about the programme. One big unknown currently is whether student numbers will grow significantly with possible enrolments of international students in 2026 and how those international students are supported through the programme. The other significant factor from 2026 onwards is how the dissolution of Te Pūkenga affects the programme with the possibility of co-delivery between UNITEC and Toi Ohomai or other TEOs.

Assessment **Aromatawai**

The assessment tools employed are appropriate and sufficiently diverse to both meet learning outcomes of the taught courses and to provide a range of assessment methodologies appropriate for a postgraduate research degree.

Assessments such as in-person oral presentations help to alleviate concerns relating to the possibile plagiarism or the use of generative AI. In case of the latter, with respect to written assignments, UNITEC employs online assessment tools such as Turnitin and AI checkers. Policies are therefore in place to investigate and respond appropriately to plagiarism with appropriate disciplinary procedures.

Moderation practices for research dissertations and theses are entirely appropriate for a research degree. Only one student has currently completed their thesis and this is undergoing both internal and external examination. Because this process was still underway at the time of monitoring the outcome could not be reviewed. However, process is in place in the case of significant disagreement between internal and external examiners which involves the use of a second external examiner. This is standard practice in this discipline.

Programme delivery/learner achievement **Ngā Whakaakoranga/ Ngā Whakatutukitanga**

The MASCI programme is well supported at an institutional level by library services which are more than adequate to support both the teaching programme and staff and student research. Unitec also provides student support services – counselling services and support for Māori and Pasifika students as well as international students. With respect to the proposal to open the programme to international students from 2026 there was some concern from staff supporting international students that some course content may be too contextualised to New Zealand or to Māori or Pasifika content. That may be considered challenging or less valued by international students, especially those from other indigenous backgrounds. There was also concern that, based on experience of international students at undergraduate levels, some ESL international students may struggle with scientific language and concepts. There was concern that some students in undergraduate programmes were currently unprepared despite having met the English language acceptance criteria.

Although only two students currently enrolled in the programme were able to meet during the monitoring visit they were both very supportive of the degree. They appreciated the flexible nature of its delivery, were very complementary of the teaching staff, and enjoyed the taught content. Neither were yet involved in their thesis research although well involved in planning those projects. Both students felt that staff were sufficiently supportive and engaged with students that any concerns they might have could be communicated to teaching staff and would be considered fairly.

Unitec has formal procedures to invite student feedback through anonymous online course appraisal, although this typically has a relatively low response rate (average 35.9%). Student appraisal of the MASCI programme to date from an average response rate of 23.8% achieved an overall approval rating of 8.8 out of 10, which is better than both the institutional target of 8.0 and the average across all Unitec courses of 8.5. There is little to inform changes in the current programme given that student numbers are still low and the feedback from student course evaluations is very positive so far.

Limited information is available so far on the graduate outcomes of this programme but the 2025 Programme Evaluation and Planning Report makes a recommendation to

follow up with graduate outcomes in 2026. Only nine students have enrolled in the programme, of which one has withdrawn and one has completed the postgraduate diploma. Most students are enrolled part-time because they are otherwise employed, therefore the total EFTS delivered to date is 4.25. One student has completed their research thesis which is currently undergoing assessment. Of all total EFTS delivered to date Māori and Pasifika students comprise 35.3% and 14.7%, respectively.

Resources **Ngā Rauemi**

Staffing

Current staffing of taught courses within the programme is adequate and these courses are also supported by external voluntary contributions from industry stakeholders. The current staff: student ratio is high due to the programme being early in its delivery with relatively low enrolments and a large proportion of the current students being enrolled part-time. The teaching staff are suitably qualified with more than adequate professional experience to deliver the programme. Delivery of the programme is currently limited to only the Mt Albert campus of Unitec with no current plans to involve other sites, although some teaching activities do involve offsite delivery (field trips).

Facilities

Unitec supports teaching delivery of some elective programmes that involve practical classes through appropriate computer resources (e.g. for GIS) and laboratory facilities. These are aided by support staff, although some teaching staff are concerned that the allocation of support (technical) staff will need to increase significantly, especially for field related teaching and to support research students undertaking dissertation and thesis projects. Staff also expressed concern that technical resourcing of field related research, such as suitable research equipment and fit-for-purpose vehicles, is currently inadequate. These limitations were also identified by the SWOT analysis included within the recently developed (2024) research plan for EAS. Despite assurances from senior management that adequate resourcing would ensue as enrolments in the programme increased, even small numbers of research students still need to be adequately resourced to ensure that their research is academically and scientifically rigorous, and safe. Allocation of internal operational funding to support research students is currently ad hoc and based on individual needs rather than some form of specified allocation. Such a system can engender feelings of inequity among students and can make research execution challenging without prior budgeting and allocation of funding to a project. Staff of the research office indicated that limited operational funding of up to $500 per student was available in addition to funding that supports thesis production and publication. Staff research can also be supported through the Strategic Research Fund which could support research students in projects aligned with staff research programmes. External research funding is another possibility but, although Unitec has a growth strategy for research, the amount of external funding in EAS is currently low, having declined significantly over recent years. Many of the students currently enrolled are employed in industry and studying part-time and it is likely that their thesis research will be aligned with their respective employers'

operational interests or needs and therefore may be adequately resourced externally (in-kind funding). That will likely not be the case for domestic and international students enrolled on a fulltime basis.

Key stakeholder feedback **He whakahokinga kōrero tā te Hunga Whaipānga Matua**

This programme is supported by an external advisory panel comprising staff from a wide range of external industry partners. This group meets at regular intervals and has been involved in programme content advice and in some cases is involved in active programme delivery through teaching. Feedback from this group during the monitoring visit was generally very positive and supportive, although there was a general feeling that the programme could be better promoted to prospective students through wider engagement with industry bodies such as EIANZ, through wider social media advertising, by better promoting prospective career options in industry, and by supporting internship-style arrangements with industry.
There currently does not appear to be much active external engagement of the degree programme with external iwi or Pasifika organisations or not-for-profit groups (such as community pest management groups) that could potentially provide opportunities to provide invited course content or actively support student research projects.

Because this programme is very new and its success as measured by student graduation or employment cannot yet be measured, there has been no formal external review.

Research **He Rangahau**

Section 454 of the Education and Training Act 2020 (the Act) requires that the award of a degree must recognise the completion of a programme of advanced learning that is "taught mainly by people engaged in research".

Research productivity across the school, in terms of peer reviewed outputs, is variable and heavily skewed towards some staff. Twelve degree teaching staff in EAS, from a total of 23 FTE, received research ratings in the 2018 PBRF round. 100% of the staff that currently teach in the MASCI programme are rated as "green lit" under Unitec's Research Productivity Traffic Light system which exceeds the requirements of section 454 of the Education and Training Act (2020). It is clear that the research activities of the teaching staff inform the programme curriculum and that EAS has a growing research culture. Allocation of FTE to research is nominally 0.2FTE per staff member. The 2024 EAS research plan identifies 6 KPIs to support future staff research and professional development through:
A metric for quality assured research outputs
Measures of research productivity

Measures of external research income (in value) and of industry funded projects (counts)
Measures of student integrated research outputs (as defined by PBRF)
Rangahau Māori research productivity

EAS has identified specific goals aligned with these KPIs and the 2024 research plan includes the following, although it is unclear which of these have yet been implemented and it is clear that there are ongoing issues with financial support of research as outlined in the resourcing section of this report (above):

- Appointment of research active Mātauranga Māori expert to EAS staff, available to support/advise fellow EAS researchers
- Increase/ongoing support for students in research courses
- 3x ePress journals
- Support of ECR and emerging researchers – mentoring
- Scholarships available for postgraduate students
- Continued relationship and connection of work or research of VN in Tonga
- Increased engagement with industry stakeholders that require research partnerships
- Formalising of the Terms of Reference for the School's Research Committee, which will be highly focussed on the support of new, emerging and established staff who are required to or are interested in conducting research.
- Re-establishment of the Research Support Group and conducting themed workshops relevant to the research skills or interest of staff.

Recognition and award of credit for learning (RPL and CRT) **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga**

UNITEC has a formal procedure for recognition of prior learning and for academic credit recognition. I cannot comment on specific backgrounds of individual students enrolled in the programme and their prior learning as this information was not provided.

Issues and challenges **Ngā here, me ngā wero**

Because the programme is very new there are no longitudinal data on which to make an assessment of trends. Challenges associated with resourcing current and future research students, especially full-time students engaged in field-related research projects have been outlined earlier in this report. There are currently no formal plans to address these other than assurances that needs will be met as they arise.
My assessment of the early days of delivery of this programme are that it meets a vocational need, is well viewed and supported by external stakeholders, is valued by students enrolled in the programme, is well taught by a professional and dedicated teaching faculty, is informed and aligned to the research of staff within EAS, and is academically rigorus. Ongoing challenges for the programme are growth, expanding elective options within the programme by arrangements with other TEOs following the dissolution of Te Pūkenga, and resourcing of part-time or full-time research students that are not otherwise supported by external stakeholders.

Time will tell whether 2026 sees growth in the programme through enhanced enrolments of domestic students and the current trend in the growth of international student enrolments nationally.

Recommendation | Ngā Taunaki

List a consolidation of recommendations made earlier in this report.

To the TEO

- Provide a more formalised strategy for programme growth through national and international advertising, particularly in association and consultation with external industry stakeholders.
- Implement a more formal strategy for operational funding of student research and identify key support staff and CAPEX needs to support field research as identified in the EAS 2025 research plan.
- Investigate opportunities for research student internships with external stakeholders as a cost-effective means to support research students.
- Investigate programme collaboration and delivery with other TEOs as a means to grow and diversify programme content and appeal.
- Confirm that the recommendation to include and invite Pacific knowledges and people into the programme and the programme delivery has or will be met.
- Confirm the commitment to review the programme advisory panel membership to include Pacific representation and provide the new approach to advisory board input nationally and locally, including the terms of reference.

To NZQA

[In this section, specify any serious concerns that NZQA may need to follow up with the institution, e.g. any aspect(s) of the programme and/or delivery show serious non-compliance with NZQA requirements or a lack of quality that is likely to disadvantage learners.]

I have no serious concerns about this programme currently as it is being delivered by UNITEC. The sustainability of the programme rests on satisfactory student growth and whether the programme can be delivered jointly through other TEOs teaching additional elective content that could significantly enhance its appeal to students. My only other significant concern at present is little existing commitment to adequately resourcing student research. While there are assurances that support will be made available as and when required this all seems rather ad hoc and obviously investment in further support staff and CAPEX takes time to deliver.

Nicholas Ling

05/10/25

Monitor's Signature
[Name]

Date

This report was confirmed as accurate by [Name of person at TEO], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).

10/12/25

Laura Harvey

Signature: Name of person at TEO [Name]

Date

Degree on NZQA monitoring:

This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the TEO to confirm factual accuracy before finalisation. Email the report to degreemonitoring@nzqa.govt.nz

Degree on Self-Monitoring:

This draft report is to be sent directly to the institution.

Appendix One: Agenda/Summary of the Visit

AGENDA

School of Environmental and Animal Sciences (EAS)

Master of Applied Science suite
(4824-1, 4822-1, 4823-1) [C56530, C56529, C56525]

Monitor's Visit

Monitor: Dr Nick Ling, University of Waikato AP
Nicola Bermingham, NZQA Senior Evaluator

Date: Tuesday, 23 September 2025
Format: Teams / Room 115-1030 (exclusively)

TUESDAY, 23 SEPTEMBER 2025		
TIME	**ACTIVITY DESCRIPTION**	**ROOM/ LINK**
8.45am – 9.00am	*Welcome & Mihi Whakatau* - Hare Paniora – Pae Arahi, Office of the Chief Executive - EAS staff	Teams, link in Outlook calendar invite Meeting ID: 487 391 837 751 6 Passcode: UB7uq2vA
9.00am – 9.30am	*Institutional Overview* Meeting with Senior Leadership Team Representatives: - Prof Martin Carroll – DCE Academic tbc - Dr Simon Nash – DCE Learner Experience and Success - Chris King – Director Schools and Performance	Teams, link in Outlook calendar invite Meeting ID: 439 207 479 238 7 Passcode: 2F4RJ 6LP
9.30am – 10.00am	*School Overview* Meeting with Head of School – Assoc Prof Laura Harvey	115-1030

10.00am – 10.30am	*Programme Overview* Meeting with Academic Programme Manager – Dr Lorne Roberts Programme Coordinator – Nathalie Dussart	115-1030
10.30am – 11.00am	*Break*	
11.00am – 11.45pm	*Learning & Teaching / Curriculum and programme development / Research* Meeting with staff with key teaching and research responsibilities: - Dr Peter de Lange (Professor) tbc - Dr Marleen Baling (Assoc Prof) - Dr Glenn Aguilar (u 25 Champion) tbc - Dr Sarah Wells tbc - Dr Diane Fraser (Assoc Prof) - Dr Kristie Cameron (Assoc Prof) – *apology (medical); written info available* - Lilith Fisher tbc - Dr Nigel Adams (Assoc Prof, Professoriate Chair) - Dr Kathryn Ross (Toi Ohomai) - Dean Tully (Academic Leader Toi Ohomai) – *apology (medical)* - Dr Craig Morley (Assoc Prof Toi Ohomai) – *avail on ph, if req* - Dr Ryan deRegnier tbc	115-1030
11.45am – 12.15pm	*School and Institutional Research Overview* Meeting with - Dr Rosanne Ellis (Director, Research and Enterprise Tamaki) - Dr Caralyn Kemp (EAS Research Lead) tbc	Teams, link in Outlook calendar invite Meeting ID: 433 052 338 260 7 Passcode: c6ia6N A2
12.15pm - 1.30pm	*Break – Lunch with Head of School & APM*	
1.30pm – 2.30pm	*Programme outcomes* Meeting with Industry/Community Stakeholders 1. Arnja Dale (SPCA) 2. Sarah Killick (Auckland Council) 3. Nick Waipara (Plant and Food) 4. Catherine Beard (DOC) 5. Ian Boothroyd (Boffa Miskell) 6. Jeremy Thompson (MPI) – *attending 2nd half of the session* 7. Olivier Ball (NorthTec, Wildlands) tbc 8. Simon Eyre (Wellington Zoo) tbc	Teams, link in Outlook calendar invite Meeting ID: 420 711 859 907 Passcode: Ed3BA 2un
2.30pm – 3.00pm	*Student Success and Support* Learning Advisor (Study Skills) – Ruth Laing Learning Advisor Pacific – Ioane Aleke Fa'avae	Teams, link in Outlook calendar invite Meeting ID: 463 431 447 099 0

	Subject Librarian – Donna Salmon (for Adrian Jenkins) TPA Academic Advisor – Fiona Dalton Mentoring and Scholarship Team Leader – Helena Finau-Hakalo Student Support and Scholarly Manager – Sophie Aleke Fa'avae Pacific Success Navigator - Rokosiga Morrison International Success Team Leader – Melinda Jenkins MAIA Learning Advisor - Nina Pelling Student Central Advisor - Todd Hopkins	Passcode: gZ7dc25Q
3.00pm – 3.30pm	*Meeting with Students* Kara Goddard karajoyg@gmail.com Rory Johnson rory.johnson@horizons.govt.nz Rachel Klein Jayden Bradley jaydenbradley44@gmail.com Jeffrey Pickering jpic026@gmail.com tbc	Teams, link in Outlook calendar invite Meeting ID: 498 144 568 899 3 Passcode: jx6ik77
3.30pm – 4.15pm	*Monitor Time*	
4.15pm – 5.00pm	*Exit Meeting and Feedback* Meeting with - Assoc Prof Laura Harvey (HoS) - Dr Lorne Roberts (APM) - Nathalie Dussart (Prog coord) - Dr Glenn Aguilar (PAQC Chair) - Simon Tries (Te Korowai Kahurangi Director)	115-1030

NB: persons highlighted above did not attend on the day.

Appendix Two

Annual Statistics Report for *Master of Applied Science suite of programmes 2024 at Unitec*

MASCI	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)
Number of students enrolled	4	2	2	0	1	9
EFTS enrolled	1.125	1.5	0.625	0	0.25	4.25
Number of course withdrawals[1]	1	0	0	0	0	1
Number of course passes	8	9	4	0	2	23
Number of course fails[2]	0	0	0	0	0	0
Number of DEF grades	0	0	1	0	0	1
PGCAS	**NZ European / Pakeha**	**Māori**	**Pasifika**	**International**	**Under 25s**	**Total for the programme (2024)**
Number of students enrolled	0	0	0	0	0	0
EFTS enrolled	0	0	0	0	0	0
Number of course withdrawals[1]	0	0	0	0	0	0
Number of course passes	0	0	0	0	0	0
Number of course fails[2]	0	0	0	0	0	0
Number of DEF grades	0	0	0	0	0	0
PGDAS	**NZ European / Pakeha**	**Māori**	**Pasifika**	**International**	**Under 25s**	**Total for the programme (2024)**
Number of students enrolled	1	0	0	0	1	1
EFTS enrolled	0.5	0	0	0	0.5	0.5

Number of course withdrawals[1]	0	0	0	0	0	0
Number of course passes	5	0	0	0	5	5
Number of course fails[2]	0	0	0	0	0	0
Number of DEF grades	0	0	0	0	0	0

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

13 February 2026 MoE Number: 6004

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

Tēnā koe Peseta Sam

Re: 2025 Monitor's report – Bachelor of Design and Contemporary Art

Please find attached the finalised Monitor's Report for the 2024 delivery of the above programme.

Should you have any questions, please contact Nicola Bermingham at Nicola.Bermingham@nzqa.govt.nz

Ngā mihi nui

Nuzhat Sohail
Team Leader
Approvals and Accreditation
Quality Assurance Division

Attachments: Monitor's Report

cc: Tane Moleta tane.moleta@vuw.ac.nz
cc: Steve Marshall smarshall@unitec.ac.nz
cc Simon Tries stries@unitec.ac.nz
cc Jackie Tims jtims@unitec.ac.nz
cc: Degree Monitoring DegreeMonitoring@nzqa.govt.nz

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

NZQA Degree Monitoring Report

He Pūrongo Aroturuki Tohu Paetahi

Programme Name and number: Bachelor of Design and Contemporary Art (126986)

Ingoa o te Hōtaka Ako

Name of TEO: Unitec – Institute of Technology

Ingoa o te whare Mātauranga

Monitor's name: Tane Moleta

Ingoa o te Kaiaroturuki

Date of visit:

Tuesday, 17th June. 2025 (Physical)
Friday, 11th July, 2025 (Virtual)

Te rā

Purpose of programme monitoring | Te take (o te aroturuki hōtaka)

The purpose of monitoring programmes of study that lead to degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and accreditation and are being delivered in line with current best practice.

The Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10 are available on the NZQA website.

The Programme Approval, Recognition, and Accreditation Rules 2022 govern one of the requirements to participate in monitoring to maintain accreditation to provide an approved programme.

The report should be written with evidence-based definitive statements and provide as much information as possible under the following headings. If issues of concern arise, please contact NZQA to discuss.

Introduction | He Whakataki

– Give a brief introduction to the programme being monitored.

This monitor's report pertains to the Unitec main campus, located in Mt Albert, Auckland. Situated to the west of the city centre, the campus occupies extensive grounds and aspires to be the creative and cultural hub for west Auckland.

The Bachelor of Design and Contemporary Art (BDCA) programme is strategically positioned alongside related disciplines such as Screen and Performing Arts. While the BDCA is an evolution of more recently offered studies in the area, it is reportedly more closely aligned with a former degree previously delivered at the institution.

In my view, the Unitec BDCA remains a distinctive and engaging programme that offers students opportunities to develop in both Design and Art, with a deliberate focus on bridging these typically separate areas of study. This integrated approach is particularly valuable, as students in both disciplines often share overlapping interests, methods, and aspirations.

The campus is exceptionally well-appointed. Since the last monitoring visit, staff and students have relocated into a purpose-built and extensively refurbished facility. Feedback from both groups confirms that it is a highly desirable environment in which to study and work. The teaching and learning spaces are complemented by well-equipped studios, specialist tools, and a discipline-specific gallery space that supports high-quality exhibitions and events. During this visit, the gallery was undergoing a changeover between exhibitions — a process executed efficiently, reflecting the productivity and professionalism of both staff and students.

Enrolment numbers remain strong, currently at approximately 80% of the desired EFTS target. While stable and sufficient to support programme delivery, senior management maintains a strategic goal of a modest increase in student numbers to further strengthen the programme's position.

The Digital Media pathway — approved alongside the BDCA — remains on hold in 2025 due to resourcing and staffing constraints. While it has not yet been delivered, sustained interest from prospective students and strong endorsement from industry stakeholders continues to signal its potential value to the programme's future development.

This year's visit provided greater opportunities to engage with students, who were just getting ready for the end of term exhibit, I was fortunate to view both

works in progress and completed projects. Exceptional work is being produced in the Creative Arts area – though unfortunately, I did not see enough of Design due to time constraints.

Access was also granted to a wide range of teaching spaces and specialist facilities, reinforcing the impression that Unitec continues to offer one of the most well-resourced creative learning environments in the country.

Despite a full day on site, further meetings were held on a second day virtually to discuss Staff research, the use of the gallery as a research vessel and the exit meeting with senior programme and institute members.

- Comment on student number growth, decline, and cohort makeup, e.g., domestic, international, etc.
    - The BDCA programme at Unitec has a modest enrolment, which has seen slight reduction from previous years. Currently, student numbers are at 80% of the desired Equivalent Full-Time Student (EFTS) target. This figure has remained relatively constant for the past three years, despite efforts to increase enrolment. Senior management has expressed that achieving the desired enrolment numbers remains a priority, and various initiatives are in place to attract more students to the programme.
- Clarify the number of times the programme has been monitored, e.g., the programme is in the fifth year of delivery/this is the first monitoring visit since the programme was approved.
    - This programme is in its 3rd year of delivery.
    - This is the third visit since the programme was approved.

Previous recommendations **Ngā putanga o mua**

Based on the 2023, 2024 visit, the following recommendations were made:

- **Recommendation #1** I believe that it would be a good investment in future-proofing the programme to adjust compulsory technical courses to elective courses. This would provide a better alignment with the mixed interest and skill sets for enrolling students in the BDCA.
    - Recommendation not yet adopted.
- **Recommendation #2** I believe that the R&M course outcomes could be re-examines to offer more flexibility. Examining the content in relation to contact hours would also be beneficial as this was discussed in meetings with key teaching staff.
    - Recommendation not yet adopted.
- **Recommendation #3** I strongly believe that adjusting programme regulations should be explored. Greater flexibility is required to accommodate study planning and technical paper level sequencing. This is especially pertinent to years 1 and 2.

        - During the fact – checking process 10/2025 it has be stated that. Recent Type 2 Application proposing modifications to programme document enabling technical papers to be delivered and undertaken as part of student study plans with greater flexibility has been submitted to Academic Approvals Committee.
    - **Recommendation #4** I wish to offer a note of support for the specific introduction to Te Ao Māori and Tikanga as being acknowledged in the programme, however, I wonder if this could be expanded in some manner rather than being specific to the course DCAD5101. Please check note below.
        - Recommendation not yet adopted; however, I did experience an interesting and engaging set of initiatives and projects with the community at the on site Wharenui. I believe Te Ao Māori and Tikanga is a deeply embedded attribute of the school, and perhaps it is unnecessary to make this recommendation again NB: recommendation will be completely withdrawn.
    - **Recommendation #6** Both the Programme and the Institute should leverage all recourse available to programme the next 18 month of the gallery space.
        - Recommendation fully adopted. A board of advisors and curators has been generated and a programme of exhibits and public events has been generated.
    - **Recommendation #7** Continue to support in class/ face to face learning.
        - Recommendation fully adopted. Students reported that all teaching was face to face and that it helped motivate and guide them in their studies.
    - **Recommendation #8** Suggest a fuller sample of feedback from key teaching staff is supplied for next the next monitoring event.
        - Due to time constraint, I feel I had less time with staff this monitoring session.
    - **Recommendation #9** Formally adopt an external stakeholder process and meet for feedback 2 times yearly. Attention should be made to seek feedback from Iwi, professional and industry bodies alike.
        - Recommendation informally adopted. A growing number of external engagements are happening through both the gallery programme and with the Marae.

Summary of the visit **He Whakarāpōpoto**

– State what documents were provided and reviewed before and at the visit and which were not provided but were expected as per the Degree Monitoring Guidelines (if applicable).

Unitec is a well-organised institution, and once again, more documentation was supplied than NZQA typically allocates for monitoring review. Prior to and during the visit, the following were made available:

- APER (Annual Programme Evaluation Report) – including enrolment trends, student achievement data, and analysis of completion rates.
- Programme performance reports – covering student numbers, withdrawals, completions, and graduate outcomes.
- Separate document detailing staff research outputs – providing evidence of staff engagement in creative and scholarly practice.
- Programme of gallery exhibits – both internal and external exhibitions were documented, highlighting a robust calendar of activity in Toi o Wairaka and beyond.
- Student work portfolios and exhibition catalogues – a substantial body of work was viewed in studios and in the dedicated gallery space, including works in progress and completed projects.
- Programme documentation – including updated course outlines, moderation reports, and curriculum planning notes.

Documents expected but not required

In line with NZQA's Degree Monitoring Guidelines, all essential documentation was provided. No critical omissions were noted. Some forward-looking planning material relating to the potential Digital Media pathway was shared in discussion rather than as formal documentation, which is appropriate at this stage given that delivery has not yet commenced in 2025.

– Provide a brief summary of the monitoring visit and attach the agenda for the day to this report as Appendix One. List individuals met, sites visited and summarise the particular 'focus' of the visit (e.g., the following subheadings, issues identified in the last monitoring report/the final evaluation report if it is the first monitoring visit).

- I wish to acknowledge that, at my request, Unitec allowed two days for monitoring in 2024. I would like to extend my gratitude to all the staff who took time out of their busy schedules to assist with this process. Special thanks go to Hohepa Renata, who always provides a warm and thoughtful welcome, and Dr. Peti Lamal, who graciously shepherded the slightly lost monitor around the large campus over the two-day period. Thanks to all for their support and cooperation.
- The following meetings/ experiences were given to the monitor
  - **Mihi Whakatau**
    - *· Hohepa Renata Kaihautu · Dr Vanessa Byrnes Associate Professor Head of School, Creative Industries · Peeti Lamwilai Academic Programme Manager, DCA*
  - **Institutional overview**
    - Meeting with Senior Leadership Team Representatives: · Chris King Director, Schools and Performance. Martin Carroll Director Chief Ex DC Academics ·
  - **School Overview**

- School Overview Meeting with Head of School · Dr Vanessa Byrnes Associate Professor Head of School, Creative Industries

- **Programme overview**
  - *Programme Overview Meeting with Academic Programme Manager and Discipline Leaders · Peeti Lamwilai Academic Programme Manager, DCA · Richard Fahey Discipline Leader, Contemporary Art · Jonty Valentine Discipline Leader, Design:* An overview of the programme, with a focus on student numbers and recruitment.
- **Learning & Teaching / Curriculum development**
  - *Emma Smith · Chris de Groot · Gina Ferguson · Associate Professor Leon Tan · Kristy Gorman :* A Meeting with key teaching staff and key delivery responsibilities. Discussion regarding student numbers and recruitment.
- **Meeting with current Contemporary Arts students**
  - All students in their space. Discussion around resourcing, materials, technical support staff. A lot of excitement about the future and how UniTec has less profile nationally than other schools.
- **Meeting with current Design students**
  - As above, however more interesting in discussion about employment post study and the state of the economy. Students seem very focussed on this.
- **Research**
  - *Associate Professor Leon Tan.* A quick meeting in the gallery space to discuss programme

- **Student Success and Support staff**
  - *Jayne Kings (Publicity and Events Coordinatorn) · Sana Saleem (Library Knowledge Specialist) · Lupeti Fihaki (Pacific Success Navigator) · Rosario Iguin (Academic Advisor, TPA)*: It is worth noting that the library staff are particularly proactive, regularly visiting students in their classes and offering tailored support. Students reported feeling exceptionally well supported, both through the extensive library resources available to them and the commitment of the dedicated library team. In addition, Rosario spoke at length and with authority about how her expertise contributes to student success. She outlined, in detail, a number of programmes and processes through which her skills directly enhance student engagement, retention, and achievement.
- **Catch-up meetings** - Virtual 11th July, 2025

- **Associate Professor Leon Tan** – Virtual meeting to discuss Research.

Evaluation of the programme | Te Aromātaitanga o te Hōtaka Ako

Programme content and currency **Ngā hua me ngā whakaritenga o te Hōtaka Ako**

This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that the TEO's Academic Board has sanctioned reviews.

Comment on:

- any programme reviews that have taken place (formal and informal reviews).
    - I am not aware of any reviews that have taken place in 2024 and 2025.
- any changes to the programme that the TEO has made in the last 12 months or since the last monitoring visit (e.g., new components developed, changes to electives) and elaborate on any significant change applications.
    - No.
- the impact the changes have had and will have on learners and other stakeholders, including staff.
    - N/a
- the currency of the programme or component content, where appropriate, from the position of a subject matter expert.
    - The Unitec BDCA takes an interesting and distinctive approach by deliberately combining Design and Contemporary Arts within a single programme of study. This integration provides students with opportunities to work across disciplines, fostering shared methods, interests, and aspirations that are often treated separately elsewhere. This approach gives the programme a clear point of difference from other TEOs, positioning it as a unique and innovative offering within Aotearoa/New Zealand's creative education landscape.
    - Despite the evident strengths of the BDCA, the uncertainty surrounding Te Pūkenga continues to cast a shadow over both staff and students, creating an ongoing sense of instability. Within this context, discussion around the Digital Media pathway remains divided. Some staff have voiced light concern that introducing a new area of study may risk cannibalising existing student numbers. In contrast, others have presented strong and well-argued support for the pathway, emphasising its potential to expand the programme's reach, attract new cohorts, and strengthen Unitec's position in the broader creative education sector.
    - Further market research is required to explore this fully, but there is strong evidence of demand for learning in the Digital Media space. This is particularly evident with students travelling Wellington, Sydney and Melbourne, where Wētā Digital—now acquired by Unity, the world's largest game engine company—continues to advertise for skilled graduates. Students in Wellington are consistently finding employment in this sector, and while geographically distant, the trend is notable across Aotearoa. Opportunities are growing for digital artists, content creators, and game designers, and in my experience, these roles are generating stronger employment outcomes than more traditional areas such as

industrial, communication, or graphic design. This is exampled from a single large employer, however, I do feel that it illustrates the point.

- **Recommendation 25.1:** I believe that the Digital Media specialisation be explored with extreme scrutiny from the perspective to offer it, but genuine reasons to 'not' offer it.

Teaching/learning strategies **Ngā rautaki o ngā whakaakoranga**

Comment on:

- the teaching/learning strategies for the programme(s). How well are the teaching/learning strategies achieving the desired outcomes of the programme (from the perspectives of staff and learners)?
    - The teaching and learning strategies within the BDCA are highly effective. Staff are deeply invested and exceptionally capable educators. I have rarely encountered a team so committed to both delivery and student outcomes. Learners are well supported, and the modest class sizes have enabled staff to dedicate significant time and energy to each student. This has fostered a strong culture of care and future-focused guidance. However, it should be noted that the intensity of this investment may not be sustainable at larger enrolment levels, and strategies for scaling while maintaining quality should be considered.
    - Meetings with staff again highlighted that enrolment numbers and recruitment remain a recurring focus. While student numbers are undoubtedly important for the long-term sustainability of the programme and the School, I have now heard this concern raised consistently over the past three years. It is my view that this responsibility should not fall so heavily on teaching staff, whose core expertise lies in education and student support. A clearer delineation of roles and responsibilities in recruitment and marketing would allow staff to maintain their focus on teaching and learning strategies, which remain the true strength of the BDCA.

- The appropriateness of delivery methods in relation to programme/component content.
    - I believe the delivery methods are appropriate, nay, enviable.
- the staff supervision and management of internship/practical work/project-based/work-based learning, including the operation of an MOU or work-integrated learning agreement, if applicable.
    - The BDCA maintains a strong connection to the professional world, with students frequently engaging in projects that reflect industry and community contexts. However, the programme does not currently incorporate formal internships, work-based learning, or practicum components, and therefore no MOUs or structured work-integrated learning agreements are in place.

Assessment **Aromatawai**

Comment on:

- the effectiveness of assessment tools/methods in enabling students to meet component learning outcomes.
    - The assessment tools and methods used within the BDCA are effective in enabling students to meet the component learning outcomes. The modest class sizes allow staff to concentrate their teaching effort on a relatively small cohort, resulting in work that is consistently of high quality, ambitious, and reflective of strong academic and creative engagement. This outcome is a testament to the dedication, talent, and experience of the teaching team. Students across all pathways reported that assessment practices are “hard but fair.” They noted that feedback seldom comes as a surprise, as tutors are consistently present and engaged throughout the learning process. One comment captured this dynamic well: students acknowledged that poor grades only occur when they have avoided meaningful engagement — “because you were hiding from the tutor, and you deserve what you get.” This sentiment illustrates a healthy, transparent, and well-understood assessment culture, where expectations are clear, processes are fair, and continuous dialogue between staff and learners underpins achievement.

- how any group assessments are conducted to ensure each learner meets the learning outcomes and that there is equity of learning within groups.
    - N/a Group assessment is not a significant feature of the BDCA, as collaborative work is generally less common in the visual creative fields. That said, during the visit I observed final-year students actively assisting staff in the setup of an exhibition. This demonstrated a supportive, collegial culture in which students willingly collaborate and contribute to shared outcomes, even outside formal assessment structures.
- the appropriateness of assessment methodologies and the effectiveness of any changes made if applicable.
    - Given the rich volume of creative work produced, the assessment processes are both clear and consistently applied, providing strong value as mechanisms of both assessment of learning and assessment as learning.
- academic integrity issues, particularly the application of plagiarism policies for all assessments within this programme.
    - There have been no reported cases of plagiarism within the programme. Academic integrity issues are generally less prevalent in the creative fields, particularly where physical making and individual practice are central to assessment. Rosario Iguin noted that professional standards and academic conduct are explicitly introduced to students during their first-year orientation, reinforcing expectations from the outset. Given the small size of the cohort and the highly visible nature of studio practice,

attempting plagiarism within the BDCA would require considerable audacity and is therefore highly unlikely.

Moderation

- Outline internal and external moderation practices, state any issues and comment on how feedback was actioned (if applicable).
    - Moderation is carried out at both a collegial level within the programme and through inter-institutional processes. In addition, national moderation procedures are in place, helping to ensure consistency and comparability of standards across the wider tertiary network.

- the suitability/appropriateness of internal/external moderation, including moderation plans.
    - Currently adopted moderation processes are appropriate.

Programme delivery/learner achievement **Ngā Whakaakoranga/ Ngā Whakatutukitanga**

Comment on:

- learner support and guidance from teaching and learning support staff and how this enhances programme delivery.
    - In my view, the institute and programme provide comprehensive learner support, with students reporting that the guidance available is more than adequate. In addition to general academic support, culturally focused assistance is offered where appropriate, ensuring that diverse learner needs are recognised and met.
- whether staff are suitably qualified and experienced.
    - All staff are appropriately qualified and experienced for the roles they hold. Notably, all are recognised as ‘Green Flag’ research-active staff, underscoring their dual strength as both educators and active contributors to creative and scholarly practice.
- the support for student research projects conducted internally or with external stakeholders, particularly the supervision and management of these projects.
    - This question is largely out of scope for a Bachelor-level qualification, as independent research projects are not a central requirement at this stage of study.
- where practicum, internship or work placements are involved, comment on the student support, including the management of the MoU and ongoing pastoral care.
    - N/a
- learner retention, withdrawals and achievement measured, recorded and used.
- employment outcome statistics, if applicable.
    - Data supplied in the APER confirms that learner retention, withdrawals, and achievement are systematically measured, recorded, and monitored. Degree completion rates, along with progression into upper years, are clearly tracked. Given the ongoing focus on student numbers, it is evident that staff are highly attentive to this data and actively use it to inform decision-making and programme planning.

- Employment outcome statistics were not a specific focus of this review, though the evidence provided suggests that staff remain conscious of graduate pathways and the importance of aligning the programme to industry opportunities.

- enrolment numbers and achievement/success rates for Māori/Pasifika.
  - Total BDCA EFTS for 2024: 44 EFTS
    - 6 EFTS (14%) identifying as Māori
    - 6 EFTS (14%) identifying as Pacific.
  - Māori SCC: 89% in 2024 (down from 100% in 2023)
  - Pacific SCC: 90% in 2024 (sustained with 90% in 2023)
  - The Unitec BDCA programme has established a 'champion' role in which a designated staff member provides tailored support for Māori and Pasifika students as they progress through the programme. This initiative is highly effective and represents excellent practice in fostering student success.
- feedback from learners regarding the programme and its delivery and how this feedback informs programme review.
  - Feedback gathered from learners indicates strong overall support for the programme and its delivery. Students consistently described feeling well supported by staff and satisfied with their learning experience. A recurring theme, however, was the cost of living in Auckland, which many students identified as a significant strain on their ability to fully engage in creative practice. As a Wellington-based academic, I found it notable that Auckland was perceived in this way, despite often being considered comparatively more affordable than Wellington, though, transport across and through the city is a burden on the students.

Resources **Ngā Rauemi**

Staffing

Comment on:

- current staffing (academic and support staff), the facilities and physical resources dedicated to this programme.
  - Current spaces are excellent. Scale, volume, surfaces are currently the gold standard in NZ.
- the staff: student ratio.
  - The current staff-to-student ratio appears to be generous, allowing for a high level of individual attention and support. If senior management's report that EFTS numbers are at 80% of target is accurate, then the teaching format being delivered represents a relatively rare model within Aotearoa/New Zealand, offering students an exceptional level of access to staff expertise.
- whether any new teaching staff are appropriately qualified (at least one NZQCF level higher than the component they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience.

    - All staff are experienced creators. There is not a single staff member that does not meet these criteria.
- staff professional development activities and plans.
    - The year 2025 was particularly discouraging for all Te Pūkenga staff, and now talks of combining with Manukau emerge. The necessary focus on maintaining employment security meant that professional development was, understandably, deprioritised. For this reason, staff should be exempt from evaluation against development criteria for 2023/24.
    - That said, a considerable degree of uncertainty and lack of clear direction continues to be felt by staff. In my view, the institution needs to significantly improve the speed, transparency, and timeliness of communication and decision-making. Doing so would help ensure staff remain invested, focused on their core tasks, and able to maintain productivity during a period of ongoing change.

Multicampus

- the suitability, operation and resourcing of all delivery sites for the programme (ensuring NZQA has approved them) (including any offshore sites).
    - N/a
- the TEO's systems and resources for managing and quality-assuring multi-site delivery and any approved subcontracting arrangements.
    - N/a

Facilities

- the operation and effectiveness of any collaborative/subcontracting arrangements with other providers, per the Degree Listing, Approval and Accreditation Guidelines.
    - N/a

Key stakeholder feedback **He whakahokinga kōrero tā te Hunga Whaipānga Matua**

Comment on:

- the TEO's practices for seeking feedback on the programme from staff, learners, relevant communities (including iwi, hapū, hāpori Māori, whānau and Pasifika if relevant), particularly employers, work placement partners, and representatives of industry and professional bodies.
    - Since the last monitoring event, no formal programme review has taken place. However, incremental improvements have occurred as a natural outcome of a thoughtful and collaborative academic team. Staff, learners, and stakeholders contribute informally through ongoing dialogue, and this has resulted in careful and considered adjustments to teaching, learning, and programme delivery.

- whether the outcome of any review has influenced the programme content and/or delivery.
    - N/a.

Research **He Rangahau**

Section 454 of the Education and Training Act 2020 (the Act) requires that the award of a degree must recognise the completion of a programme of advanced learning that is "taught mainly by people engaged in research".

Comment on:

- how the programme's teaching staff research activities inform the programme curriculum.
    - Identical to 2024, all staff members are actively engaged in various creative practices. Their research directly aligns with and enriches student learning experiences. While questions like these often focus on converting activity into reportable outputs, the BDCA programme excels in generating tangible outcomes through exhibitions, curatorial projects, a guest curatorial programme, and engaging talks at industry events alongside students. This continuous engagement ensures a robust flow of research outputs that contribute significantly to the programme's academic and creative vitality.
        - **Recommendation #25.3:** Document and make public the activities of the BDCA staff and students to make 'reportable' outcomes of current creative activity.
        - **Recommendation #25.5:** Develop a curatorial practice around exhibiting and ensure that both 'exhibiter' and 'curator' are acknowledged as published research outputs – curatorial text explaining the work is key in this context.

- the research plan presented at the last visit (or at Panel) and whether those intended research outputs have been successfully progressed.
    - The research activities from the programme are in excess of what I expected of the programme.
- whether the quantity and quality of staff research outputs are consistent with developing and maintaining an ongoing research culture in support of the programme.
    - The programme has a number of senior research staff who are able to support developing researchers.
- the relevance of staff research activities and whether these align with the intent of section 454 of the Act *(more than fifty per cent of the teaching staff are engaged in relevant research activities).*
    - Staff produce interesting research, some of which has international appeal and attracts considerable esteem to the programme.

        - **Recommendation 25.6:** I believe that more resource could be offered to support the programme team to 'write up' or 'call in reviewers' or 'document' for creative outputs.
- the future research plans for the teaching staff.
    - Research manager referred to a planning document which outlines research plans for each member of staff moving forward.
        - **Recommendation #25.7:** I believe current research activity should be documented, before 'future' research activity is undertaken.
- the level of support provided by the TEO for staff engaging in research (financial, time, collaboration, and other support structures).
    - A fund is available to support teaching buy-out.

Recognition and award of credit for learning (RPL and CRT) **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga**

Comment on:
- the processes involved when students have been enrolled via Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT). This applies to all learners whose prior learning at another TEO or programme has been recognised.
    - Unitec has a policy in place for this exact circumstance.
- whether arrangements are in place with other providers (domestic or international) to facilitate entry into various points on the programme.
    - I believe internal processes are in place to facilitate acknowledgement of prior learning. where RPL or CRT has been granted, how have those enrolments been analysed and documented in each case? Are there any risks/ benefits of the process provided?
        - None of these cases have been made evident in the current cohort.

Issues and challenges **Ngā here, me ngā wero**

Comment on:
- any significant risks or challenges to the programme that are likely to be encountered in the next 12 months (e.g., falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc.).
    - It is still not clear in the public area what the unfolding of Te Pūkenga, and re-building of the institutions will look like. This will have considerable impact on both staff and especially students.
        - **Recommendation #25.8:** Renew student recruitment strategy.

- the processes the TEO has put in place to deal with these challenges and the processes the TEO needs to implement to identify and deal with significant risks and challenges.
    - The programme are asking for more control in the area of recruitment.
        - **Recommendation #25.9:** Renew recruitment strategy.
- based on the information gained from the visit and your expertise as an academic or practitioner in the relevant field, including observations (if any) that you wish to make on the programme content or delivery that may add value to the programme.

    - The programme is well supported with tools, space, and highly capable teaching staff, and the quality of student work is at times truly outstanding. I am increasingly aware of the interconnections with related programmes such as Architecture and Performing/Stage Arts, which together create a rich and supportive academic environment. What is now required is for the TEO to take pride in the BDCA as one of its flagship programmes, recognising its strong public interest and unique positioning. If the BDCA is given greater visibility and prominence within the institution, I believe student numbers will not only stabilise but move confidently toward the desired growth.
    - The next priority is to implement the Digital Media pathway. There are several areas that require refinement before this pathway can be realised, including the structure of classes, appropriate staffing, gauging regional demand, and understanding the potential impact on overall student numbers.
    - **While I am recommending self-moderation,** I note that the opportunity to observe the Media pathway in operation has likely passed beyond my direct involvement. Nonetheless, I wish to emphasise my strong support for this degree, its teaching team, and both its current and future students.

Recommendation | Ngā Taunaki

List a consolidation of recommendations made earlier in this report.

- **Recommendation #25.1:** I believe that the Digital Media programme be explored with extreme scrutiny from the perspective to offer it, but genuine reasons to 'not' offer it.

- **Recommendation #25.3:** Document and make public the activities of the BDCA staff and students to make 'reportable' outcomes of current creative activity
- **Recommendation #25.5:** Develop a curatorial practice around exhibiting and ensure that both 'exhibiter' and 'curator' are acknowledged as published research outputs – curatorial text explaining the work is key in this context.

- **Recommendation 25.6:** I believe that more resource could be offered to support the programme team to 'write up' or 'call in reviewers' or 'document' for creative outputs.

- **Recommendation #25.7:** I believe current research activity should be documented, before 'future' research activity is undertaken.

- **Recommendation #25.8:** Renew student recruitment strategy.

- **Recommendation #25.9:** Renew student recruitment strategy. In principle, I find the BDCA fit and healthy, though, comms/ marketing in the realm of student recruitment is placing an unnecessary burden on staff time/ and or mental health - which will affect core business - teaching and research. I feel that a new model should be explored as the current one, has proven unfit for the past 3 years.

To the TEO

- List the recommendations you wish to provide to the TEO for the sustainable delivery of the programme.
    - I have made 9 recommendations in the body text of the report. I have done so to link the recommendations with the narrative of the visit.

- Include recommendations for self-monitoring if appropriate (in accordance with section 8 of the *Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10*.
    - I will make a recommendation for self monitoring in 2026

This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the TEO to confirm factual accuracy before finalisation.

Monitor's Signature
[Name] Tane Jachob Moleta

Date 8th September 2025

This report was confirmed as accurate by [Name of person at TEO], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).

Signature: Name of person at TEO
[Name]

Date 20th October 2025

Appendix One: Agenda/Summary of the Visit

DAY 1 – 1 MAY 2024 (WEDNESDAY)		
Time	**Activity Description**	**Venue**
10:45am- 11:00am	*Mihi Whakatau* - Hohepa Renata (Kaihautu) - Dr. Vanessa Byrnes (Associate Professor) - Dr. Bobby Hung (Academic Programme Manager)	Building 108 CI staff room 108-1019
11:00am– 11:30am	*Welcome and Institutional Overview* Meeting with Senior Leadership team representatives: • Dr. Simon Nash - DCE, Learner Experience & Success • Chris King – Director, Schools and Performance	Building 108 CI staff room 108-1021
11:30pm - 12:30pm	*School Overview* Meeting with Head of School • Dr Vanessa Byrnes (Head of School)	Building 108 CI staff room 108-1021
12:30pm – 1:30pm	*Lunch*	
1:30pm – 2:30pm	*Programme Overview* Meeting with Academic Programme Manager and Discipline Leaders • Dr. Bobby Hung- APM • Dr. Cris de Groot-DL (Design) • Richard Fahey (Cont Arts)	Building 108 CI staff room 108-1021
2:30pm - 3:30pm	*Learning & Teaching/Curriculum Development/Research* Meeting with staff with key teaching responsibilities: • Emma Smith • Jonty Valentine • Gina Ferguson • Allan McDonald • Dr. Leon Tan • Kristy Gorman • *Peeti Lamwilai*	Building 108 First year studios 108-2037
DAY 2 - 2 MAY 2024 (Thursday)		
9:00am- 10:30am	Meeting with current Contemporary Arts students • *All students*	Art studios
10:30am – 12:00pm	*Meeting with Design students* • All students	Design studios
12:00pm – 1:00 pm	*Lunch Break*	
1:00pm– 1:30pm	Building 108 walk around to view studio spaces, workshops, and general facilities • Danny Rowlandson • Karen Crisp	Workshops
1:30pm – 2:15pm	*Student Success and Support staff* Meeting with Student Success and Support staff: • Peeti Lamwilai (Māori Success Champion) • Peter Rees (Pacific Success Champion) • Sana Saleem (Library Knowledge Specialist) • Lupeti Fihaki (Pacific Success Navigator) • Rosario Iguin (Academic Advisor, TPA)	Building 108 CI staff room 108-1021
2:20pm-3:20pm	*Meeting with Research Leaders* • Dr Rebecca Wood	Building 108 CI staff room 108-1021
3:20pm– 4:20pm	*Exit Meeting and Feedback* Meeting with: • Dr. Vanessa Byrnes (Head of School) • Bobby Hung (Academic Programme Manager) • Dr. Leon Tan (Creative Industries PAQC Chair) • Simon Tries, Director (Te Korowai Kahurangi)	Building 108 CI staff room 108-1019

Appendix Two

Annual Statistics Report for *Bachelor of Design and Contemporary Art (2024)*

	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)	Total for programme (2023)
Number of students enrolled	24	8	7	9	55	76	49
EFTS enrolled	17.625	6.875	6.375	8.5	44.5	63	39.875
Number of course withdrawals[1]	4	3	0	0	7	11	4
Number of course passes	124	41	36	51	272	391	268
Number of course fails[2]	4	2	5	0	20	25	12
Number of DEF grades	0	0	0	0	1	1	0

Notes

1. number of withdrawals from courses (ignore withdrawals with full refunds) e.g., 1 student enrolled on 3 courses and withdrawing from 2 of these courses would be recorded as 2-course withdrawals.
2. Number of course fails. This must include all students enrolled on a course, other than those withdrawals with full refunds. Eg 1 student enrolled on 2 courses and withdraws from both, 1 in week 1 with a full refund of the student and government funding and 1 in week 7 with no refund, will be recorded as 1 fail

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

13 February 2026

MoE Number: 6004

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

Tēnā koe Peseta Sam

Re: 2025 Monitor's report – Bachelor of Engineering Technology

Please find attached the finalised Monitor's Report for the 2024 delivery of the above programme.

Should you have any questions, please contact Nicola Bermingham at Nicola.Bermingham@nzqa.govt.nz

Ngā mihi nui

Nuzhat Sohail
Team Leader
Approvals and Accreditation
Quality Assurance Division

Attachments: Monitor's Report

cc: shayne@halesgooch.com
cc: Steve Marshall smarshall@unitec.ac.nz
cc Simon Tries stries@unitec.ac.nz
cc Jackie Tims jtims@unitec.ac.nz
cc: Degree Monitoring DegreeMonitoring@nzqa.govt.nz

NZQA Degree Monitoring Report

He Pūrongo Aroturuki Tohu Paetahi

Bachelor of Engineering Technology (BEngTech)

Te Pūkenga : Unitec Institute of Technology

Shayne Gooch, PhD, BE, NZCE

Date of visit: 15 October 2025

Mode of visit: Onsite

Introduction | He Whakataki

The BEngTech was first offered at Unitec in 2010 starting with the civil engineering major and then the electrical engineering major commenced in 2016. Both the civil and electrical engineering majors have been assessed by Engineering New Zealand in terms of meeting the requirements for accreditation against the international agreement for engineering technology qualifications i.e. the Sydney Accord. The Unitec BEngTech programme is currently accredited and this accreditation status is valid until the end of 2027.

The programme was adversely affected by the COVID-19 pandemic, which resulted in a sharp decline in international students. However the programme has been steadily building over the past three years.

The civil engineering major has approximately 78% of the student cohort while the remaining cohort are electrical engineering students.

Both the civil and electrical majors have been monitored annually since their introduction.

Previous recommendations **Ngā putanga o mua**

Recommendation: that Unitec check with teaching staff to ensure that assessments change each year. Students are concerned that some of their peers may have access to submissions from the previous year. **Outcome:** Action item identified; APMs to advise staff that assessments need to be altered each year

Recommendation: that where practical, the results for internal assessment items are released to students at least one week before the start of examinations i.e. so that students know what their target is for achieving in each course. **Outcome:** Action item identified; APMs to advise staff that as much of the coursework marks as practicable are to be released to students a week before the exams.

Recommendation: that Unitec have a mechanism to obtain early feedback from students on courses so that any issues can be resolved early. A system that might work would be to recruit student representatives from each year and for the program leader or delegate to meet with these student representatives sometime towards the end of the second week of term to see if there are teething issues. It is also recommended that a second meeting occurs towards the end of the semester to see if there are any issues before going into

examinations. **Outcome:** Action item identified; APMs to establish process to meet with class representatives.

Summary of the visit **He Whakarāpōpoto**

The monitor met with two members of the senior leadership team and discussed: the disestablishment of Te Pukenga along with implications for Unitec and MIT, the likely merger of BEngTech programmes at both institutions, the strategy for growing domestic and international student EFTS's, and progress on research activities.

The monitor met with three members of the program management team and discussed: the upcoming the BEngTech review (2026), AI and implications for the program, the transition between NZDE and BEngTech, and challenges that are likely to be faced over the next academic year.

The monitor met with nine members of the Industry Advisory Board and discussed: strengths of the program, industry interactions between staff and students, employment opportunities for graduates, currency of the program, and graduate attributes.

The monitor met with four students from the civil engineering major. All four students were in their final year of study on the BEngTech. The discussion included: capstone projects, feedback on assessments, laboratories, computer resources, industry and research linkages to teaching, site visits, and student support services.

The monitor met with ten staff from student support and student services. This discussion included: academic assistance with literacy, maths, and difficult technical subject areas; support for international students, the library and the support services offered by the library, support for Maori and Pacifica students, peer assisted support, and outreach for struggling students.

The monitor met with six members of the teaching staff and discussed: the merger with MIT, the program review for the NZDE, student capstone projects, clarity of graduate attributes, and administrative changes to the programme.

The monitor met with five researchers on the programme along with the Research Office Contracts Specialist. The discussion included: research output results, the review of

research funding allocations, funding for conference attendance and journal paper publications, and staff workload.

The monitor presented verbal feedback at the end of the day to the Academic Program Managers (x2), the PAQC chair, and the Program Director.

A full agenda for the visit is included as appendix A.

Evaluation of the programme | Te Aromātaitanga o te Hōtaka Ako

Programme content and currency **Ngā hua me ngā whakaritenga o te Hōtaka Ako**

The Industry Advisory Board said that "the core fundamental subjects are covered well" at Unitec and this is a strength of the programme. They say that the electrical laboratory equipment and laboratory teaching practices are up-to-date. One of the Industry Advisory Board members (Civil) said that some of the hydrology and water supply experiments in the civil engineering laboratories could be enhanced with the application of software that is commonly used in industry.

Unitec continues to regularly review course content and delivery methods obtaining internal and external feedback though their structured moderation process.

The NZDE is currently under the five-year review process. The outcome of this process is unknown however given that some of the NZDE and BEngTech courses are dual coded there may be implications for the BEngTech depending on the outcome of the review process.

The Industry Advisory Board said that they have had several interactions with students throughout the year, providing feedback on capstone projects and attending capstone project days. Industry "guest lectures" are also provided by some Industry Advisory Board members. This is helpful in terms of demonstrating up-to-date industry practice.

Teaching/learning strategies **Ngā rautaki o ngā whakaakoranga**

Unitec BEngTech students say that they attend “a few site visits each year”, examples are visits to: construction sites (including the Auckland hospital); subdivision developments; engineering consulting offices; and utility sites such as landfills and waste water treatment plants. Some of these site visits were arranged by the Industry Advisory Board members and one advisory board member said that this process had led to the recruitment of graduates from the programme.

Learning advisors are available in the hub for a drop-in service and they also assist in classes, e.g. running teaching workshops that are integrated within the course material. Specialist learning advisors are also available to assist with mathematics and literacy. Learning advisors also identify and concentrate on known areas of difficulty for students. The international office has a drop-in service for international students where they provide more specialist one-on-one assistance and advice.

The merger between Unitec and MIT will involve some changes in delivery for at least one of the entities. For example, Unitec and MIT use different learning management systems. Unitec uses Moodle while MIT uses Canvas. In the long term it is likely that only one of these systems will be supported.

The mode of delivery at Unitec is exclusively face-to-face however the merger between Unitec and MIT may also result in a blend of delivery modes, with some classes taught from one location at either of the institutions.

Unitec supports students using their Peer Assisted Study Session (PASS) service. This service recruits stronger students (peer mentors), who receive training and are paid employees of the PASS programme. Peer mentors assist students in class and also using breakout groups.

Assessment **Aromatawai**

Students say that they generally get good feedback on assignments throughout the semester and feedback is normally received within two-three weeks of submission. Students said that in one particular subject “Urban Transport Planning" they have not received feedback on any submissions during the term. They said that they were anxious about going into the final examination because they needed to understand what grade was required to pass the course.

Industry Advisory Board members said that they have been involved in final year capstone projects, providing industry feedback to students.

Programme delivery/learner achievement **Ngā Whakaakoranga/ Ngā Whakatutukitanga**

The monitor spoke to students about their capstone projects. Specific projects included: a wastewater design for a subdivision; a fire engineering safety assessment of a building structure; a stormwater filtration system to remove oil and other contaminants from a carpark; and a project on the practical use of sustainable and reclaimed materials in pavement design applications. The capstone projects very practical in nature and generally involved real engineering applications. Students spoke very enthusiastically about their capstone projects! These projects also closely align with the Industry Advisory Board’s aspirations for the programme.

Untech has a student hub, Te Puna (in Building 180), which is a focal point for students and includes the library and student support services. Students were very positive about the learning support provided at Te Puna.

The industry advisory board says that they have provided advice to students on LinkedIn and they say that they're willing to continue with this process.

Students said that the site visits were some of the most important experiences during their time at Unitec. All of the students interviewed were international and they said that the site visits were beneficial in terms of understanding expectations of industry and learning more about New Zealand work culture.

Resources **Ngā Rauemi**

Unitec has comprehensive laboratory facilities for both the electrical and civil engineering majors. Students were very complimentary when asked about the laboratory resources at Unitec. The Robotics Laboratory was inspected by the monitor. This laboratory has been refurbished since the 2024 visit. The Robotics Laboratory is clearly more functional for both teaching and laboratory activities.

Students say that the computer system is reliable and the computers have the relevant specialist software to support each major. Students said that they have "student versions" of software on their laptops however sometimes this software is difficult to install and there is no IT support for personal devices at Unitec.

Students perceived that Unitec were struggling to keep staff due to financial constraints. They said some staff had left the institution and these staff had not been replaced with people who had the same level of experience. They said that, in their opinion, some staff did not have the necessary academic background. Although the monitor notes that from the information provided, teaching staff on the programme generally have either a postgraduate engineering or science qualification or significant relevant experience.

Key stakeholder feedback **He whakahokinga kōrero tā te Hunga Whaipānga Matua**

Unitec has a very strong Industry Advisory Board. Members on the board are very experienced and the majority are Unitec graduates. The Industry Advisory Board meets at least twice each year and recently they have been in the process of reviewing their terms of reference.

The Industry Advisory Board said that pathways between the trades, NZDE, and BEngTech are important. However they perceive that from an external viewpoint, the graduate attributes are unclear. They went on to say that for some disciplines the NZDE and BEngTech are perceived differently by industry. For example, the NZDE is highly regarded and a "known quantity" in civil engineering however the NZDE Electrical is less well-known when compared with the BEngTech Electrical.

BEngTech students provide feedback on courses by means of a course survey which occurs towards the end of the semester. This timing means that changes or improvements will affect the course the next time the class runs. Unitec have also implemented a student rep system and this appears to be an improvement on previous years.

Unitec has engaged with a wide range of industries including engineering contractors, engineering consultants, utility companies, and property developers. Industry has provided feedback and advice in a wide range of areas including: software selection; hardware for laboratories; and course development.

Research **He Rangahau**

The engineering faculty has been very productive with 37 research outputs in the past 12 months. Students gave examples where staff include research in teaching. Staff are also collaborating with industry and researchers at other institutions and this is also reflected in teaching.

Unitec is currently reviewing their processes for allocating research funds and they have employed an external consultant to assist with this process. Research staff in the engineering faculty were very positive and optimistic about these changes. There was a strong sense that the outcome would be beneficial for supporting research in the faculty going forward.

Researchers said that the capstone project may be beneficial in terms of supporting staff research activities. It was suggested that undergraduate students participate in the three minute thesis competition. The formal process of presenting capstone project outcomes may be helpful in terms of focusing students and may lead to productive discussions around potential research outputs.

One of the barriers to research, identified by staff, was availability of time. Some staff are supervising up to six capstone projects on top of their normal workload. This workload could be reduced by offering team projects where students meet with the project supervisor as a team and they can also support each other during the course of the project. This would be beneficial for students in terms of completing a significant project as part of a team and it has potential to significantly reduce staff workload.

Recognition and award of credit for learning (RPL and CRT) **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga**

Unitec has excellent systems in place for RPL and CRT. They also have a track record of students successfully taking alternate pathways onto the programme.

The five-year review process is underway for the NZDE and there are concerns that this may have an influence on the eligibility and success of future NZDE students. The concern from staff is that if this process results in significant changes to NZDE courses, students may not have the necessary preparation for the BEngTech. It will be important for Unitec staff to monitor and where possible provide feedback on any proposed changes to the NZDE.

Issues and challenges **Ngā here, me ngā wero**

The implementation of the merger between Unitec and MIT may result in significant changes to administrative systems, student support systems and resources. This may be challenging in terms of ensuring a smooth transition is from a student perspective. Although the monitor notes that a comprehensive transition plan has already been drafted.

The five-year review of the NZDE may need to be carefully monitored and appropriate feedback given to ensure that graduates emerging from this program have the attributes required to succeed in further study. This is important because of the reliance that the Unitec BEngTech has on this particular pathway i.e. given that more than half of the current cohort has taken this option.

Clarity of the BEngTech qualification in industry has been identified as an important issue and a challenge going forward. The Industry Advisory Board said that the differences between NZDE and BEngTech are not always well understood by industry. They also said that BEngTech qualifications can also be perceived differently across different engineering sectors e.g. there can be a significantly different perception when comparing professionals and practitioners from the electrical and civil engineering industries.

Recommendation | Ngā Taunaki

List a consolidation of recommendations made earlier in this report.

To Unitec

Unitec should be commended for supporting such a strong Industry Advisory Board. The Industry Advisory Board has significant depth and breadth in terms of industry experience. The majority of Industry Advisory Board members are Unitec graduates so they understand the institution. The majority of Industry Advisory Board are advocates for Unitec, they engage with students on the programme and they employ BEngTech graduates.

It is recommended that Unitec closely monitor the outcomes of the five-year review for the NZDE, where possible providing feedback to best ensure that a robust pathway is maintained from the NZDE to the BEngTech.

Unitec should be commended for their capstone project programme. The projects offered to students were of a very high calibre and include very good levels of engagement with industry on real-world practical projects. One area for consideration for improvement would be to contemplate offering group projects. This could be beneficial for students, the majority of whom will be required to work in teams in industry. Some efficiency may also be gained by staff, where students can be met in team meetings making contact time more efficient.

It is recommended that Unitec investigate the issue with "Urban Transport" to ensure that students receive feedback in a timely manner in the future i.e. where possible students have the grades for all coursework before the final examination.

It is recommended that Unitec investigate a more robust way of engaging with students sometime within the first two weeks of the beginning of the programme i.e. to establish whether there are any issues that need to be resolved. This may allow for improvements to be made earlier rather than waiting for the course survey at the end of the semester.

To NZQA
[In this section, specify any serious concerns that NZQA may need to follow up with the institution, e.g. any aspect(s) of the programme and/or delivery show serious non-compliance with NZQA requirements or a lack of quality that is likely to disadvantage learners.]

Monitor's Signature Date: 29 November 2025
Shayne Gooch

This report was confirmed as accurate by Hugh Wilson, Academic Programme Manager (Civil) on 3 December 2025

Signature: Name of person at Unitec Date 3 December 2025
[

Please email the draft report to Te Korowai Kahurangi (tkk@unitec.ac.nz) and we will forward this to the Academic Programme Manager in the School to confirm factual accuracy before finalisation.

We thank you for your participation in this important quality activity.

Appendix One: Agenda

AGENDA

School of Building and Construction

Bachelor of Engineering Technology (BETMG)[CA2381]

Monitor Visit
Monitor: Shayne Gooch

Date: Wednesday 15 October 2025
Venue: Mt Albert Campus, Building 110 – Room 2019

Wednesday 15th October 2025		
Time	Activity Description	Room No.
8.40am - 9:00 am	***Mihi Whakatau***	Building 110 – Room 2019
9.00 am – 9.30 am	***Welcome and Institutional Overview*** Meeting with Senior Leadership Team representatives: • Simon Nash - DCE, Learner Experience & Success • Chris King – Director, Schools and Performance • Martin Carroll – DCE - Academic	Building 110 – Room 2019
9.30 am – 10:00 am	***Welcome and School and Programme Overview*** • Paul Jeurissen – Head of School • Hugh Wilson - Academic Programme Manager (Civil) • Mirjana Bogosanovic – Academic Programme Manager (Electrical)	Building 110 – Room 2019

10:00 am – 10.30am	***Meeting with Stakeholders*** (Incl. Industry and Graduate) • Stan Schwalger (Civil) • John Adams (Civil) • Shakti Singh (Civil) • Kevin Manalo (Civil) • Logan van Gils (Civil) • Constanza Gil (Civil) • Bill Woods (Electrical IAC chair) • James Mackenzie (Electrical IAC member) • Alex van der Sande (IAC Electrical IAC member)	Bachelor of Engineering Technology Monitor's Visit | Meeting-Join | Microsoft Teams Meeting ID: 487 187 586 725 5 Passcode: Fc6Zq6eZ
10.30am – 11.00am	*Break* - Monitor Time/Morning Tea	
11.00am – 12.00pm	***Meeting with students:*** • ***Jian Niu (Civil)*** • ***Liming Wang (Civil)*** • ***Steven Phong (Civil)*** • ***Taniya Nand (Civil)*** • ***Sergei Snegirev (Electrical)***	Building 110 – Room 2019
12.00pm – 12.30pm	*Lunch*	Building 110 – Room 2019
12.30pm – 1pm	***Tour of facilities (library/workshops/labs); and viewing of study projects***	Building 110 – Room 2019
1 pm - 1:30 pm	***Meeting with student services and support staff*** • Margi Grey – Learning and Achievement • Victor Grbic - Kaihautu, Learner Success Plan Advisor • Ioane Aleke Faavae - Pacific Success Navigator • Tonina Ngatai – Learning Advsior (Maori) • Adrain Jenkins – Subject librarian • Sana Saleem – Subject librarian (Electrical) • Muhammad Sajjad Haider Naqvi – International Student Advisor • Gabriel Frederikse – Learning and Achievement Coordinator • Joy Hooper – Academic Advisor • Rokosiga Morrison - Pacific Success Navigator • Mirabel Svgrove – Learner Wellbeing Promoter	Building 110 – Room 2019

1.30pm – 2.30pm	***Meet with Teaching Staff*** *(Civil & Engineering)* • Wayne Holmes (Electrical) • Hooman Zarreh (Electrical) • Paul Oke (Electrical) • Momen Bahadorneiad (Electrical) • David Poyner (Civil) • Babar Mohamood (Civil) • Sam Bahmani (Civil) • Edward Chai (Civil) • Lusa Tuleasca (Civil) • Wei Loo (Civil)	Building 110 – Room 2019
2.30pm - 3.00pm	***Meet with Research Leaders*** • Lusa Tuleasca • Babar Mahmood • Wayne Holmes	Building 110 – Room 2019
3.00pm to 3.30pm	*Monitor Time*	
3.30pm – 4.00pm	***Exit Meeting and Feedback*** Meeting with • Hugh Wilson (Academic Programme Manager) • Mirjana Bogosanovic (Academic Programme Manager) • Wayne Holmes (PAQC Chair) • Simon Tries (Director - Te Korowai Kahurangi)	Building 110 – Room 2019

Appendix Two

Annual Statistics Report for the Bachelor of Engineering Technology programme 2024

	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)	Total for programme (2023)
Number of students enrolled	15	5	22	43	69	195	181
EFTS enrolled	12.3479	4.2499	14.5	34.25	56.5	132.8748	111.875
Number of course withdrawals[1]	0	0	2	3	4	12	19
Number of course passes	58	5	81	250	353	856	757
Number of course fails[2]	18	6	33	21	92	146	115
Number of DEF grades	0	0	0	0	2	2	4

Notes

1. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.
2. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds. For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

2024 PEP - KEQ 1.1 - 1.6 & 1.8 TEC data as at Feb 2025

As of 4/7/2025

Select Programme here

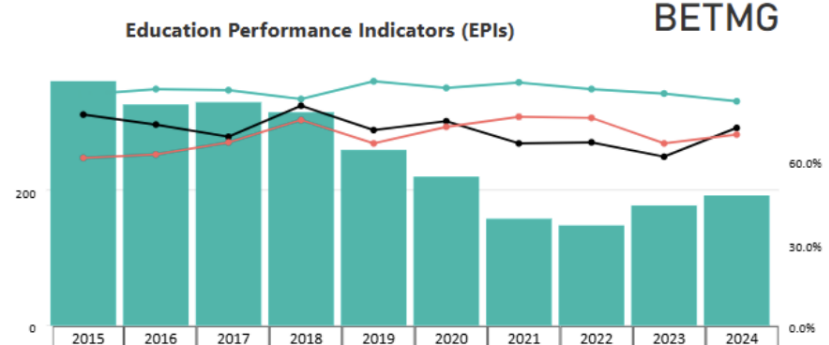
BETMG

All Data is Filtered on the Following Programme

BETMG

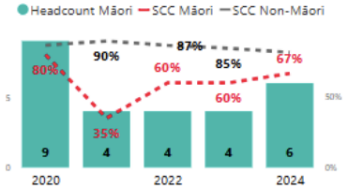
Unitec SCC Target 2022	ITP SCC Benchmark 2022 *	Unitec QC Target 2022	ITP QC Benchmark 2022 *	Māori SCC Target 2022	Pacific SCC Target 2022
85.0%	85.9%	60.0%	75.4%	85.0%	85.0%

2024 Successful Course Completion	2024 Qualification Completion	2024 1st Year Retention	2024 Progression (from L1-4 to higher)
81.3%	69.2%	71.8%	(Blank)
2022 Target: 85.0%, -3.7%	2022 Target: 60.0%, 9.2%	2022 Target: 75.0%, -3.2%	2022 Target: 34.0%, -34.0%

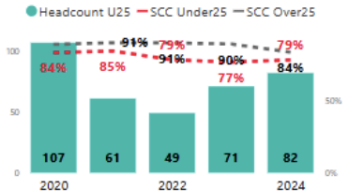


	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Student Headcount	361	328	330	316	260	220	158	148	177	193
Successful Course Completion Rate	83.7%	86.1%	85.7%	82.1%	88.5%	86.5%	88.3%	85.9%	84.1%	81.3%
1st Year Retention Rate	76.7%	73.0%	68.7%	80.0%	70.9%	74.4%	66.2%	66.7%	61.4%	71.8%
Qualification Completion Rate	61.0%	62.1%	66.7%	74.5%	66.0%	72.3%	75.8%	75.4%	66.0%	69.2%
Progression % from Level 1-4 to higher	-	-	-	-	-	-	-	-	-	-

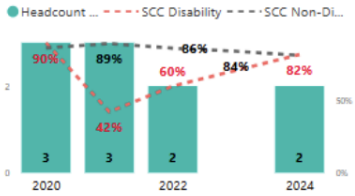
Māori



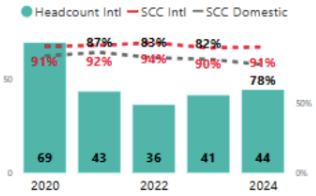
Under 25



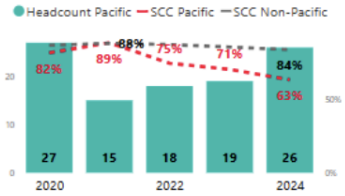
Disability



International



Pacific



* ITP Benchmarks

Please note that ITP benchmarks are based on the previous year until all ITPs have updated their data with TEC. Once all ITP data is updated, the benchmarks for the following year will be released. As a result, the available benchmarks are 2022. The 2023 benchmarks will be updated when TEC releases the new data.

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

13 February 2026 MoE Number: 6004

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

Tēnā koe Peseta Sam

Re: 2025 Monitor's report – Master of Applied Business ; Postgraduate Diploma in Applied Business; and Postgraduate Certificate in Applied Business

Please find attached the finalised Monitor's Report for the 2024 delivery of the above programmes.

Should you have any questions, please contact Nicola Bermingham at Nicola.Bermingham@nzqa.govt.nz

Ngā mihi nui

Nuzhat Sohail
Team Leader
Approvals and Accreditation
Quality Assurance Division

Attachments: Monitor's Report

cc: benjamin.dehe@aut.ac.nz
cc: Steve Marshall smarshall@unitec.ac.nz
cc Simon Tries stries@unitec.ac.nz
cc Jackie Tims jtims@unitec.ac.nz
cc: Degree Monitoring DegreeMonitoring@nzqa.govt.nz

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

NZQA Degree Monitoring Report

He Pūrongo Aroturuki Tohu Paetahi

Programme Name and number | Ingoa o te Hōtaka Ako:

Master of Applied Business

Postgraduate Diploma in Applied Business

Postgraduate Certificate in Applied Business

Name of TEO | Ingoa o te whare Mātauranga:

Unitec Te Pukenga

Monitor's name | Ingoa o te Kaiaroturuki:

Dr Benjamin Dehe

Date of visit | Te rā :

21/5/25

Purpose of programme monitoring | Te take (o te aroturuki hōtaka)

The purpose of monitoring programmes of study that lead to degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and accreditation and are being delivered in line with current best practice.

The Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10 are available on the NZQA website.

The Programme Approval, Recognition, and Accreditation Rules 2022 govern one of the requirements to participate in monitoring to maintain accreditation to provide an approved programme.

The report should be written with evidence-based definitive statements and provide as much information as possible under the following headings. If issues of concern arise, please contact NZQA to discuss.

Introduction | He Whakataki

This is the fourth monitoring report of Unitec's Master of Applied Business (MAB) degree programme, which was introduced in 2021. There are two related postgraduate qualifications also covered in this report - the Postgraduate Diploma in Applied Business (PGDAB) and Postgraduate Certificate in Applied Business (PGCAB).

The Master of Applied Business (180 credits), Postgraduate Diploma in Applied Business (120 credits) and Postgraduate Certificate in Applied Business (60 credits) were approved by NZQA in October 2020. The first delivery of the programmes was in Semester 1 2021. The first graduates for the MAB completed in Semester 1 2022, and for the PGDAB and PGCAB in Semester 1 2021 and Semester 2 2021 respectively.

In 2024, the total number of students enrolled was 359 (compared to 254 in 2023) for 252 EFTS enrolled (compared to 202 in 23). The programme had experienced a 156% increase in 2023 and the number have increased in 2024 but are stabilised around the target. This is positive to allow for a sustainable growth while enhancing quality and value incrementally.

There were 27 students enrolled in the PGDAB compared to 35 in 2023.

There were 3 students enrolled in the PGCAB compared with 5 in 2023.

In 2024, the success rate for the MAB was 92.3%. The success rate exceeds the Unitec SCC target of 85% and the ITP success rate benchmark of 86.6%. It is marginally below the domestic ākonga success rates in management and commerce master programmes of 93%. A success rate greater than 90% has been able to be achieved, even with a large increase from 254 in 2023 to 359 ākongas in 2024 (cf PEP report).

MAB students need to complete eight 15-credit Level 8 courses (120 credits) and a further 60 credits made up of a 45-credit Industry Research Project (the Level 9 research component) and a 15-credit Business Research Methods course (Level 8), which is a prerequisite for the Industry Research Project

MAB students can select an internship of 30 credits or two 15-credit courses from other specialisations in their qualification. These are all Level 8 courses.
The 1.5 EFTS degree may be completed in 1.5 years full-time or 3.0 years part-time. PGDAB students need to complete eight 15-credit Level 8 courses (120 credits). PGDAB students may also incorporate electives of 45 credits that can include courses from other specialisations, a 15-credit Business Research Methods course (Level 9) or a 30-point industry internship in their degree. The 1.0 EFTS postgraduate diploma may be completed in 1.0 years full-time or 2.0 years part-time. PGCAB students need to complete four 15-credit Level 8 courses (60 points). The PGCAB requires the 15-credit compulsory course Strategic IQ and three 15-credit courses from a selected

specialisation. The 0.5 EFTS postgraduate certificate may be completed in 0.5 years full-time or 1.0 years part-time.

Students in all three postgraduate qualifications can choose from the same suite of Level 8 courses.

All MAB students must complete three core courses: Strategic IQ, Design Thinking for Business, and Digital Transformation.

The PGCAB requires Strategic IQ.

All programmes require students to specialise in one of five specialisations: Advanced HR, Business Analytics, Digital Marketing, Leadership, and Supply Chain & Logistics.

Each specialisation has three compulsory courses. The largest growth in student numbers has been experienced in Supply Chain & Logistics and Business Analytics.

The Leadership (7 and 15 students in S1 and S2) and Advanced HR (2 and 16 students in S1 and S2) specialisations represent a smaller proportion of the student cohort.

In the MAB, the international students represent >95% of the cohort population (352 out of 367 nb of students enrolled). There were 1 NZ European/Pakeha, 1 Māori and 8 Pasifika students.

In the PGDAB, there were one NZ European/Pakeha, one Māori and one Pasifika student enrolled.

In the PGCAB, there were one NZ European/Pakeha, one Māori and no Pasifika student enrolled.

Previous recommendations **Ngā putanga o mua**

These were last year's recommendations:

1. Explore offering two intakes per year instead of three and prioritizing the traditional delivery as opposed to the block delivery, which some students found too intense. This can be implemented as the number of students stabilises. Moreover, in the future capping the number of students for example to 60, within a given intake could also be considered to manage the workload for staff. However, I am well aware of the financial implications and the trade-offs would need to be carefully evaluated.

➔ The numbers of intakes were discussed with Senior Management to consider the staffing and financial implications. In 2024 the 3 intakes model was kept but

the October intake, which is delivery in block, was capped at 50 students. This seems to have worked well. The student I met during my visit agreed that the block delivery worked well. New lecturers were appointed, and external lecturers supported the teaching and delivery of this October block, which have eased the staff workload.

2. The level 8 BRM course has been highlighted as complex and its structure as unclear by the students, from the interview and the different feedback reports, in consecutive years. Consider altering it to 2 assignments scaffolded further leading towards the proposal and using other courses to prepare students for developing research proposals.

➔ Changes have been made to BRM, with the introduction of another member of staff, the assignments are being revised with the introduction of a test, a video recording before the proposal. These changes seem useful and relevant. However, students still reported that this course was challenging overall. As the cohort is over 95% composed on international students who have not done this type of research method course during their prior higher education, it is understandable that some will find this course different and challenging. The team is proactive and is continuing to improve the course format and content taking feedback seriously.

3. Consider emphasizing even more the importance of attending the induction where clear expectations about the programme are communicated to the students. Explaining that all the courses learning will enable them to deliver industry projects and that they should not underestimate the work and effort required in the -level 9 course.

➔ The team has explored offering a compulsory MAB induction for all new MAB students in addition to the school orientation. The staff offers an induction event which is a great additional support mechanism.

4. Consider specifically clarifying the nature of each assignment (group or individual) in the course descriptors providing more information to students before enrolling.

➔ The team of lecturers have made several type 1 changes to adjust and clarify course descriptors, and assessments.

5. Consider communicating more specifically with the industry partners about how the internship fits within the MAB curriculum, so they have a better understanding of the courses and their processes. NZQA Degree monitoring report template 2023

   → I believe this is ongoing and a former graduate was recruited to support the team liaising with businesses. The person is proactive in supporting the internships and developing relationships with potential organisations.

6. Consider developing further synergies between the internship, BRM and the research projects, to achieve further continuity and efficiencies for staff and students.

➔ This has been discussed, and I understand that this recommendation would be considered as part of a major review of the MAB programme.

7. Consider increasing to the research time of as many research active staff as possible to 20% to continue sustaining the green-lit KPIs.

➔ This was implemented, in 2024 almost all members of the MAB staff were allocated 20% of research time on their workload model, which was a key improvement from the previous year.

8. Continue working and sharing ideas and best practices regarding the use of AI within higher education.

➔ AI matters have been discussed across the board, staff have identified new opportunities for teaching and assessment, extra support for staff and students have been provided. Although this is an ongoing issue for the whole HE sector, progress have been made.

Overall, the team has been very responsive and proactive in addressing the previous recommendations made. Well done.

Summary of the visit **He Whakarāpōpoto**

A wide range of documents was provided and reviewed before the visit:

- All the courses' descriptors
- Previous monitor report and response
- Programme documents and regulation
- Programme Evaluation and Planning report (PEP)
- Degree monitoring procedure
- Student data 2024
- Research output from staff
- Staff qualifications and profiles
- Student support service
- External moderation report
- There was some other policy documents provided

Interviews with key stakeholder groups provided additional information:

- Interviews and feedback from 3 students, and 2 graduates (more were invited but did not attend the meeting on the day)

- Interviews and feedback from one industry partner and internship sponsors

- Interviews and feedback from the student success and support team

- Interview and feedback from the senior leadership team representatives, the academic programme manager and lecturers about course and programme achievements, issues and challenges

- Review of the staff recruitment, resources, and professional development activities

- Review of the research activities and challenges

Most feedback shared with me during my visit was very positive and overall, even better than last year, especially from the group of lecturers.

The two graduates, who were both now in full-time employment, were extremely happy with the programme, the support provided, the curriculum and their overall experience.

The current 3 international students were also satisfied with their overall experience and learning opportunities. They specifically mentioned the amazing holistic support provided by the team.

It is without a doubt that the academic and pastoral support provided to the MAB students by the student success and support team is outstanding.

However, students also shared several challenges they encountered as international learners adjusting to life and study in New Zealand for the first time. These challenges primarily related to navigating a different educational system, with unfamiliar expectations, pedagogical approaches, and academic practices. A recurring theme among the feedback was the difficulty in rapidly adapting to New Zealand’s professional culture. This was identified as a potential area for further development within the curriculum to better support international student integration.

Additionally, one student from the Business Analytics specialisation expressed general satisfaction with the programme but noted a desire for closer alignment between the curriculum and current industry best practices, particularly concerning artificial intelligence, software tools, and emerging technologies. This observation appears to be consistent with feedback received from industry sponsors, suggesting a broader opportunity to enhance industry relevance across the programme.

The 3 students I spoke to describe the programme as “intense”, noting that assessment deadlines were frequently clustered, leading to periods of high workload and stress. They also expressed concerns regarding the BRM course, indicating that they found the content challenging and the course structure unclear from their perspective, despite some of the changes made.

The industry sponsor expressed strong satisfaction with the internship component of the programme. They indicated their intention to continue hosting interns, particularly from the Digital Marketing specialisation, which aligns well with the nature of their business. While they identified opportunities for improvement in areas such as communication, stakeholder engagement, and negotiation, time management and other key soft skills, they considered the programme to be fit for purpose and well-aligned with industry needs.

Evaluation of the programme | Te Aromātaitanga o te Hōtaka Ako

Programme content and currency **Ngā hua me ngā whakaritenga o te Hōtaka Ako**

This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that the TEO's Academic Board has sanctioned reviews.

Following my review of the relevant documents and insights from the interviews, I am confident that the Master of Applied Business programme − which includes the Postgraduate Diploma and Postgraduate Certificate qualifications − is being regularly reviewed as appropriate in accordance with the relevant rules and guidelines and that the TEO's Academic Board has sanctioned reviews. External reviews include moderation of selected courses, monitoring reports and student surveys of courses and qualifications. Internal reviews include end-of-year evaluations. Lecturers also conduct reviews and prepare Course Evaluation and Planning (CEP) reports at the end of each course.

No fundamental or structural changes have been made to the programme in 2024 but several key improvements have been implemented in response to the reviews and feedback.

It is very early days, but there have been discussions to potentially develop new specialisations, potentially in collaboration with other schools. An approval in principle has been agreed for the following specialisations: product development, health management and AI, which will be considered in the future. Also, they might consider merging the Leadership and Advanced HR specialisations.

With the growing number of MAB students extra support has been put in place and new staff have been recruited to continue building strong ākonga relationships, fostering supportive learning environments, and effectively monitoring ākonga progress while providing timely support to students in need.

Again, this year, I was impressed by the sheer commitment of the student success team. Learning about how they work with students and academic staff to embed Matauranga Maori and Pacific and support international students with their academic work. The team work together to provide a holistic support system for the students. They intervene as appropriate in the classroom to interact with students and work collaboratively with the lecturers, provide workshops and create online recourses on Moodle.

All these services are extremely well received and valued by staff and students. These services contribute to the continuous improvement of the teaching experience, quality and well-being of the students and staff.

Upon the review, I believe in the currency of the programme and its content, from the position of a subject matter expert.

Teaching/learning strategies **Ngā rautaki o ngā whakaakoranga**

The mixture of theory and practice, the use of relevant case studies and software (R, Tableau, Refinitiv) and industry projects in many courses, as well as opportunities for internships, appear appropriate for postgraduate applied business qualifications. The current Business Research Methods course prepares students adequately for quantitative and qualitative research that they will need in their Industry Research Project.

However, some difficulties in the BRM course have been reported this year again by the 3 students interviewed despite the key improvements and changes made by the team, however, this is not overly concerning. The academic team is continuously improving the course and its assessments.

The 45-credit Industry Research Project − appears appropriate for an applied master's degree. Research students are well-supervised by the staff. The team is using over 30 different supervisors to cope with the number of projects, but it seems to work well. The course coordinator oversees the supervision arrangements, ensure that student meet their supervisor on a weekly basis and the grade and feedback is consistent across the cohorts.

Another challenge discussed during my visit was the use of AI and the impact it has on teaching and learning. This was again a recurring theme, and we continued to have productive discussions with the students, staff and senior management.

The Learning and Teaching are (Te Puna Ako) have amended the Academic Integrity policy and provided assessment templates that outline different options for the use of AI. They have also developed Assessment Check-in guidelines to assist lecturers in having discussions with students about the authenticity of the assessments. An AI Committee has been set up to monitor AI developments. The policy development is expected to progress slowly as Unitec is still part of Te Pūkenga.

However, I have noticed that different group of stakeholders have a divergent understanding about Unitec AI's policies. Perhaps continuing to align and develop a coherent communication around the use of AI will be useful.

Finally, the course and qualification evaluations, feedback from business sponsors representatives and graduates about the research, critical thinking and technical abilities of students, indicate that the learning strategies are successful. I also note that the teaching environment and learning practices are culturally sensitive and inclusive.

Assessment **Aromatawai**

External moderation reports for the courses assessed to date indicate that the assessment tasks and marking rubrics are appropriate. Assessment tools are appropriately linked to teaching aims and methods that enable students to achieve the desired learning outcomes.

Academic integrity issues, such as plagiarism policies and referencing practices, are effectively dealt with by learning support and library staff who guide students in workshops at the start of each semester and in tutoring for those students who need it.

Issues regarding academic malpractices and use of AI are explained and covered in detail as part of the induction,

External moderation and internal evaluation processes appear appropriate. I reviewed the moderation documents and was satisfied with the feedback provided.

Programme delivery/learner achievement **Ngā Whakaakoranga/ Ngā Whakatutukitanga**

As discussed previously in this report, I believe that students are very well supported by staff. The student's success team work closely and collaboratively to support students in their learning. There are processes in place to ‘flag’ students needing support with academic writing, wellbeing, integration, academic practice, and ethical use of AI.

There is a very high level of pastoral care for all students, including targeted assistance for Māori, Pacific, International, Under-25 students and students with learning difficulties or disabilities.

Feedback from students and graduates in the interviews confirms the extensive and supportive nature of this care. Support staff also support their academic colleagues with learning Te reo Maori and embedding Matauranga Maori.

Postgraduate students are ably supervised by appropriately qualified staff.

Feedback in the interviews with students, lecturers, graduates and industry representatives confirms that students appreciate the high level of support they receive from teaching and the learning support staff during in-class and in-business assignments and research projects.

Students also appreciate the blend of theory and practice that is a feature of the Master of Applied Business programme. They welcome the mixture of literature-based discussions, case studies, industry-based projects and other problem-solving activities that feature in most courses. Having said that they would welcome more direct

interactions with business leaders, via guest lectures, employability events, company visits etc…

My interviews with lecturers, industry partners, students and graduates confirmed the high quality of some of the Master's level research projects and internships that have been completed.

It may be worthwhile to engage more explicitly with industry partners regarding how the internship component aligns with the overall structure and learning outcomes of the MAB curriculum. Providing greater clarity on the academic context, course content, and assessment processes could enhance their understanding and support more meaningful collaboration.

Additionally, there appears to be an opportunity to explore stronger synergies between the internship and the research project components. Aligning these elements more closely could foster greater continuity in students' learning experiences, while also creating potential efficiencies for both academic staff and students.

Some lecturers discussed the potential to publish academic outputs derived from students' research projects. While this aspiration is commendable and could showcase the quality of student work, it is important to recognise the practical challenges involved. In my experience, student projects are typically not conceived or structured with publication as a primary objective, and transforming such work into publishable outputs often requires substantial additional effort, time, and academic input. Furthermore, there is an important distinction to be made regarding intent. While exceptional student work that demonstrates originality and rigour may indeed warrant further development towards publication, with appropriate academic guidance, it is not clear whether embedding publication as a general objective within the programme is desirable or realistic. In my view, maintaining this nuance is essential to avoid creating unrealistic expectations for students and staff, and to preserve the pedagogical integrity of the research project component.

Resources **Ngā Rauemi**

From a resourcing perspective, while 2023 presented some challenges, there has been notable improvement in 2024.

Most academic staff now have 20% of their workload allocated to research activities, an improvement from the previous year. This change is an important development in sustaining the green-lit status of the teaching team and supports the academic integrity and research-informed nature of the programme.

The early 2024 recruitment campaign appears to have been successful in securing appropriately qualified staff. The current student–staff ratio is coherent, and the newly

appointed lecturers bring relevant credentials and professional experience, which will further enrich the programme.

All teaching staff receive cultural awareness training, which aligns well with Unitec's institutional commitment to fostering a "learning village" environment. This approach incorporates tikanga and te reo Māori concepts and practices where appropriate, reinforcing the institution's values and its responsiveness to Aotearoa New Zealand's cultural context.
Academic staff are entitled to 20 days of professional development annually. The use of this time is captured in their ADEP (Achieve, Develop, Enjoy, Partner) plans and is monitored as part of the performance partnering process.

The Business School also facilitates targeted professional development opportunities, such as workshops focused on emerging areas like AI.

The programme is not delivered on multiple campuses

Facilities have improved since last year and not comments were made this year during my interviews.

Key stakeholder feedback **He whakahokinga kōrero tā te Hunga Whaipānga Matua**

Stakeholder feedback processes have been discussed in earlier sections of this report, and it is evident that input from industry representatives is welcomed and valued by teaching staff, learning support personnel, pastoral care teams, and students alike.

Lecturers have demonstrated a positive and proactive attitude towards both internal and external feedback, responding to suggestions for improvement in a timely and thoughtful manner. This responsiveness reflects a culture of continuous improvement and a commitment to programme quality.

Pastoral care and learning support services, particularly those targeted at Māori, Pacific, international, and under-25 students, are well utilised and highly appreciated. These services contribute meaningfully to the overall student experience and wellbeing.

Student feedback is actively encouraged and is an important element of the programme's quality assurance and enhancement mechanisms.

The composition and involvement of the Industry Advisory Committee, as outlined in the NZQA 2020 accreditation report, continues to appear appropriate.

Although the senior leadership team representative mentioned that this could be reviewed in the coming year. The Committee plays a valuable role in informing course design and ensuring the programme remains aligned with industry needs.

Research **He Rangahau**

Section 454 of the Education and Training Act 2020 (the Act) requires that the award of a degree must recognise the completion of a programme of advanced learning that is "taught mainly by people engaged in research".

Research active staff also receive support through a time allowance for research in their annual workload. Having staff engage in research enables teaching staff to maintain currency in their discipline area and reflect this in the course curriculum.

Several staff publish in peer-reviewed journals (local and international) and present research at conferences. The focus of research in the school is applied. Staff supervision of student research projects (dissertations) plays an important role in developing the research capability of master's students. Supervision is carried out via one-to-one supervision that take students from the research proposal stage to the delivery of a completed dissertation. Some student dissertations can result in peer-reviewed research outputs with supervisor-student as co-authors, but this should be done cautiously as mentioned earlier in the report.

These include actively fostering a research culture in the School of Applied Business (SAB). Active support for research includes goal setting (via Individual Research Planner), collaboration (including research groups), mentoring (e.g., support from the SAB research leader) and SAB research seminars.

Additional lecturers have been recruited, and this has helped eased the load across the team. Research time for most lecturers teaching on the postgraduate programmes has increased to 0.2 of their workloads. This will help staff to produce journal articles.

While, the largest research outputs continue to be conference papers, reports, book chapters and presentations, staff have published several journal articles in 2022 (9), 2023 (11) and 2024 (6). Lecturers appear to continue to convert a greater proportion of their conference papers into journal articles.

An important project has been to resurrect the New Zealand Journal of Applied Business Research (NZJABR). Staff and management working on the reinstatement and inclusion of the journal in the ABDC journal quality list. This initiative will contribute significantly to the development of the research culture and give an avenue for staff to publish.

During my interviews, staff continue to suggest several ways that research quality could be improved. These suggestions included: encouraging a high level of team collaboration working on specific industry-led research problems; using student engagement and projects with industry as opportunities to develop journal articles; and working more collaboratively with researchers outside of Unitec. I believe that the staff research activities as well as their connection with industry inform the curriculum. The current quantity and quality of the research staff output are consistent with the

development and maintenance of an ongoing research culture and as the research time increases this will be sustained and enhanced in the future.

Recognition and award of credit for learning (RPL and CRT) **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga**

Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT) practices are in line with Unitec policies and guidelines. They are clearly set out in the Master of Applied Business regulations and are appropriately applied.

Issues and challenges **Ngā here, me ngā wero**

Interestingly, several of the risks and challenges highlighted in last year's report were not raised as concerns this year, which reflects the significant progress and commendable work undertaken by the team throughout 2024.

One challenge raised during interviews relates to the disparity in students' academic preparedness, particularly in academic and analytical competencies. This variation presents difficulties in teaching some courses, especially in large class settings where lecturers must cater to a wide range of abilities. Although efforts have been made to address this, such as splitting classes and providing additional support, it remains a pedagogical challenge, particularly with a large number of students.

A recurring theme among international students is the perceived intensity of the programme, particularly in relation to Level 9 courses. This perception may stem from misaligned expectations, often shaped by information received from international agents promoting the programme abroad. Some students are informed by agents that the programme is a pathway to residency, with little emphasis on the academic rigour required to complete a Master's degree. In some cases, students were unaware that it was possible to fail the programme based on academic performance.

This highlights the critical importance of ensuring that international agents accurately represent the nature and demands of the programme. Clear communication with agents and a robust induction process are both essential in setting realistic expectations. As this is a Master's-level qualification, it is important that students understand from the outset that it will be intellectually rigorous and academically challenging.

The curriculum itself is comprehensive and thoughtfully designed, with input from industry stakeholders, a commendable feature of the programme. However, it may be beneficial to further strengthen the alignment between taught courses, internships, and student projects. Doing so could enhance continuity and coherence in students' learning journeys, while also improving the value of the programme for both lecturers and industry partners.

The Business Research Methods (BRM) course has again been mentioned by students as difficult, and complex. Although staff have been actively working to improve the course design and delivery, it remains a challenging component for the students. This is understandable, given the advanced level of the course, the team continued efforts to enhance its accessibility and relevance is beneficial.

Another issue is the use of generative AI by students and the diversity of views according to the group of stakeholders I spoke to during my visit (no use of AI, partial use of AI, 2 lanes model etc…). This highlights the need for clearer institutional policies

on the ethical use of AI, as well as regular discussion among academic staff to develop a shared understanding and consistent approach. This is a sector-wide issue, and proactive engagement will be important as higher education continues to adapt.

Currently, the programme operates with three intakes per year, with the October intake delivered in block mode. Previous feedback indicated that students find this mode particularly intense, with negative implications for their ability to absorb and retain content. However, this was not the case for the 1 student I spoke to this year.

Finally, uncertainty regarding the future governance structure of Unitec and the disestablishment of Te Pūkenga was mentioned in my interview with leadership teams. With the upcoming decision in June, the different group of stakeholders hope for clarity, more autonomy and new opportunities.

Recommendation | Ngā Taunaki

List a consolidation of recommendations made earlier in this report.

To the TEO

In conclusion, despite some challenges, the Master of Applied Business programme − which includes Master's, postgraduate diploma and postgraduate certificate qualifications − is providing a high-quality learning experience that benefits students and industry partners alike. It is being taught by research-active staff who also have extensive industry experience.

Effective internal and external evaluation processes are in place and recommendations for improvements are promptly acted upon. Extensive support services are in place to assist students who also are taught in a culturally-sensitive manner. Therefore, the programme is being delivered as approved.

As noted in the previous monitor's report, when reviewing any applied Master's programme there can be potential questions about whether there is an appropriate balance between theory and practice, as well as whether students are developing the critical thinking and research skills that are expected of postgraduate students. The course documents, external and internal evaluations, as well as feedback from stakeholders confirm that Unitec's Master of Applied Business programme is meeting these requirements.

Following my visit, I am confident that the main recommendations made last year in the report have been addressed or are being worked on.

Therefore, based on my visit and the findings outlined in this report, I propose the following key recommendations to support the ongoing enhancement and success of the programme:

1. **Integrate Soft Skills Development**
   Embed greater emphasis on soft skills, such as communication, presentation, time management, negotiation, and professional conduct, within the curriculum. This would particularly benefit international students and better align graduate capabilities with industry expectations.

2. **Enhance Business Culture Content**
   Strengthen the integration of New Zealand business culture within the curriculum. Several international students reported this as a gap that poses an additional barrier to employment.

3. **Clarify Institutional Approach to AI**
   Establish a clear and consistent institutional stance on the use of generative AI, both in policy and in pedagogical practice. Aligning with sector-wide discussions and referencing frameworks like the “two lanes” model (University of Sydney) could provide valuable guidance.

4. **Consider Paid Internships**
   Explore the potential for offering paid internships. This is a distinctive feature of the programme that could be leveraged further as a point of differentiation and a means of enhancing the student experience.

5. **Create Dedicated Spaces for International Students**
   Consider establishing physical spaces specifically designed to support international students’ academic, professional, and social development.

6. **Develop a Domestic Student Recruitment Strategy**
   Design a targeted recruitment strategy to increase domestic student enrolment, particularly among NZ European/Pākehā, Māori, and Pacifica, to ensure a more diverse and representative student cohort. Perhaps the exploration of a scholarship opportunity for this programme can be discussed.

7. **Continue Investment in Resources**
   Sustain and expand investment in teaching resources, software tools, and staff recruitment to ensure the programme remains current, competitive, and well-resourced.

In light of the monitoring conducted in 2024 and 2025, I consider it both relevant and appropriate to recommend that the programme team consider a transition to a self-monitoring model, should they wish to pursue this pathway in the future.

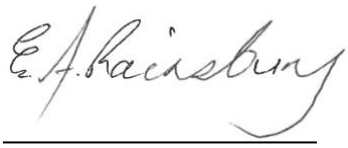
To NZQA
[In this section, specify any serious concerns that NZQA may need to follow up with the institution, e.g. any aspect(s) of the programme and/or delivery show serious non-compliance with NZQA requirements or a lack of quality that is likely to disadvantage learners.]

N/A

Benjamin Dehe
Monitor's Signature

23/04/25
Date

This report was confirmed as accurate by Liz Rainsbury, Academic Programme Manager on 5 June 2025 (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).



Signature: Name of person at TEO
Liz Rainsbury

5 June 2025
Date

Degree on NZQA monitoring:
This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the TEO to confirm factual accuracy before finalisation. Email the report to degreemonitoring@nzqa.govt.nz

Degree on Self-Monitoring:
This draft report is to be sent directly to the institution.

Appendix One: Agenda/Summary of the Visit

School of Applied Business
Master of Applied Business

Monitor's Visit
Monitor: Associate Professor Benjamin Dehe

Wednesday 21 May 2025
Venue: 115-3045

DATE OF THE VISIT		
Time	**Activity Description**	**Venue**
9:00 – 9:05 am	*Mihi Whakatau*	115-3045
9:05 – 9:30 am	*Institutional Overview* *Meeting with Senior Leadership team representatives* • Professor Martin Carroll (DCE, Academic) • Simon Nash (DCE, Learner Experience & Success) • Chris King (Director, Schools and Performance)	115-3045
9:30 – 10:00 am	*Programme Overview* Meeting with Academic Programme Manager: Liz Rainsbury	115-3045
10:00 – 10:45 am	*Meeting with current MAB students including priority groups* • Desai Gaurav • Dharampriya Ganeriwal • Jacob Ratna Vamseedhar Govathoti • Ali Hamza • Hsin-Chiao (Stephanie) Kan • Rahul Lilhare • Dilsha Perera • Kunal Tatiya	115-3045
10:45 – 11:15 am	*Break*	
11:15 am – 12:00 pm	*Learning & Teaching / Curriculum and programme development / Research* Meeting with staff with key teaching and research responsibilities: • Wajira Dassanayake • Mitra Etemaddar • Mohammad Heydari • Khaled Ibrahim • Muhammad Irfan • Alan Lockyer • Irene Park • Aldrich Rasco • Craig Robertson • Chathurani Silva • Sanjeev Kumar Vellore Ranganathan	115-3045
12:00 – 12:30 pm	*Student Success and Support* Meeting with the Matauranga Maori and Pacific representative and Library & Student Learning and Achievement: • Diane Tamati (Academic Development Lecturer)	115-3045

	• Rokosiga Morrison (Pacific Navigator) • Cindy Wee (Learner Development Lecturer) • Mary Lim (Student Success & Support) • Donna Salmon (Library Knowledge Specialist) • Grace Zhang (International Support Advisor) • Lubna Khan (International Support Advisor) • Rikona Andrews (Kaihautu)	
12:30 – 1.30 pm	*Lunch*	
1:30 – 2:15 pm	*Programme Outcomes* Meeting with Stakeholders on Teams **Graduates** • Katrina Anae-Tunai • Deepika Manglani • Alfonso Mesones • Mohammad Rakibul • Devesh Satija • Dimmini Senarathne **Internship sponsors** • David Nicoll (Abodo Wood) • Anna Kolomeets (Darkberry) **Industry Advisory Committee Members** • Mo Mausia (Humes)	Microsoft Teams link at the end of the agenda.
2:15 – 2:45 pm	*Break and Monitor Time*	
2:45 – 3:15 pm	*Exit Meeting and Feedback* Meeting with APM, Te Korowai Kahurangi (Academic Service Centre) and PAQC Chair • Liz Rainsbury (APM) • Simon Tries (Director, TKK) • Nick Kearns (PAQC Chair)	115-3045

Microsoft Teams Link:

Microsoft Teams Need help?

Join the meeting now

Meeting ID: 486 185 069 225 0

Passcode: rC2dH6q5

Appendix Two: Annual Statistics Report for the Master of Applied Business suite of programmes [2024]

The layout and content below are indicative only.
Providers are encouraged to work alongside monitors to agree the most appropriate content and layout of this table for the programme under review.

MAB	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)	Total for programme (2023)
Number of students enrolled	1	1	8	352	50	367	256
EFTS enrolled	0.25	0.25	3.375	247	34.75	252.375	202.62
Number of course withdrawals[1]	0	1	1	12	1	15	22
Number of course passes	2	1	21	1757	250	1793	1381
Number of course fails[2]	0	0	1	26	7	28	80
Number of DEF grades	0	0	0	0	0	0	0
PGCAB	**NZ European / Pakeha**	**Māori**	**Pasifika**	**International**	**Under 25s**	**Total for the programme (2024)**	**Total for programme (2023)**
Number of students enrolled	1	1	0	0	0	3	5
EFTS enrolled	0.125	0.125	0	0	0	0.5	1.25
Number of course withdrawals[1]	0	0	0	0	0	0	1
Number of course passes	1	0	0	0	0	3	8
Number of course fails[2]	0	1	0	0	0	1	2
Number of DEF grades	0	0	0	0	0	0	0

PGDAB	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)	Total for programme (2023)
Number of students enrolled	1	1	1	20	4	27	35
EFTS enrolled	0.25	0.125	0.5	11.75	1	13.75	21.30
Number of course withdrawals[1]	0	0	4	4	0	8	7
Number of course passes	2	0	0	84	19	94	147
Number of course fails[2]	0	1	0	2	1	3	9
Number of DEF grades	0	0	0	0	0	0	0

Notes

1. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.

2. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds. For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

13 February 2026

MoE Number: 6004

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

Tēnā koe Peseta Sam

Re: 2025 Monitor's report – Master of Professional Accounting

Please find attached the finalised Monitor's Report for the 2024 delivery of the above programme.

Should you have any questions, please contact Nicola Bermingham at Nicola.Bermingham@nzqa.govt.nz

Ngā mihi nui

Nuzhat Sohail
Team Leader
Approvals and Accreditation
Quality Assurance Division

Attachments: Monitor's Report

cc: suresh.ramachandra@aut.co.nz
cc: Steve Marshall smarshall@unitec.ac.nz
cc Simon Tries stries@unitec.ac.nz
cc Jackie Tims jtims@unitec.ac.nz
cc: Degree Monitoring DegreeMonitoring@nzqa.govt.nz

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

NZQA Degree Monitoring Report **He Pūrongo Aroturuki Tohu Paetahi**

Programme Name: **Ingoa o te Hōtaka Ako**

Master of Professional Accounting (C42655)

Name of TEO: **Ingoa o te whare Mātauranga**

Unitec Institute of Technology

Te Pūkenga Unitec

Monitor's name: Dr Suresh Ramachandra

Date of visit: 16 July 2025 **Te rā**

Introduction He Whakataki

This report provides a comprehensive review of the academic activities of the Master of Professional Accounting degree (MPA_126056-1) offered by Unitec Institute of Technology – Te Pūkenga Unitec in 2024. The review is based on information gathered through discussions with stakeholders of the program and observations from my visit on July 16, 2025.

The Master of Professional Accounting (MPACC) program, restructured in 2021, spans 180 credits over an 18-month period. This conversion degree is tailored to assist individuals with non-accounting backgrounds in transitioning into the accounting profession. Graduates of this programme will be able to:

1. Apply advanced knowledge of accounting theory and practice to enhance organisational outcomes.
2. Undertake applied research to critically evaluate organisational challenges and opportunities to inform decision making.
3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts.
4. Communicate effectively and professionally with a range of stakeholders.
5. Critically engage with ethically and socially responsible accounting practices.

The MPACC program offers a pathway to membership in two professional bodies: Chartered Accountants Australia and New Zealand (CAANZ) and Certified Practicing Accountants (CPA) Australia. Its growing popularity and industry relevance are demonstrated by the consistent increase in student enrolments over the years.

The student enrolment data are detailed in Table 1 below:

Table 1: Annual Statistics Report for Master of Professional Accounting programme for 2024.

	NZ European / Pakeha		Māori		Pasifika		International		Under 25s		Total for programme	Total for programme
	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	**2024**	**2023**
Number of students enrolled	1	1	0	0	0	2	181	67	25	6	212	107
EFTS enrolled	0.5	1.375	0	0	0	1.875	126.12	47.375	19.875	3	140.75	76
Number of course withdrawals [1]	0	0	0	0	0	4	8	0	0	0	8	7
Number of course passes	2	7	0	0	0	7	902	347	138	23	1005	488
Number of course fails[2]	2	0	0	0	0	0	45	18	14	1	53	31
Number of DEF grades	0	0	0	0	0	0	0	0	0	0	0	0

Notes:

1. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3

courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.

2. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds. For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

The annual statistics for 2024 reveal a remarkable 98% increase in enrolments compared to the previous year. This surge is primarily driven by international enrolments, which have risen by over 170%. Additionally, it is encouraging to note that enrolment numbers for individuals under 25 have shown a healthy 78% increase in 2024, aligning with the institution's objectives. However, it is disappointing that, despite the institute's active engagement with the Māori and Pasifika communities, these efforts have not successfully attracted these groups. Additionally, it is also concerning that the NZ European/Pakeha students have dropped by 97% with only one student enrolling in 2024.

Previous recommendations Ngā putanga o mua

The monitor's report for 2024 made the following recommendations and the actions taken upon them have been identified in Table 2 below:

Table 2: Recommendations from the Monitor's report of 2024 and response by stakeholders of the institute.

Action number *& Year*	**Recommendations (Paraphrased verbatim)**	**Responses (based on discussion with stakeholders on 16 July 2025)**
MR1-2024	**Teaching, Learning, and Research:** Incorporate mātauranga Māori into the curriculum by appointing an accounting academic with indigenous knowledge.	The Applied Business School reported that sustained efforts have been made over several years to recruit Māori accounting academics, although these efforts have not yet been successful. In the interim, the School draws on the expertise of a kaihautū who provides guidance grounded in mātauranga Māori. Discussions with Māori and Pasifika student support staff indicated that they are actively engaging with students to embed mātauranga Māori in their learning experience. Conversations with students further revealed an awareness of New Zealand cultural practices, including familiarity with greetings in Te Reo Māori and the significance of karakia and pepeha in formal introductions.
MR2-2024	Subject to accreditation constraints, consider reducing the point value of ACTY9045 from 45 to 30 in the next syllabus review to alleviate the writing burden on students. Alternatively, the course could be divided into a 15-point research methods paper and a 30-point research report.	Discussions with the Head of School and the Academic Programme Manager confirmed that a curriculum review is scheduled for 2026, with significant revisions anticipated for the Level 8 and Level 9 papers.

MR3 2024	In the next syllabus review, introduce an introductory management accounting course as a prerequisite for ACTY8103 (Strategic Management Accounting) to better scaffold students' learning.	Senior management of the School confirmed that this recommendation will be considered and appropriate action is expected to be implemented as part of the 2026 syllabus review.

MR4 - 2024	Embrace the integration of AI and restructure assessments to uphold academic integrity.	Discussions with senior management have highlighted plans to adopt the two-lane approach to AI integration in assessments, as pioneered by the University of Sydney, as part of the upcoming syllabus refresh. At the school level, efforts are underway to map existing assessments to identify opportunities for the ethical use of AI. Concurrently, workshops have been initiated to build staff capability for informed and responsible integration of AI into teaching and learning practices. The school is also exploring the development of new assessment formats and the revision of learning outcomes where appropriate. Conversations with academic staff indicate that elements of the two-lane approach are already being informally trialled. Lecturers reported that AI is currently permitted as a learning aid to support ethical student engagement, while its use is restricted in assessments designed to evaluate students' independent and trustworthy judgment.
MR5-2024	Subscribe to a database (Refinitiv/LSEG) with multiple licenses for student and staff access.	The institute has acted on the recommendation and subscribed to the research database. Academic staff involved in the capstone project, as well as graduating students, reported that access to this resource has significantly reduced the data collection burden previously experienced by students. Faculty members have welcomed this development, noting that it enables deeper engagement in meaningful research activities.
MR6-2024	**To Bolster Māori and Pasifika Enrolments:** Include Māori and Pasifika business participation in the industry advisory board (Recommendation 1) to enhance indigenous enrolments.	The school advised the Monitor that priority group representation is currently in place on the Industry Advisory Committee, and therefore no further action is deemed necessary at this time. Academic staff involved in coordinating student work placements also noted that several indigenous businesses are actively supporting the programme by offering placement opportunities. As such, this recommendation may not require additional deliberation.
MR7-2024	Proactively engage with Māori and Pasifika communities through roadshows or other promotional means to boost their enrolments.	The school informed the Monitor that implementation of this recommendation falls under corporate management and, as such, is beyond its direct control.
MR8-2024	**To the institution** 1. Constitute an industry advisory board to ensure the industry relevance of the MPACC offering.	The school informed the monitor that no further action is required in this regard as an Industry Advisory Committee for the Unitec School of Applied Business exists.
	2. Revise RPL/APL and CRT procedures to remain current.	No action initiated as yet

Summary of the visit He Whakarāpōpoto

The report is based on the following documents made available prior to my visit and discussions with key stakeholders of the MPA programme.

Documents made available:

- Course descriptors.
- Previous monitor reports and responses.
- Programme documents.
- Programme regulations.
- Programme Evaluation and Planning (PEP) report.
- Student Data.
- Research activities.
- Staffing and resources
- Summary of External Moderation reports for Semester 1 2024
- Assessment of Prior Learning (APL) and Credit Recognition (CR).
- Library Information.
- Sample of a student research project

In addition, discussions with the following were held in room 115-3045 from 8.30 am to 3.30 pm on 16 July 2025:

Activity	**Participants**	**Duration**
Institutional Overview and Outcome Briefing	Prof Martin Caroll (DCE, Academic) Chris King (Director, Schools and Performance)	25 mins. (Via MS Teams)
School Overview	Kerry Kirkland (Head of School - Applied Business)	30 mins. (Via MS Teams)
Programme Overview	Liz Rainsbury (Academic Programme Manager)	30 mins.
MPACC student representatives	Navodaya Jayasundara Chaturika Jeewanthi Herath Zain Altaf Yanmin Sun Thushara Marasinghe Ruwanpathi Herath Udita Wevita	45 mins.
Learning and Teaching/curriculum and programme development/Research	Lakshan Attanayake Saman Bandara Wajira Dassanayake Melinda Dube Gayani Hewagama Madree Peramunugama James Prescott Arfian Zudana James Stewart	60 mins.

Student Success and Support (Matauranga Māori; Pacific representative & Library support)	Rokosiga Morrison (Pacific Navigator) Mary Lim (Student Success & Support) Donna Salmon (Library Knowledge Specialist) Diane Tamati (Academic Development Lecturer) Cindy Wee (Learner Development Lecturer) Lubna Khan (International Support Advisor)	30 mins.
External stakeholders (Alumni and internship sponsors)	Sooraj Thapa (Alumni) Angelina Vediashkina (Alumni) Subhashini Bandara (Alumni) April Mae Sison (Alumni) Dancel Faye Capistrano (Alumni) Philip Leveanasiga (Internship sponsor) Thushara Don (Internship sponsor)	45 mins. (Via MS Teams)
Exit meeting	Liz Rainsbury (APM) Simon Tries (Director, TKK)	30 mins.

Appendices

Appendix 1: Agenda of Visit
Appendix 2: Annual Statistics Report for the Master of Applied Practice (Professional Accounting) Appendix 3: Summary of Teaching Staff and Qualifications
Appendix 4: Research Output Report 2024
Appendix 5: Assessment for Prior Learning
Appendix 6: Work placement
Appendix 7: People and Infrastructure

Evaluation of the programme Te Aromātaitanga o te Hōtaka Ako

Programme content and currency Ngā hua me ngā whakaritenga o te Hōtaka Ako

The ITP sector in New Zealand has been subjected to several policy changes over the years. These have, to a large extent, created a range uncertainties resulting in underinvestment in the sector. On the positive side however, largely due to the liberal immigration policies of the country, the sector is seeing a burgeoning international student enrolment. This has provided the sector the much-needed boost in terms of revenue and Unitec being part of this sector hopes that these financial benefits and finalisation of its corporate structure will bear positive outcomes for the institution.

This report, analysing the operational aspects of the programme, should be considered in light of the potential challenges that growth may entail, particularly following extended periods of underinvestment in resources.

Programme outlook

The MPACC degree, a flagship program of the Applied Business School of Unitec, has demonstrated a positive turnaround since 2023, marked by significant increases in student enrolments. The number of enrolments over the past three years have seen a cumulative growth of 370%[1] which has not only bolstered confidence in its sustainability but also boosted staff morale.

While recent growth in enrolments has been largely driven by international students, senior management has raised two key concerns. First, there is a financial risk associated with over-reliance on international enrolments, which could expose the institution to volatility in global student markets. Second, the relatively low uptake from domestic students may be misaligned with government expectations for polytechnics to primarily serve local communities.

Stakeholder perspectives on these issues were mixed. At the programme level, there was general agreement with the concerns raised. However, senior academics expressed confidence in the sustainability of international enrolments in the medium term, citing historical shifts in student demographics, from Chinese to Indian and Sri Lankan cohorts over the years as evidence of the programme's continued appeal across diverse markets. They noted that, assuming immigration policy remains stable, the programme's quality and reputation are likely to attract international students from emerging regions.

Regarding the government's emphasis on increasing domestic enrolments, stakeholders argued that applying such expectations specifically to the MPACC programme may be impractical. The programme competes directly with offerings from the university sector, which targets the same student pool. Instead, it was suggested that the MPACC programme be viewed as contributing indirectly to the broader institutional mission by generating revenue that supports subsidised education in trade-related disciplines.

[1] Numbers of enrolments in MPACC: 2022, 45 students; 2023, 107 students; 2024, 212 students.

Additionally, stakeholders questioned the notion of the term "domestic," noting that many international graduates transition into the local workforce, thereby contributing to domestic economic and professional outcomes.

Teaching/learning strategies **Ngā rautaki o ngā whakaakoranga**

The MPACC programme was designed to ensure that the core accounting subjects aligned with professional accreditation requirements, thereby providing students with a comprehensive foundation in Financial Accounting, Accounting Information Systems, Management Accounting, Auditing, Business Law, and Taxation.

The teaching approach combined traditional lectures, interactive tutorials, applied projects, and work-integrated learning opportunities. In addition to the standard curriculum delivery, lecturers incorporated case studies, simulation exercises, and demonstrations of accounting software applications. Importantly, the integration of Māori values into the course content enriched cultural learning and strengthened bicultural competence. However, given that this conversion master's degree attracted students from a wide range of undergraduate backgrounds, disparities in prior accounting knowledge were evident. These posed particular challenges for students without an accounting background, necessitating additional support classes beyond scheduled teaching hours. Students themselves acknowledged and appreciated the commitment of teaching staff, who consistently extended their availability outside class time to assist them in grasping the more technical components of the curriculum.

Discussions with the student support team confirmed that systems were in place to assist students experiencing academic difficulties. The library staff outlined a wide range of learning support services, particularly tailored for students with specific learning challenges. Support staff also observed that although most students' overall IELTS scores met entry requirements, some displayed weaker skills in written communication, an area requiring ongoing assistance. While these support services were available, uptake remained limited, even among those who would benefit the most. Similarly, the Māori and Pasifika coordinators reaffirmed their readiness to provide cultural expertise and guidance to both students and lecturers; however, utilisation of these services was also relatively low.

Following a review of course content and extensive discussions with teaching staff and stakeholders, it became clear that the MPACC programme continued to meet the requirements of accrediting professional bodies. Nonetheless, gaps were identified in relation to students' technological capabilities. Given the increasing importance of digital literacy in accounting practice, both students and employers regarded current levels of technological proficiency as inadequate. Employers, in particular, highlighted shortcomings in graduates' familiarity with industry-standard tools such as Xero HQ, Xero XPM, and advanced Excel functionalities. They emphasised that proficiency in such tools would significantly enhance graduates' employability in contemporary accounting roles. Students likewise expressed the need for broader exposure to accounting software packages beyond what was currently available in the curriculum.

Senior faculty members acknowledged these findings. Drawing upon student feedback, industry consultations, and survey evidence, the school has recognised the necessity of modernising the curriculum to better reflect evolving industry requirements and technological expectations.

Syllabus Review

The proposed syllabus review reflected the institution's commitment to aligning the MPACC programme more closely with its applied business school identity. The most significant change under consideration is the replacement of the 45-point dissertation with three 15-point applied courses, Business Analytics, AI for Accountants, and Contemporary Issues in Accounting. This shift was intended to equip graduates with advanced analytical, technological, and critical thinking skills directly applicable to modern accounting practice.

The proposal generated mixed reactions among staff and current students. The 45-point dissertation had long been a defining feature of the MPACC programme, providing students with the opportunity to undertake independent, in-depth research on a relevant accounting topic. Some students valued the dissertation for its contribution to developing analytical thinking, advanced academic writing skills, and employability in research-oriented roles. Others, however, regarded it as overly academic in nature and misaligned with their professional career goals, expressing a preference for more applied learning opportunities.

Staff, while generally supportive of introducing applied courses, cautioned against the complete removal of the dissertation. They emphasised its importance in cultivating research capability, strengthening scholarly skills, and sustaining the department's research culture. Several dissertations had, in fact, resulted in conference presentations, demonstrating their contribution to the school's academic profile. Staff expressed concern that eliminating the dissertation could erode these achievements and narrow the pathways available for students considering doctoral studies. In addition, they noted that access to valuable resources, such as the LSEG database, currently available due to the research focus of the dissertation, might be jeopardised, thereby reducing the School's capacity to maintain robust research outputs and meaningful engagement with the wider academic community.

In light of these considerations, staff proposed a compromise: the retention of the dissertation as an optional pathway, available to students who attained at least a B+ average in their level 8 courses. This approach would preserve opportunities for advanced research training and doctoral preparation, while also allowing students seeking applied learning to pursue alternative course-based pathways.

Another proposed change was to make the internship, which had previously been compulsory, optional. This adjustment would allow students to choose between an industry placement and a newly proposed course, tentatively titled Professional Edge, designed to enhance employability skills, workplace readiness, and professional communication. The intention behind this flexibility was to accommodate the diverse needs of students, particularly those unable to secure placements due to increased enrolments.

The internship had long been regarded as a cornerstone of the MPACC programme, providing students with opportunities to apply academic concepts within professional environments. However, its compulsory nature had proven challenging and stressful for many students, especially international students. A significant portion of the semester was often spent applying for positions, creating undue anxiety. These difficulties appeared to be intensified by high enrolment numbers.

Employers interviewed during the preparation of this report commended students' professionalism, adaptability, and interpersonal skills, noting that these attributes were well developed through the MPACC programme. However, both employers and students agreed that the existing 50-hour placement duration was insufficient for meaningful workplace learning. Increasing the duration to at least 100 hours was considered necessary to enable students to undertake more complex tasks and gain deeper insights into organisational processes. To address the above, staff had developed on-campus project alternatives to ensure that students could still gain some form of real-world exposure. Nevertheless, these alternatives fell short of offering the New Zealand-specific work experience that students valued.

The proposed change was therefore welcomed by both students and staff. They indicated that offering the option of a taught course in place of the internship would significantly reduce the anxiety experienced by students struggling to secure placements within the allotted timeframe.

Assessment **Aromatawai**

The assessment framework within the MPACC programme continues to evolve in response to both professional accreditation requirements and the learning needs of students. Professional accounting bodies stipulate that at least 50% of all course assessments must be conducted under invigilated conditions. This requirement has been consistently met across the programme, thereby ensuring compliance with accreditation standards while upholding academic integrity. In addition, staff have worked to design assessments that reflect authentic professional contexts, a practice highly valued by students who view such tasks as meaningful and directly relevant to their future careers. The use of external moderators is a commendable feature of the programme, reinforcing both academic rigour and quality assurance.

In the post-pandemic environment, the reliance on online examinations has declined, with most courses returning to traditional in-person assessment formats. Nevertheless, occasional requests for extensions and online examinations on medical or personal grounds continue to place strain on an already compressed teaching and assessment calendar. This highlights the ongoing tension between the need to maintain fairness and flexibility for individual students and the necessity of preserving consistency across the programme.

The programme currently employs a diverse assessment strategy. Some courses rely on multiple, lower-weighted tasks designed to promote gradual learning, while others use fewer, heavily weighted assessments. Students remain divided in their preferences: some favour fewer, high-stakes assessments as a way of reducing workload and scheduling pressure, while others prefer more frequent, smaller assessments, which provide opportunities for continuous learning and reduce anxiety.

A recurring challenge relates to feedback. Both staff and students agree that timely and constructive feedback is central to the learning process. Students express frustration when delays prevent them from using feedback to improve in subsequent tasks. Staff, however, highlight the practical difficulties of meeting the institution's two-week turnaround policy, especially in courses with high enrolments and complex marking criteria. Any meaningful resolution will require structural interventions, such as adjustments to marking loads, the deployment of teaching assistants, or the adoption of technology-assisted marking systems.

Scheduling of assessments presents another source of tension. Students expressed preference for greater spacing between submission deadlines, noting that clustered assessment schedules heighten stress and undermine performance. Staff acknowledge these concerns but note the constraints imposed by the condensed structure of the programme, which limits flexibility in spreading out assessment dates. This remains a practical challenge of programme design rather than a simple matter of policy.

Group work, historically positioned as a tool for fostering collaboration, was also criticised. Students express dissatisfaction with both the effectiveness of group tasks and the peer-assessment mechanisms currently in use. They argued that group assessments often test only the quality of final outputs rather than the underlying collaborative processes they are meant to develop. This disconnect, between intended learning outcomes and actual experience, suggests that staff need to reconsider the design of group assessments to ensure they genuinely capture teamwork skills rather than replicate individual performance in a group format.

The integration of Artificial Intelligence (AI) into assessment and learning represented an emerging area of development. Currently, AI use is prohibited in most courses, with the exception of Accounting Information Systems (AIS), where it is allowed under tightly regulated conditions. Senior management has proposed a “two-lane” approach, distinguishing between courses where AI may be pedagogically beneficial and those where it could compromise foundational skill development. Faculty members recognised the potential of AI to enrich learning but emphasised the need for clear policies and formal staff training before it can be embedded responsibly in the assessment design.

Students preferred a tiered approach to AI integration. They recommended prohibiting its use in foundational courses to safeguard the development of essential technical skills, while encouraging its use in advanced courses to support higher-order analysis and efficiency. They also highlighted the need for explicit training to ensure equitable AI literacy, thereby reducing disparities between students with prior exposure to such tools and those encountering them for the first time within the programme.

Programme delivery/learner achievement Ngā Whakaakoranga/ Ngā Whakatutukitanga

An analysis of programme delivery and learner achievement, based on the 2024 documents, provided useful insights into the performance of the Master of Professional Accounting (MPACC) programme and the wider School of Applied Business. The School, recorded an overall Successful Course Completion (SCC) rate of 94.27%, while the MPACC programme closely mirrored this outcome with a SCC rate of 93.63%. These figures are indicative of consistently strong learner achievement across the School.

Within the MPACC programme, course-level performance showed commendable results, with all subjects achieving SCC rates above 85%, with one notable exception. The course *Business Law and Business Environment* (ACTY8108) recorded a SCC rate of 74.26%, significantly below the programme average. Upon further review, the underperformance in this course was attributed in part to issues relating to a particular teaching staff member. This matter has since been identified and addressed, with corrective measures implemented to ensure that future delivery of the course maintains the expected academic standards.

The grade distributions across all MPACC subjects were found to be appropriately balanced, with no evidence of undue skewness or grade inflation. This suggests that assessment practices are being applied with fairness, consistency, and integrity across the programme.

One ongoing concern, however, relates to the absence of enrolments from Māori and Pasifika students in the MPACC programme. As highlighted in the introduction of this report, this has been a matter of priority for senior management. Discussions with institutional leaders confirmed that while sustained efforts have been made to recruit and support these priority learner groups, such efforts have not yet yielded tangible results. This remains an important area for continued strategic focus, particularly given the institution's wider commitment to equity, diversity, and inclusion.

Resources **Ngā Rauemi**

Staffing

The MPACC programme is currently delivered by a team of 11 academic staff, representing an increase of three members since the last evaluation period. This expansion reflects the programme's steady growth and the institution's commitment to strengthening teaching capacity. Of the current faculty, 72% hold doctoral qualifications. In addition, 64% of staff maintain active affiliations with professional accounting bodies, while the remaining members are associated with legal and trade related professional bodies. These affiliations, for which Unitec covers the annual membership fees, not only reinforce professional credibility but also provide valuable industry insights that are incorporated into teaching practice.

The existing workload model seeks to balance teaching, supervision, and research responsibilities. Collectively, staff deliver 20 courses in addition to postgraduate dissertation and internship training. To support the research dimension of their roles, each academic is allocated a 0.2 loading (equivalent to one day per week) specifically for research activities. While this model is effective in theory, in practice the increasing demands of large class sizes, and the provision of additional academic support for students without prior accounting backgrounds have placed significant pressure on staff.

Looking ahead, the proposed syllabus review, which introduces new applied courses, will inevitably increase resource demands. Senior management has indicated that redeploying staff from other disciplines could serve as a short-term solution to address these needs. While such redeployment may alleviate immediate pressures, it is critical that all staff teaching within the MPACC programme possess both the relevant disciplinary expertise and the pedagogical skills required to maintain professional and academic rigour. Ongoing professional development is therefore essential to respond effectively to technological, pedagogical, and demographic changes. Currently, the compulsory Te Puna Ako training for all lecturers focuses on working with vulnerable populations, enhancing inclusivity and cultural responsiveness. In addition, staff require targeted training in areas such as AI integration, advanced teaching technologies, and emerging industry practices to ensure that course delivery remains current, innovative, and aligned with professional standards.

Facilities

The rapid growth in enrolment within the MPACC programme has placed considerable pressure on existing facilities, making space a persistent constraint on both teaching and

learning. Increasingly large student cohorts frequently exceed the capacity of available classrooms, necessitating the splitting of classes. This practice, while a pragmatic short-term solution, places additional strain on teaching resources, complicates instructional delivery, and limits opportunities for meaningful interaction between students and faculty.

Many of the teaching spaces currently in use are located in aging buildings with less-than-optimal teaching conditions. Poor acoustics, inadequate microphone systems, and a scarcity of power outlets compromise the quality of lectures and impede student engagement. Students have raised concerns that the absence of recording technology prevents them from revisiting lectures or participating remotely, thereby limiting flexibility in learning and disadvantaging those with competing commitments.

Compounding these challenges, staff reported to the monitor that teaching spaces traditionally reserved for the MPACC programme are increasingly being shared with other programmes, reflecting a broader, institution-wide shortage of classrooms. As a result, class sessions are often scheduled into the late evening to accommodate all students. While this approach addresses space constraints, it raises significant concerns among students, particularly female students, who cite personal safety risks, challenges in meeting domestic responsibilities, and difficulties in arranging childcare during evening hours.

Addressing these facility-related challenges is essential to sustain the quality of the MPACC programme, enhance student engagement, and support the successful implementation of proposed curriculum reforms. Without strategic investment and prioritisation, both teaching and learning outcomes risk being adversely affected.

Key stakeholder feedback **He whakahokinga kōrero tā te Hunga Whaipānga Matua**

Discussions were conducted with both students who had completed their internship placements and the employers who had hosted them. The feedback received was largely positive and underscored the value of the internship component within the programme.

Past students, especially the international students, highlighted that the internship provided a crucial platform to engage with employers and gain exposure to the “Kiwi way” of handling accounting practices. For two of the students interviewed, both of whom already possessed substantial accounting experience in their home countries, the placement was still regarded as highly beneficial, as it allowed them to understand the local nuances of practice in New Zealand.

While the process of applying for internship positions was described as demanding, students acknowledged that it was ultimately constructive. They noted that the experience required them to prepare their CVs to a professional standard, thereby better equipping them for careers in accounting in New Zealand. Moreover, the application process facilitated direct interaction with industry professionals, including accountants and recruiters, creating networking opportunities even while they were still studying.

From the employers’ perspective, the feedback was equally affirming. Employers consistently

remarked on the strong technical knowledge of accounting that students brought to the workplace. In addition to this technical competence, they valued the professionalism and soft skills demonstrated by the interns, which contributed positively to the work environment.

Nonetheless, employers also identified areas for improvement. A common concern was the limited duration of the internship, currently set at 50 hours. Employers considered this timeframe insufficient to allocate substantive tasks to students or to provide them with more meaningful engagement in the firm's activities. Furthermore, several employers suggested that the curriculum could be strengthened by incorporating more advanced training in Xero accounting software and Excel functionalities, both of which are integral to contemporary accounting practice in New Zealand.

Research — He Rangahau

The research culture within the department is robust, underpinned by a strong commitment to scholarly activity among staff. Faculty members remain consistently research-active, producing work that contributes both to the academic literature and to the advancement of professional practice. In 2024, the School of Applied Business recorded eight conference contributions, two peer-reviewed journal articles, one book chapter, and two online seminar presentations. This output reflected both the depth and diversity of research undertaken within the school.

Staff research also has had direct implications for teaching and curriculum development, especially through the authorship of book chapters. The school's recent assumption of editorial leadership for the *New Zealand Journal of Applied Business Research* (NZJABR) further strengthens its capacity to disseminate high-quality research and provide an influential platform for scholarly exchange within the region.

Access to comprehensive resources, such as the LSEG database, has significantly supported staff in conducting data-driven research, allowing for more rigorous analysis and insights that align with contemporary accounting and business practices. Faculty also emphasised the importance of institutional support for conference participation, particularly when research is accepted for presentation. Attendance at conferences will not only foster professional collaboration but also will enhances the school's academic reputation.

Recognition and award of credit for learning (RPL and CRT) — Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga

As part of the monitoring process, documentation relating to Recognition of Prior Learning/Assessment of Prior Learning (RPL/APL) and Credit Recognition and Transfer (CRT) procedures was reviewed. The most recent update to these documents was completed in January 2021. It is therefore recommended that a comprehensive review of these procedures be undertaken alongside the planned syllabus review in 2025.

Issues and challenges **Ngā here, me ngā wero**

Overall, the MPACC program appears to be on a stable footing, characterised by highly satisfied students, motivated teaching faculty, and supportive external stakeholders, as evidenced by the growth in enrolments. To ensure its continued success and sustainability the current structure can be modified based on the recommendations contained in this report.

Recommendations Ngā Taunaki

To enhance the MPACC program, the following recommendations are made:

1. **Strategic Recommendations**

1.1 It is recommended that post-merger leadership structures with the Manukau Institute of Technology give priority to the strategic requirements of the Applied Business School. Currently, a single full-time Head of School is responsible for both the Mount Albert and Manukau campus operations. Given the school's increasing student enrolments and its ongoing strategic repositioning, the appointment of a dedicated full-time Deputy Head of School, with specific responsibility for Unitec's Applied Business School, is strongly advised.

2. **Teaching and Learning**

2.1 It is recommended that policies governing the use of AI in teaching and learning be introduced in a phased manner. AI should be prohibited in introductory courses and incorporated only at advanced levels, supported by structured training for both staff and students.

2.2 It is recommended that students receive comprehensive software training in accounting, including advanced Excel functionalities, advanced Xero applications, and other industry-relevant digital tools (details provided in the report).

2.3 It is recommended that employability workshops, CV preparation, and recruiter engagement activities be embedded earlier in the programme to better prepare students for internships.

3. **Assessment and Moderation**

3.1 It is recommended that the MPACC graduate profile be revised to incorporate AI-related competencies to ensure alignment with industry expectations explicitly.

3.2 It is recommended that assessments be limited to a maximum of three per course under the revised syllabus. This will address student concerns about assessment overload while also reducing marking pressures on staff.

3.3 It is recommended that one of the three summative assessments permit the use of AI

under defined parameters to develop students' ethical and effective use of the technology. The remaining assessments should be presentations or examinations conducted under controlled, invigilated conditions to satisfy accreditation requirements and to ensure the authenticity of learning outcomes. Learning outcomes and standards should be reviewed to establish a staggered and scaffolded progression of achievement, with clear provisions for the integration of AI.

3.4 It is recommended that timely feedback to students be ensured through structural measures such as optimising marking loads via marking assistants or adopting technology-enabled marking systems, where permitted.

3.5 It is recommended that group assessments be used selectively, with mechanisms in place to evaluate group dynamics rather than focusing solely on individual contributions or collective output.

3.6 It is recommended that the LSEG database be fully utilised for both micro-certifications and applied research. Free-of-cost micro-certifications available through the LSEG platform can be integrated as formal assessment requirements, thereby enhancing graduate employability.

4. **Dissertation and Internship**

4.1 Subject to available resources, it is recommended that the dissertation be retained to satisfy Graduate Profile #2, but its weighting be reduced from 45 to 30 points. It should be offered as an optional pathway, alongside the proposed Business Analytics course, for high-achieving students (with an overall B+ grade or above), thereby maintaining a pathway to doctoral study.

4.2 It is recommended that internships be extended from 50 to 100 hours to strengthen workplace learning. In addition, campus-based internship opportunities should be expanded as alternatives, with equivalent assessment requirements. Such placements may be particularly suitable for mature students with verified overseas professional experience.

5. **Professional Development for Staff**

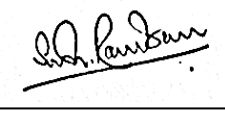
5.1 It is recommended that adjunct academics be engaged to supplement expertise in emerging and specialised areas.

5.2 It is recommended that applied research be incentivised by encouraging integration of industry insights into teaching and publications. Conference funding should be provided for staff to attend local and regional/overseas conferences, subject to the condition that peer-reviewed research is presented. This will enhance both pedagogical development and the School's academic standing.

6. **Facilities**

6.1 It is recommended that classrooms be upgraded to address capacity, acoustic, and technological limitations. Investment in modern teaching technologies, including recording and streaming capabilities, is essential to support blended delivery.

6.2 It is recommended that timetabling practices minimise late-evening classes and that enhanced security measures be implemented to ensure students' safety.



04/09/2025

Monitor's Signature Date
[Dr Suresh Ramachandra]

Please submit this report to DegreeMonitoring@nzqa.govt.nz.

This report was confirmed as accurate by [Name of person at TEO], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA)

12 December 2025

Academic Programme Manager Date
Signature: Antoinette Wessels
School of Applied Business

Appendix 1: AGENDA OF VISIT

School of Applied Business
Master of Professional
Accounting

Monitor's Visit
Monitor: Dr Suresh Ramachandra

Wednesday 16 July 2025
Venue: 115-3045

DATE OF THE VISIT		
Time	**Activity Description**	**Venue**
9:00 – 9:05 am	*Mihi Whakatau*	115-3045
9:05 – 9:30 am	*Programme Overview* Meeting with Academic Programme Manager: Liz Rainsbury	115-3045
9:30 – 10:00 am	*Institutional Overview* *Meeting with Senior Leadership team representatives* • Martin Carroll (DCE. Academic) • Simon Nash (DCE, Learner Experience & Success) • Chris King (Director, Schools and Performance)	115-3045
10:00 – 10:45 am	*Meeting with current MAB students including priority groups* *TBC*	115-3045
10:45 – 11:15 am	*Break*	
11:15 am – 12:15 pm	*Learning & Teaching / Curriculum and programme development / Research* Meeting with staff with key teaching and research responsibilities: • Lakshan Attanayake • Saman Bandara • Wajira Dassanayake • Melinda Dube • Walaa Ghazy • Gayani Hewagama • Madree Peramunugama • James Prescott • Arfian Zudana	115-3045

12:15 – 12:45 pm	*Student Success and Support* Meeting with the Matauranga Maori and Pacific representative and Library & Student Learning and Achievement:	115-3045

	• Diane Tamati (Academic Development Lecturer) • Rokosiga Morrison (Pacific Navigator) • Cindy Wee (Learner Development Lecturer) • Mary Lim (Student Success & Support) • Donna Salmon (Library Knowledge Specialist) • Lubna Khan (International Support Advisor) • Rikona Andrews (Kaihautu)	
12:45 – 1.45 pm	*Lunch*	
1:45 – 2:30 pm	*Programme Outcomes* Meeting with Stakeholders on Teams **Graduates** **Internship sponsors** •	Microsoft Teams link at the end of the agenda.
2:30 – 3:00 pm	*Break and Monitor Time*	
3.00 – 3:30pm	*Exit Meeting and Feedback* Meeting with APM, Te Korowai Kahurangi (Academic Service Centre) and PAQC Chair • Liz Rainsbury (APM) • Nick Kearns (PAQC Chair) • Simon Tries (Director, TKK)	115-3045

Appendix 2: Annual Statistics Report for Master of Professional Accounting programme [2024]

The layout and content below are indicative only.
Providers are encouraged to work alongside monitors to agree on the most appropriate content and layout of this table for the programme under review.

MAB	NZ European / Pakeha	Māori	Pasifika	International	Under 25s	Total for the programme (2024)	Total for programme (2023)
Number of students enrolled	1	0	0	181	25	212	107
EFTS enrolled	0.5	0	0	126.125	19.875	140.75	76
Number of course withdrawals[1]	0	0	0	8	0	8	7
Number of course passes	2	0	0	902	138	1005	488
Number of course fails[2]	2	0	0	45	14	53	31
Number of DEF grades	0	0	0	0	0	0	1

Notes

3. Number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled into 3 courses and withdrawing from 2 of these would be recorded as 2 course withdrawals.

4. Number of course fails; must include all students enrolled into a course, other than those withdrawals with full refunds. For example, 1 student enrolled into 2 courses and withdraws from both - 1 in week 1 with a full refund of the student and government funding, and 1 in week 7 with no refund, will be recorded as 1 fail.

Appendix 3: Staff Qualifications

Staff qualifications – Te Pukenga Unitec MPA Programme		
NAME	**QUALIFICATION**	**MPA TEACHING RESPONSIBILITIES 2024**
Lakshan Attanayake	PhD University of Waikato, Hamilton, NZ MBA University of Sri Jayewardenepura, Sri Lanka BBM University of Kelaniya, Sri Lanka CPA Australia	Advanced Financial Accounting Audit and Assurance Research Project Supervision
Saman Bandara	PhD in Accounting, University of Canterbury, NZ MBA in Finance, University of Colombo, Sri Lanka BBM(Special) Degree in Accountancy, University of Kelaniya, Sri Lanka CPA Australia, Fellow member of CA Sri Lanka	Advanced Financial Accounting Taxation Research Project Supervision
Wajira Dassanayake	Doctor of Computing, Unitec, NZ. Master of Finance, Massey University, NZ Master of Arts (Economics), University of Colombo, Sri Lanka. Postgraduate Diploma in Economics and Econometrics, London School of Economics, UK Bachelor of Arts (Economics), University of Colombo, Sri Lanka Member Charted Accountants Australia NZ Former fellow, Financial Services Institute of Australia (FINSIA) Former member CPA Australia	Business Finance and Economics Research Project
Gayani Hewagama	PhD, School of Business, University of Auckland, NZ. MSc, University of Sri Jayewardenepura, Sri Lanka. BSc. University of Sri Jayewardenepura, Sri Lanka. CIMA (Finalist), UK. CPA Australia	Financial Accounting Research Project Supervision
James Prescott	PhD (Accounting), Auckland University of Technology, NZ MCom (Hons), University of Auckland, NZ BCom, University of Auckland, NZ COP in Research Methods, Auckland University of Technology, NZ. Certificate in Tertiary Teaching, Auckland University of Technology, NZCPA Chartered Accountants Australia New Zealand	Strategic Management Accounting Internship Research Project Supervision
Liz Rainsbury	Doctor of Philosophy in Accounting, University of Auckland Master of Management Studies, University of Waikato Bachelor of Management Studies (Honours), University of Waikato Fellow of Chartered Accountants Australia New Zealand Fellow of CPA Australia	Academic Programme Manager Research Project Supervision
James Stewart	MCom (Hons) Economics, University of Auckland, NZ BCom Economics, University of Auckland, NZ DipTchg, Teacher's Training College Auckland, NZ. Member of International Institute of Fisheries Economics and Trade (IIFET).	Business Finance and Economics Research Project
Arfian Zudana	PhD – Victoria University of Wellington, Wellington, NZ MAB – Monash University, Australia UG ACCTY – Gadjah Mada University, Indonesia	Accounting Information Systems Research Project Supervision
Melinda Dube	Master of Accounting – North- West University, South Africa BCom Honours Financial Accounting - North- West University, SA BCom Degree Financial Accounting - North- West University, SA ACMA, CGMA – Chartered Institute of Management Accountants	Internship Research Project Supervision
Walaa Ghazy	PhD in Accounting, Auckland University of Technology (AUT), Auckland. NZ PhD in Accounting, Al-Azhar University, Cairo, Egypt Master in Accounting, Al-Azhar University, Cairo, Egypt Bachelor of Accounting, Al-Azhar University, Cairo, Egypt	Advanced Financial Accounting Taxation Research Project Supervision
Madree Peramunugama	Master of Laws in Environmental and Climate Change Law (First Class Honours), University of Waikato, NZ Bachelor of Laws, General Sir John Kotelawala Defence University, Sri Lanka Attorney-at-Law Supreme Court of Sri Lanka	Business Law & Business Environment

Appendix 4: Research Output for 2024

Book Authored

Sujani, T., Ahesha, P., & Saman, B. (2024). ESG Disclosures and Market Price: The Moderating Role of Firm Size and Industry Sensitivity. In Ahmed Imran Hunjra, John W. Goodell (Eds.), *The Palgrave Handbook of Green Finance for Sustainable Development* (pp. 357-382). Akron, OH, USA: Springer Nature.

Conference Contribution- Oral Presentation

Anand, A., & Dassanayake, W. (2024, December). Revealing predictive insights: Harnessing statistical and machine learning techniques for New Zealand stock index forecasting. Paper presented at the Auckland Region Accounting Conference (ARA), Unitec, Auckland, New Zealand.

Dassanayake, W. (2024, December). Unveiling forecasting potential: ARIMA vs. LSTM for NZX50 Index time series analysis. Paper presented at the ITP Research Symposium, Unitec, Auckland, New Zealand.

De Zoysa, K., & Dassanayake, W. (2024, December). Exploring NZX 10 stock movements: tapping into the predictive power of statistical and machine learning models. Paper presented at the Te Pukenga-ITP Symposium 2024, ITP-Symposium-2024-Virtual Stream.

Dilljashan, D., & Lakshan, A.M.I. (2024, December). The impact of working capital management on firm performance before, during, and after COVID-19 pandemic: Evidence from New Zealand-listed companies. Paper presented at the Auckland Region Accounting (ARA) Conference, Unitec, New Zealand.

Fernando, M. S. E., & Hewagama, G. (2024, December). TCFD reporting quality. Paper presented at the Auckland Region Accounting Conference (ARA), Unitec, Auckland, New Zealand.

Geroda, M., & Hewagama, G. (2024, December). The impact of environmental, social, and governance scores towards firms' performance in New Zealand. Paper presented at the Auckland Region Accounting Conference (ARA), Unitec, Auckland, New Zealand.

Lata, R., & Dassanayake, W. (2024, December). Unlocking stock market insights: Comparing the efficiency of ARIMA and HWES in New Zealand Index predictions. Paper presented at the Auckland Region Accounting Conference (ARA), Unitec, Auckland, New Zealand.

Priyadarshana, A.J.M., Wijekoon, W.M.H.N., & Lakshan, A.M.I. (2024, July). Corporate characteristics and integrated reporting disclosure level before and during the COVID-19 pandemic – Evidence from a developing country. Paper presented at the AFAANZ Conference, Auckland, New Zealand.

Journal Article

Soepriyanto, Gatot., Zudana, Arfian., & Meiryani, Meiryani. (2024). Older and wiser? The impact of CEO age on firm's tax amnesty participation. *Cogent Business & Management, 11*(1), 2296142. doi:https://doi.org/10.1080/23311975.2023.2296142

Zudana, Arfian., & Opare, Solomon. (2024). Corporate takeover susceptibility and classification shifting. *International Journal of Managerial Finance*, ahead-of-print, ahead-of-print. doi:https://doi.org/10.1108/IJMF-11-2022-0478

Other

Stewart, J. M. (2024). *Catch method matters: Evidence from the New Zealand inshore fishery*. NZ Fisheries Socio-Economic research mini-seminar.: Online.

Stewart, J. M. (2024). *Deemed Value arbitrage and ACE market efficiency*. Fisheries New Zealand, Socio-Economic research mini seminar. Auckland, New Zealand: Online.

Appendix 5: APL & CRP

ASSESSMENT OF PRIOR LEARNING PROCEDURE

1. Purpose

This procedure ensures the robust Assessment of Prior Learning (APL) at Unitec.

[also known as Recognition of Prior Learning (RPL)]

2. Scope

This procedure applies to:

- any Unitec staff involved in programme development, student enrolment, course delivery, and/or external relations;
- any assessment being undertaken via APL;
- submitted evidence relating to prior formal and/or informal learning.

APL excludes credit recognition; this is covered by its own procedure.

3. Procedure

1. Whole-qualification APL should use assessment criteria derived from that qualification's Graduate Profile.
2. If it is deemed to be more efficient and appropriate that using assessment criteria derived from course learning outcomes, successful APL for two or more courses that would lead to the completion of a qualification may also use assessment criteria derived from the relevant qualification's Graduate Profile for that qualification.
3. In all other cases (that is, those not covered by items (1) or (2) above), APL assessment criteria should be derived from the relevant course learning outcomes.
4. Te Komiti o ngā Hotaka | Programme Academic Quality Committee's (PACQ) must:
   a. develop, document, and communicate their own processes for the review and approval of APL applications; and
   b. ensure APL applicants and/or prospective applicants are provided guidance and support in deciding whether to apply and/or in preparing their application.
5. The burden of proof in APL falls on the candidate.
6. The burden of communication falls on academic staff in the relevant School.
7. In communicating course and programme documentation relating to an APL claim, Unitec must use language that is clear to the candidate irrespective of their level of academic literacy.
8. A service charge for APL is justified on the grounds of cost-recovery; fees are listed in the associated staff guidelines.
9. Academic Schools are obliged to provide a robust APL process to all eligible candidates. Appropriate and sufficient resources must be made available for that purpose.

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4. Responsibilities

Role	Responsibilities
Unitec staff involved in: • programme development; • student enrolment; • course delivery; and/or • external relations.	• Ensuring robust APL processes and procedures are available and followed for all Unitec programmes. • Ensuring clear, robust lines and methods of communication are in place to support APL processes and procedures.
Te Komiti o ngā Hotaka | Programme Academic Quality Committee	• Developing, documenting, and communicating programme-specific APL processes. • Providing guidance and support to APL candidates.

5. 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.

6. Reference Documents

- *Assessment, Moderation, and Grades Policy*
- *Assessment and Grading Procedures and Regulations*
- *Assessment of Prior Learning: Staff Guidelines*.

CREDIT RECOGNITION PROCEDURE

1. Purpose

This procedure outlines the requirements for the recognition of academic credit.

2. Scope

This procedure apply to all formal courses at Unitec available for the awarding of cross-credit.

Recognition of prior learning that cannot be wholly attributed to formal courses of study successfully completed outside of the programme is covered by the *Assessment of Prior Learning Procedure*.

3. Procedure

1. Unless otherwise stated in the relevant *Programme Regulations*, credit recognition is available to all students enrolling in accredited Unitec courses.
2. Te Komiti o ngā Hotaka | Programme Academic Quality Committee's (PAQC) must:
   a. develop, document, and communicate their own processes for the approval of credit recognition applications; and
   b. must ensure credit recognition applicants are provided guidance and support in preparing their application.
3. All credit recognition applicants must:
   a. already be enrolled in the programme for which course recognition is sought; or
   b. have made an application to enrol in the programme and have demonstrated they meet all admission requirements.
4. Applicants must complete the official *Cross-credit Application Form* and pay the application fee.
   a. This fee does **not** apply to currently enrolled students transferring from one Unitec programme to another, or to international students.
5. The relevant PAQC will assess the application and award cross-credits that may be recognised by the granting of specified or unspecified credits.

4. Responsibilities

Role	Responsibilities
Te Komiti o ngā Hotaka | Programme Academic Quality Committee	• Develop, document, and communicate programme-specific processes for the approval of credit recognition applications.

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	• Ensure credit recognition applicants are provided guidance and support in preparing their application.
Academic Staff	• Assist in assessment of cross-credit applications

5. 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.

6. Reference Documents

- AC 2.0 *Assessment, Moderation, and Grades Policy*;
- AC 2.1 *Assessment and Grading Procedures and Regulations*;
- the NZQA's *Credit Recognition and Transfer Policy*.

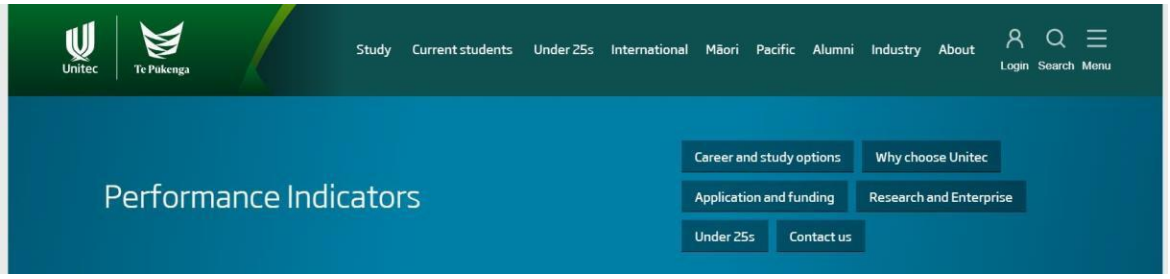
7. Document Details

Version Number	2.3	
Version Issue Date	20 January 2021	
Version History	**Amendment Date**	**Amendment/s**
	September 2004	First edition
	October 2008	Minor amendments
	July 2013	Minor amendments
	February 2015	Updated to align with APL policies
	May 2015	Updated to reflect new structures
	August 2018	Updated as part of policy review project
	January 2021	Update nomenclature
Consultation Scope		
Approval Authority	Te Komiti Mātauranga | Academic Committee	
Original Date of Approval		
Document Sponsor	Executive Dean, Academic	
Document Owner	Te Komiti Mātauranga | Academic Committee	
Contact Person	Manager, Te Korowai Kahurangi	
Date of Next Review	April 2022	

Appendix Six: Work placement (2023)

	Host Organisations
1	Accounting Works
2	APEC FAM Accounting Services
3	Baker Tilly Staples Rodway Auckland
4	BaysData Research and Development Limited
5	Body Corporate Administration
6	Choy Building Squash Centre Limited
7	Coin Total Upgrades Limited (Propertty Management)
8	Cottonsoft Limited
9	Denis Treanor and Associates Limited
10	Foodstuff North Island
11	Franklin Smith Limited
12	Health West Limited
13	Johnson Associates Chartered Accountatns Limited
14	Metro Foods
15	Mr Coconut Traders Limited
16	Oaklynn Special School
17	Payport Limited
18	Te Hononga O Tamaki Me Hoturoa
19	Thai Time Limited
20	Unitec
21	Vaka Pasifka
22	Wang Consulting Limited

Appendix Seven: People and Infrastructure Report



https://www.unitec.ac.nz/about-us/our-performance/performance-indicators

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

24 February 2026

MoE Number: 6015

Bharat Guha
CEO
Southern Institute of Technology
133 Tay Street
Invercargill 9810

Tēnā koe Bharat

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: (C68716)

Programme accreditation – Certificate in Exercise – Fitness Leader (Level 4)

The New Zealand Qualifications Authority (NZQA) has assessed Southern 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 2026.

We are pleased to advise you that your application has been granted.

The approved name of the programme Southern Institute of Technology is now accredited to deliver is:

Certificate in Exercise – Fitness Leader (Level 4) (129350-1)

The programme leads to the following qualification:

New Zealand Certificate in Exercise (Level 4) [Ref: 3563-2]

The title of Manukau Institute of Technology and Unitec's approved programme is now listed under Southern 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

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

"Southern Institute of Technology is accredited to provide Certificate in Exercise – Fitness Leader (Level 4) by the New Zealand Qualifications Authority under section 441 of the Education and Training Act 2020."

and/or

Kua whakamanatia a Southern Institute of Technology e te Mana Tohu Mātauranga o Aotearoa kia whakaako i te hōtaka Certificate in Exercise – Fitness Leader (Level 4) 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 Southern 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 Sarah Cozens, Approvals and Accreditation, (027) 877 7560 or email Sarah.Cozens@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 Amanda Whitaker Amanda.Whitaker@sit.ac.nz
cc Trish Lindsay Trish.Lindsay@sit.ac.nz
cc Simon Tries Simon.Tries@manukau.ac.nz
cc info@servicesisb.nz

Whakarāpopototanga Whakaaetanga
Approval Summary

Tautohu **ID number**	129350-1
Taitara **Title**	Certificate in Exercise - Fitness Leader (Level 4)
Momo **Type**	Certificate
Rangatira **Owner**	Manukau Institute of Technology and Unitec trading as Unitec (6004)
Kaupae **Level**	04
Whiwhinga tapeke **Total credits**	60
Tapeke hāora ako **Total learning hours**	600
Whāinga **Aim**	This programme is practically focused, providing learners with the skills and knowledge to work in the role of a Fitness Leader within the New Zealand fitness industry. Using small group tutorials and practical delivery along with online content with formative assessment and practical assessments learners gain the knowledge and skills required to work safely and effectively in an exercise/ fitness enterprise. Graduates will have the knowledge and skills to complete client fitness assessments, design and implement individual exercise programmes for clients, monitor and motivate clients, and review and adapt exercise programmes. Graduates will also understand how a fitness enterprise operates as businesses. Graduates will be eligible to register with the New Zealand Register of Exercise Professionals as a Fitness Leader.
Kiko **Content**	Content will cover the following areas: * Exercise testing * Delivery of safe and effective exercise programmes * Application of anatomy and physiology in delivery of safe and effective exercise programmes * Adaptation of exercise programmes * Nutrition to support exercise programmes * Motivational and communication techniques to enhance participant commitment in exercise programmes

* Recommending pathways to allied health professionals
* Marketing and business tools and techniques to support business practices as an exercise professional

Putanga
Outcome

Graduates of this programme will be able to:
1. Deliver safe and effective exercise programmes, including pre-screening, within own scope of practice and industry code of ethics;
2. Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes to individuals;
3. Adapt programmes for apparently healthy people and common at-risk groups using exercise science and testing;
4. Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme;
5. Apply a health and wellness framework and evidence-based nutrition principles to support a personalised exercise programme and recommend referral pathways to allied health professionals;
6. Use marketing and business tools and techniques to support business practices as an exercise professional.

Paeuru
Entry

National Certificate of Educational Achievement (NCEA) Level 2 or equivalent.
Applicants who have attained the age of 20 years and do not hold the minimum entry requirement will be eligible to be enrolled where their previous educational, work or life experience indicates they have a reasonable likelihood of success.

If English is the not the applicant's first language, candidates will need an IELTS (Academic) score of 5.5 with no band score lower than 5, or equivalent.

Applicants participate in a pre-enrolment interview to determine that they have an appropriate level of personal fitness to enable successful participation in the training and assessment, which can include moderate to strenuous physical activity.

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
3563 - 2	New Zealand Certificate in Exercise (Level 4) - Services Industry Skills Board	4	60

Te Aratuku me te Aromatawai
Delivery and Assessment

Kaituku **Provider**	Southern Institute of Technology (6015/1)
Momo aratuku **Delivery mode(s)**	Face-to-Face & Distance & Blended
Tukanga aratuku **Delivery method(s)**	Lectures, tutorials, small group work, fieldwork, multi-media resources, LMS (e.g. Blackboard), Ako, Tuakana- teina, Poutamu, Te Whare Tapa Wha
Tukanga aromatawai **Assessment Method(s)**	Tests, assignments, practical demonstrations, role plays, case studies .

Te roa/wā
Length/duration

Tapeke (wiki) **Total (weeks)**	20 Including holiday weeks
Whakangungu/Whakaako (wiki) **Training/Teaching (weeks)**	17 Excluding holiday weeks
Tapeke hāora ako (ia wiki) **Total learning hours (per week)**	35.29

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

24 February 2026

MoE Number: 6015

Bharat Guha
Chief Executive Officer
Southern Institute of Technology
133 Tay Street
Invercargill 9810

Tēnā koe Bharat

Tēnei te hōkai nei i ngā tapuwae
Te hōkai nukute 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: (C68717)

Programme accreditation – Certificate in Exercise – Personal Trainer (Level 5)

The New Zealand Qualifications Authority (NZQA) has assessed Southern 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 2026.

We are pleased to advise you that your application has been granted.

The approved name of the programme Southern Institute of Technology is now accredited to deliver is:

Certificate in Exercise – Personal Trainer (Level 5) (129357-1)

The programme leads to the following qualification:

New Zealand Certificate in Exercise (Level 5) [Ref: 3564-2]

The title of Manukau Institute of Technology and Unitec's approved programme is now listed under Southern 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

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

"Southern Institute of Technology is accredited to provide Certificate in Exercise – Personal Trainer (Level 5) by the New Zealand Qualifications Authority under section 441 of the Education and Training Act 2020."

and/or

Kua whakamanatia a Southern Institute of Technology e te Mana Tohu Mātauranga o Aotearoa kia whakaako i te hōtaka Certificate in Exercise – Personal Trainer (Level 5) 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 Southern 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 Sarah Cozens, Approvals and Accreditation, (027) 877 7560 or email Sarah.Cozens@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 Amanda Whitaker Amanda.Whitaker@sit.ac.nz
cc Trish Lindsay Trish.Lindsay@sit.ac.nz
cc Simon Tries Simon.Tries@manukau.ac.nz
cc info@servicesisb.nz

Whakarāpopototanga Whakaaetanga
Approval Summary

Tautohu **ID number**	129357-1
Taitara **Title**	Certificate in Exercise - Personal Trainer (Level 5)
Momo **Type**	Certificate
Rangatira **Owner**	Manukau Institute of Technology and Unitec trading as Unitec (6004)
Kaupae **Level**	05
Whiwhinga tapeke **Total credits**	60
Tapeke hāora ako **Total learning hours**	600
Whāinga **Aim**	This programme is practically focused providing learners with the skills and knowledge to work in the role of an employed or self-employed Personal Trainer within the New Zealand exercise industry. Using one on one support and practical delivery, along with online content that includes formative assessment and practical assessments learners gain the knowledge and skills required to work safely and effectively in an exercise/ fitness enterprise. Graduates will have the knowledge and skills to analyse a client's needs and select from a range of advanced exercise options to meet those needs. They will be able to design and implement appropriate exercise programmes that includes a range of health and wellness factors into an extended exercise intervention programme. Graduates will have a knowledge of allied health professionals to provide clients with suitable interventions where it is necessary. Graduates will be able to design exercise programmes applying an understanding of the indications and contraindications for symptomatic or general populations. Graduates will understand how to operate a business effectively in the exercise industry. Graduates will be eligible to register with the New Zealand Register of Exercise Professionals as a Personal Trainer.

Kiko
Content

* Advanced Programme Design
* Nutritional Interventions
* Client Coaching
* Corrective Exercise Interventions
* Programming and Allied Health Interventions for Specific Populations
* Personal Training Business Development Skills

Putanga
Outcome

Graduates of this qualification will be able to:
1. Design effective and appropriate exercise programmes and implement exercise options to enhance client performance.
2. Apply knowledge of allied health professional networks and their functions to support clients during extended exercise interventions.
3. Integrate a broad range of health and wellness factors into an extended exercise intervention programme to meet client goals and objectives.
4. Analyse and select from a range of advanced exercise options underpinned by exercise science to customise exercise assessment and programmes for clients.
5. Design programmes and apply exercise principles within scope of practice using understanding of the indications and contraindications for symptomatic or general populations.
6. Develop the professional and business skills required to operate effectively in the exercise industry.

Paeuru
Entry

People enrolling in a programme leading to this qualification must have completed the New Zealand Certificate in Exercise (Level 4) [Ref: 3563] or be able to demonstrate equivalent skills and knowledge.

National Certificate of Educational Achievement (NCEA) Level 2 or equivalent.

Applicants who have attained the age of 20 years and do not hold the minimum entry requirement will be eligible to be enrolled where their previous educational, work or life experience indicates they have a reasonable likelihood of success.

If English is the not the applicant's first language, candidates will need an IELTS (Academic) score of 5.5 with no band score lower than 5, or equivalent.

Applicants participate in a pre-enrolment interview to determine that they have an appropriate level of personal fitness to enable successful participation in the training and assessment, which can include moderate to strenuous physical activity

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
3564 - 2	New Zealand Certificate in Exercise (Level 5) - Services Industry Skills Board	5	60

Te Aratuku me te Aromatawai
Delivery and Assessment

Kaituku
Provider
Southern Institute of Technology (6015/1)

Momo aratuku
Delivery mode(s)
Face-to-Face & Distance & Blended

Tukanga aratuku
Delivery method(s)
Lectures, tutorials, small group work, fieldwork, multi-media resources, LMS (e.g. Blackboard), Ako, Tuakana- teina, Poutamu, Te Whare Tapa Wha

Tukanga aromatawai
Assessment Method(s)
Tests, assignments, practical demonstrations, role plays, case studies

Te roa/wā
Length/duration

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

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

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

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

2025 External Moderation Summary

Manukau Institute of Technology and Unitec (6010)

Overall results for National External Moderation:

Manukau Institute of Technology and Unitec meets the national external moderation requirements for 2025.

Manukau Institute of Technology and Unitec has met moderation requirements in the English for Academic Purposes, Supported Learning, and Tourism Maori systems.

We acknowledge the overall improvement in national external moderation results since 2024.

Guidance on how to interpret the moderation reports is available in the National external moderation guidelines for tertiary education organisations on the NZQA website.

Management of ongoing assessment and moderation issues:

Thank you for working with us to maintain consistency in assessment against NZQA-managed standards. NZQA does not require Manukau Institute of Technology and Unitec to take any action in relation to these moderation results.

A summary of all moderation results and access to individual reports for Manukau Institute of Technology and Unitec is available on the Moderation History page.

24/02/2026

AMS-2516450

MIT Site – Academic Misconduct Report 2025

Purpose

To provide Academic Committee with the MIT-site 2025 Academic Misconduct report.

Commentary

The 2025 Academic Misconduct report for the MIT site is attached.

- In 2025 we have seen a roughly 75% increase in the reporting of academic misconduct over all.
- Seven schools reported proven incidents, with the most significant increases being in the School of Health and Counselling (up ~90%) and the School of Nursing (up ~50%).
- While the increase in reporting is up across the board, it is most marked in domestic students (up ~85%).
- 200 cases of academic misconduct involved the misuse of AI (up 100%).

Increased incidences of AI related academic misconduct have been observed across most if not all other academic institutions, including Unitec. While opinions vary on the detail of the best course of action, the general consensus is that assessment reform is the direction that academia needs to head. This work is spearheaded across Australasia by Teqsa.

Both MIT and Unitec currently employ processes where suspicion (generated through observations of student work and/or AI detection reports) trigger conversations about the work submitted. These conversations are used to ascertain the student's knowledge of the work they have submitted and to gain a sense of the extent to which AI may have been used in the submitted work. Formal misconduct processes may be triggered from there depending on the outcome of the discussion.

Manukau Institute of Technology and Unitec are in the early stages of working with the NZQA to explore a more sustainable and effective longer-term approach of assessment reform through the use of the Two Lanes model, which is championed by the University of Sydney and has been adopted by many Universities in Australia and New Zealand.

Recommendation

That the Academic Committee receive the report.

Report prepared by Chris Park GM Academic Services	

MIT Site Academic Misconduct
2025 Summary

In 2025 there were 273 cases of proven academic misconduct (up from 155 in 2024). Seven schools reported cases of misconduct. Forty-one (41) cases were second offences, nine (9) were third offences, one (1) was a fourth offences and one (1) was a fifth offences. 200 of the incidents involved the misuse of AI (up from 104 in 2024).

The School of Digital Technologies reported no academic misconduct for the second year in a row.

63 offences occurred in the first half of 2025 and 210 occurred in the second half of the year. 195 offences involved female students and 78 involved male students. There were also 127 incidents which were subsequently found to be not proven (up from 101 in 2024).

CAMPUS/SCHOOL		2024 STUDENTS		2025 Students	
	CODE	DOM	INT	DOM	INT
MANUKAU CAMPUS				MANUKAU CAMPUS	
School of Business	BUS	5 (2 x 2nd offences)	2 (1 x 2nd offences)	12 (1 x 2nd offences)	5 (1 x 2nd offences)
School of Health and Counselling	HEA	55 (6 x 2nd offences) (2 x 3rd offences) (1 x 4th offence)	1	105 (10 x 2nd offences) (4 x 3rd offences) (1 x 4th offence) (1 x 5th offence)	2
School of Nursing	NHS	53 (4 X 2nd offences) (1 x 3rd offences)	16 (1 x 2nd offences) (1 x 3rd offences) (1 x 4th offences)	90 (20 X 2nd offences) (3 x 3rd offences)	25 (3 x 2nd offences) (1 x 3rd offences)
TOTAL		113	19	206	32
OTARA CAMPUS				OTARA CAMPUS	
School of Education *and Social Work (2025)*	EDU	8 (2 x 2nd offences)	1	15 (2 x 2nd offences)	3 (1 x 2nd offences) (1 x 3rd offences)
School of Sport	SPO	0	2	1	4 (1 x 2nd offences)
School of Languages and Community Education	LANG	0	1	2	0
Total		8	4	18	7
TECHNOLOGY PARK				TECHNOLOGY PARK	
School of Prof. Engineering	PRO	0	11 (1 x 2nd offences)	0	10 (2 x 2nd offences)
Total		0	11	0	10
GRAND TOTALS		**121**	**34**	**224**	**49**

Penalties applied in 2025

209 of the 273 cases (76%) of misconduct are recorded as plagiarism, 59 cases are recorded as cheating, 4 are recorded as behavioural and 1 recorded as cheating/behavioural.

Penalties for offences are listed in the table below:

	Warning	Grade reduced	Fail assessment (zero grade)	Fail course	Excluded for any period of time	Referred to DCE – pending
First offence (221)	29	161	31	-	-	-
Second offence (41)	3	16	18	1	1	2
Third offence (9)	-	4	1	3	-	1
Fourth offence (1)	-	-	-	-	1	-
Fifth offence (1)	-	-	-	-	1	-

2025 Policy changes

Policy and procedures were changed on 5 February 2025 to bring in a requirement that students with second and subsequent incidents of academic misconduct meet a member of teaching staff to discuss the implications of misconduct on their study and potentially career.

The Assessment Policy and Procedures were updated to provide schools with more explicit instructions about the requirement that they set and manage the use of AI in assessment. Further guidance and support to schools was provided by the Academic Centre.

Work was progressed in the Academic Leadership Team and conversations with the NZQA to create a new approach to assessment design. These plans are in progress.

International Students

Reporting on the 49 International student misconduct during assessment incidents will be provided to the International Academic Advisory Sub-Committee.

Chris Park GM, Academic Services,
19 February 2026

2025 Repeat Misconducts by School: Previous misconducts by course level

School of Nursing

Programme	Course level	ID 230002453	ID 230002376	ID 230000124	ID 210004843	ID 240003185	ID 140001928	ID240007504	ID 230002614	ID 230003888	ID 240003576	ID 240005003	ID 250000804
MN4457	L 5	1st	1st	1st		1st & 2nd	1st	1ST & 2nd	1st	1st & 2nd	3rd	1ST & 2nd	1st & 2nd
	L6		2nd	2nd			2nd		2nd				
	L 7	2nd			1st & 2nd								

School of Nursing, Cont.

Programme	Course level	ID 250001539	ID 250001982	ID 230005573	ID 250000025	ID 200005292	ID 240005367	ID 220003317	ID 250000633	ID 250000350	ID 230006815	ID 240007595	ID 250000799
MN4457	L 5	1st,2nd & 3rd	1st & 2nd	2nd & 3rd								2nd & 3rd	
	L6										1st & 2nd		
	L 7												
MN 4512	L 6												
	L 5				1st & 2nd	2nd	1st & 2nd	1st & 2nd	1st & 2nd	1st & 2nd			1st & 2nd
NZ2889	L4					1st							

School of Health & Counselling

Programme	Course level	ID 240002895	ID 240001530	ID 200008468	ID 240005899	ID 10413403	ID 230005651	ID240003398	ID 240003393	ID 240003576	ID 230005573
MN4558	L7			3rd, 4th & 5th							
	L6			1st & 2nd	1st	1ST,2nd & 3rd	2nd	1st & 2nd	1st & 2nd		
	L5	1st & 2nd			2nd		1st				
NZ2860	L 4		1st 2nd & 3rd								1st
NZ2863	L 3									1ST & 2nd	

School of Health & Counselling, Cont.

Programme	Course level	ID 240005865	ID 240003541	ID 95101721	ID 240007595
MN4558	L7			1st & 2nd	
	L6		2nd		
	L5	1st & 2nd	1st & 3rd		
NZ2860	L 4				1st
NZ2863	L 3				

School of Business

Programme	Course level	ID 220006534	ID 230001123
MN4535	L 6	1st	
MN4535	L7	2nd	
MN2459	L 5		1st & 2nd

School of Education

Programme	Course Level	ID 240007210	ID 250002151	ID220003848
MN4574	L 6			
	L5		1st & 2nd	
NZ2851	L5	1ST & 2nd		
MN3471	L5			1st and 2nd
	L6			3rd

School of Professional Engineering

Programme	Course Level	ID 230000872	ID 230001754
MN4331	L5	1st	
	L6		1st
	L7	2nd	2nd

School of Sport

Programme	Course Level	ID230002336
MN4560	L5	1st
	L6	2nd

MANUKAU INSTITUTE OF TECHNOLOGY
Te Whare Takiura o Manukau

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

Certificate No.	Award Description	No. of Awards

2025 Certificates and Diplomas

Certificate No.	Award Description	No. of Awards
	New Zealand Certificate in Study and Employment Pathways (Level 3)	2
	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	1
	New Zealand Certificate in English Language (Level 2)	1
	New Zealand Certificate in Skills for Living for Supported Learners (Level 1)	1
	New Zealand Diploma in Early Childhood Education and Care (Level 5)	1
	New Zealand Diploma in Nautical Science (Level 6)	2
	New Zealand Diploma in Marine Engineering (Level 6)	1

Attachment:

Appendix 1 - Names of Graduands and their relevant awards

Appendix 1: Names of Graduands and their relevant awards - as of 29/01/2026 - 19/02/2026

Certificate No.	Person Code	Award Code	Award Description	Level	Major 1	Major 2	Date on Certificate	Early Issue Request
	210007572	NZ2863-11	New Zealand Certificate in Study and Employment Pathways	(Level 3)			30 January 2026	
	250000495	NZ2863-11	New Zealand Certificate in Study and Employment Pathways	(Level 3)			30 January 2026	
	250002258	NZ2660-03	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying	(Level 3)			5 February 2026	
	220002349	NZ1881	New Zealand Certificate in English Language	(Level 2)			4 February 2026	
	240007753	NZ2853-01	New Zealand Certificate in Skills for Living for Supported Learners	(Level 1)			12 February 2026	
	240003511	NZ2851-02	New Zealand Diploma in Early Childhood Education and Care	(Level 5)			18 February 2026	
	190011137	NZ2515	New Zealand Diploma in Nautical Science	(Level 6)			12 February 2026	
	230003578	NZ2515	New Zealand Diploma in Nautical Science	(Level 6)			12 February 2026	
	130006781	NZ2514	New Zealand Diploma in Marine Engineering	(Level 6)			12 February 2026	

Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: Approval of Graduand Lists (Unitec)

Date: 25 February 2026

Recommendation

That Academic Committee approve the list of graduands in Appendix 1 and Appendix 2 of this memorandum.

Purpose

To gain approval to graduate students who have been confirmed as meeting all the requirements of their programme and for the award of their qualification.

Commentary

Appended to this memorandum are two appendices. Both appendices contain lists of students who have been confirmed by the Academic Programme Manager (or equivalent) as having met the requirements to be awarded the qualification to which the programme, which they have completed, leads.

Appendix 1 is comprised of students who have completed their programme in semesters 1252, 1254 or 1256 (i.e., who have completed in 2025) with no out of the ordinary circumstances.

Appendix 2 is comprised of students who have completed their programme in circumstances which are considered appropriate to raise to the Academic Committee (and are not listed in Appendix 1). The specific situation of each student is outlined on the CACR (Completion Approval Certificate Request).

Attachments

Appendix 1 – Graduands List 20260225
Appendix 2 – Special CACRS-prior to 2025 - 20260225

	A	B	F	G	H	I	J	K	L	M	N
	Student ID	NSN	Term	Prospectus Code	Programme Title	Qualification End	Programme Level	Distinction, Mer	Milestone/Exit	Programme Code	
1	1400464	132303569	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
2	1547164	133314059	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
3	1552934	126705084	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
4	1558842	129631315	1252	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
5	1561483	135781393	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
6	1563015	137590974	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
7	1563397	139477165	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
8	1563436	137419333	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
9	1566657	125815255	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
10	1567742	137609728	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
11	1568386	136989180	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
12	1568832	136588657	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
13	1569384	133753899	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
14	1570556	167205631	1254	CA2359	Bachelor of Applied Scie	Animal Manageme	Level 7	*	*	BASCI	
15	1570894	135421475	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
16	1572298	112362375	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
17	1572764	125579681	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
18	1573741	129012596	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
19	1574696	140050186	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
20	1596253	126496690	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
21	1601210	146184053	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
22	1601410	126997773	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
23	1601609	130908252	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
24	1601880	135283317	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
25	1602720	130350140	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
26	1602824	135107629	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
27	1602831	136921388	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
28	1602980	135087138	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
29	1603020	136371435	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
30	1603162	111483636	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
31	1603169	129128392	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
32	1603171	135724600	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
33	1603191	154016000	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
34	1603238	127425872	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
35	1603282	135546741	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
36	1603357	134384273	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
37	1603360	137859797	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
38	1603372	149647294	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
39	1603378	139437711	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
40	1603419	137456293	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
41	1604005	166881159	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
42	1604158	136862891	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	
43	1317113	101780395	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
44	1406462	124523646	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
45	1470737	147557811	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
46	1489224	125277720	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
47	1491964	154736191	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
48	1495587	147762588	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
49	1497413	154350828	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	

50	1515581	142243071	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
51	1518437	133934333	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
52	1522069	128083544	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
53	1523066	123282065	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
54	1534922	127666729	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
55	1536603	159072809	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
56	1539876	162833551	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
57	1541415	126381875	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
58	1541662	156886969	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
59	1543960	133358064	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
60	1544223	126267700	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
61	1546963	132981203	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
62	1549269	152896336	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
63	1551048	126980948	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
64	1551586	130670947	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
65	1555028	98075703	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
66	1557275	165247836	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
67	1557546	165301134	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
68	1558465	135085880	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
69	1559303	136890917	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
70	1559699	114982269	1254	CA2357	Bachelor of Architectura	*	Level 7	*	Senior Scholar	BAS	
71	1560531	158472724	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
72	1560811	163132605	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
73	1563881	2652012	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
74	1565838	137404687	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
75	1566330	140749149	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
76	1566404	139743689	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
77	1566793	136286168	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
78	1566839	137676099	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
79	1566980	136261440	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
80	1568327	166156371	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
81	1568382	135874051	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
82	1568430	166961227	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
83	1568761	135687171	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
84	1569823	136295495	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
85	1570714	136811615	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
86	1571107	138454229	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
87	1573334	132012315	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
88	1573726	157859972	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
89	1574240	136346883	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
90	1574320	108908615	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
91	1574400	137620872	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
92	1574783	137609516	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
93	1574828	125840019	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
94	1576169	136944046	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
95	1580372	166952581	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
96	1585046	159849975	1254	CA2357	Bachelor of Architectura	*	Level 7	*	*	BAS	
97	1059022	9476527	1254	CA4466	Bachelor of Design and C	VISUALART	Level 7	*	*	BDCA	
98	1184865	106264051	1254	CA4466	Bachelor of Design and C	VISUALART	Level 7	*	*	BDCA	
99	1474495	152643074	1254	CA4466	Bachelor of Design and C	DESIGN	Level 7	*	*	BDCA	
100	1532701	133301696	1254	CA4466	Bachelor of Design and C	DESIGN	Level 7	*	*	BDCA	
101	1548774	126726809	1254	CA4466	Bachelor of Design and C	DESIGN	Level 7	*	*	BDCA	
102	1560515	158472778	1254	CA4466	Bachelor of Design and C	VISUALART	Level 7	*	*	BDCA	

103	1561149	133804728	1254	CA4466	Bachelor of Design and (	VISUALART	Level 7	*	*	BDCA	
104	1565297	134713804	1254	CA4466	Bachelor of Design and (	VISUALART	Level 7	*	*	BDCA	
105	1565485	128851499	1254	CA4466	Bachelor of Design and (	VISUALART	Level 7	*	*	BDCA	
106	1565814	166796356	1254	CA4466	Bachelor of Design and (	DESIGN	Level 7	*	*	BDCA	
107	1568753	133918960	1254	CA4466	Bachelor of Design and (	DESIGN	Level 7	*	*	BDCA	
108	1570890	167364593	1254	CA4466	Bachelor of Design and (	VISUALART	Level 7	*	*	BDCA	
109	1572006	167465993	1254	CA4466	Bachelor of Design and (	VISUALART	Level 7	*	*	BDCA	
110	1572786	158675949	1254	CA4466	Bachelor of Design and (	DESIGN	Level 7	*	*	BDCA	
111	1576257	168303139	1254	CA4466	Bachelor of Design and (	DESIGN	Level 7	*	*	BDCA	
112	1131182	3557718	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
113	1456695	125744578	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
114	1478722	153381850	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
115	1492406	154700369	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
116	1503465	148790945	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
117	1541107	153055589	1252	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
118	1551091	152028279	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
119	1557876	165301254	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
120	1560307	152053839	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
121	1561151	127059815	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
122	1567188	166763099	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
123	1572231	149656976	1254	CA2381	Bachelor of Engineering	Civil Engineering	Level 7	*	*	BETMG	
124	1388522	124881056	1254	CA2190	Bachelor of Landscape A	*	Level 7	Honours	*	BLA	
125	1504362	139375777	1254	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
126	1522973	127634720	1252	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
127	1548364	129806869	1254	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
128	1560167	128881121	1254	CA2190	Bachelor of Landscape A	*	Level 7	Honours	*	BLA	
129	1561123	132285014	1254	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
130	1562496	128907822	1254	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
131	1563768	126445853	1254	CA2190	Bachelor of Landscape A	*	Level 7	*	*	BLA	
132	1570608	147634564	1254	CA2190	Bachelor of Landscape A	*	Level 7	Honours	*	BLA	
133	1508595	125986660	1252	CA2412	Bachelor of Nursing (Lev	*	Level 7	*	*	BNURS	
134	1531697	151936984	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
135	1544061	126388032	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
136	1558079	134766764	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
137	1558134	131489516	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
138	1558576	135720993	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
139	1559100	132645935	1254	CA2222	Bachelor of Performing a	Directing and Writ	Level 7	*	*	BPSA	
140	1564393	126915217	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
141	1565182	136286977	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
142	1566451	136263124	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
143	1566982	137237359	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
144	1567083	136769622	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
145	1567284	134895360	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
146	1567416	136426538	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
147	1567423	126485702	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
148	1567820	136363543	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
149	1567955	137034573	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
150	1567980	134778529	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
151	1568277	137617160	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
152	1568376	136773271	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
153	1568416	131982350	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
154	1568470	135662640	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
155	1568539	137822891	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	

156	1568561	136810024	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
157	1569141	162156727	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
158	1569230	137440293	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
159	1569349	137176538	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
160	1569490	137128901	1254	CA2222	Bachelor of Performing a	Directing and Writ	Level 7	*	*	BPSA	
161	1569507	127576488	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
162	1569509	137060387	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
163	1569712	134165487	1254	CA2222	Bachelor of Performing a	Directing and Writ	Level 7	*	*	BPSA	
164	1569900	136241740	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
165	1570068	137128095	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
166	1570206	137085219	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
167	1570396	135526684	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
168	1570631	137070044	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
169	1570659	136846732	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
170	1570702	135857016	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
171	1570936	136883174	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
172	1570946	125398208	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
173	1571183	162349207	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
174	1571585	136097193	1254	CA2222	Bachelor of Performing a	Acting for Screen	Level 7	*	*	BPSA	
175	1572193	136292866	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
176	1572229	139502005	1254	CA2222	Bachelor of Performing a	Directing and Writ	Level 7	*	*	BPSA	
177	1574760	141628416	1254	CA2222	Bachelor of Performing a	Directing and Writ	Level 7	*	*	BPSA	
178	1582476	169510951	1254	CA2222	Bachelor of Performing a	Screen Arts	Level 7	*	*	BPSA	
179	1585983	137289600	1254	CA2222	Bachelor of Performing a	Contemporary da	Level 7	*	*	BPSA	
180	1483169	125341299	1254	CA2404	Bachelor of Social Practi	*	Level 7	*	*	BSP	
181	1540281	125434475	1254	CA2404	Bachelor of Social Practi	*	Level 7	*	*	BSP	
182	1552094	126937014	1254	CA4434	Bachelor of Teaching (Ea	*	Level 7	*	*	BTEC	
183	1569288	136879339	1254	CA4434	Bachelor of Teaching (Ea	*	Level 7	*	*	BTEC	
184	1570144	125719306	1254	CA4434	Bachelor of Teaching (Ea	*	Level 7	*	*	BTEC	
185	1571406	130100975	1254	CA4434	Bachelor of Teaching (Ea	*	Level 7	*	*	BTEC	
186	1571038	167293436	1254	CA2414	Bachelor of Veterinary N	*	Level 7	*	*	BVN	
187	1572183	157415661	1254	CA2383	Graduate Diploma in Bu	Human Resource	Level 7	*	*	GDBUS	
188	1567708	166774638	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
189	1567948	166620998	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
190	1573663	167722993	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
191	1574183	167753303	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
192	1578797	168825650	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
193	1579125	168847141	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
194	1579267	168919371	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
195	1579997	168812501	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
196	1580712	169109743	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
197	1580838	169126416	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
198	1581338	169356864	1254	4210	Master of Applied Busine	Advanced Human	Level 9	Second Class H	*	MAB	
199	1581418	169044039	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
200	1581510	169421995	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
201	1581521	169356915	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
202	1581901	169446337	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
203	1581922	169524933	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
204	1582409	169549316	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
205	1582414	169843993	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
206	1582571	169568778	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
207	1582689	169593677	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
208	1583260	167311051	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	

209	1583269	169709376	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
210	1583410	169747937	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
211	1583647	163309064	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
212	1583681	169806528	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
213	1583847	169853209	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
214	1584030	168796838	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
215	1584113	169999360	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
216	1584580	170047814	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
217	1584623	170047883	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
218	1585222	170153709	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
219	1585301	170407847	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
220	1585648	170120467	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
221	1585942	170374980	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
222	1585944	170407900	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
223	1586028	170251689	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
224	1586054	170250098	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
225	1586058	170302811	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
226	1586081	170302893	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
227	1586126	170319795	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
228	1586218	170319979	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
229	1586615	170371514	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
230	1586747	170408182	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
231	1586770	170408259	1254	4210	Master of Applied Busine	Business Analytic	Level 9	First Class Hono	*	MAB	
232	1586781	170408287	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
233	1587109	170447553	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
234	1587223	170452512	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
235	1587357	170506688	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
236	1587362	170506690	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
237	1587629	168712562	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
238	1587641	170553596	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
239	1587653	169164293	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
240	1587822	170564553	1254	4210	Master of Applied Busine	Leadership	Level 9	Second Class H	*	MAB	
241	1587943	170575352	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
242	1588351	170624789	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
243	1588387	170619181	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
244	1588440	170694858	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
245	1588514	166896137	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
246	1589375	170793405	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
247	1589807	170851495	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
248	1589829	170903611	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
249	1589954	170987027	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
250	1589996	170987134	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
251	1590165	171044641	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
252	1590209	171066875	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
253	1590510	171114284	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
254	1590702	171114534	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
255	1591152	170895510	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
256	1591267	171244165	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
257	1591270	171051062	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
258	1591310	171289123	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
259	1591370	171302900	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
260	1591594	171303325	1254	4210	Master of Applied Busine	Advanced Human	Level 9	Second Class H	*	MAB	
261	1591852	171092451	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	

262	1591954	171349440	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
263	1591970	171273904	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
264	1592004	171349504	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
265	1592012	171349545	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
266	1592015	171349558	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
267	1592183	170676803	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
268	1592296	169691840	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
269	1592538	171458056	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
270	1592998	171168500	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
271	1593190	171653481	1254	4210	Master of Applied Busine	Leadership	Level 9	*	*	MAB	
272	1593338	171294904	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
273	1593554	171654342	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
274	1593601	171654447	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
275	1593627	171654539	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
276	1593664	170031990	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
277	1593914	171655229	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
278	1594172	171531025	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
279	1594202	166062066	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
280	1594246	167218326	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	First Class Hono	*	MAB	
281	1594337	171701217	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
282	1594460	171761167	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
283	1594503	171761246	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	Second Class H	*	MAB	
284	1594720	171791665	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
285	1594730	171520609	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	Second Class H	*	MAB	
286	1594883	161522442	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
287	1595040	171692191	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
288	1595096	171831869	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
289	1595159	170849453	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
290	1595162	171850151	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
291	1595185	172004720	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
292	1595231	171850350	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
293	1595246	171858392	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
294	1595280	171891183	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
295	1595284	171875371	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
296	1595475	171927858	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
297	1595652	171951018	1254	4210	Master of Applied Busine	Business Analytic	Level 9	Second Class H	*	MAB	
298	1595653	171951020	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
299	1595784	171464953	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
300	1596509	172107873	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	Second Class H	*	MAB	
301	1596969	172131181	1254	4210	Master of Applied Busine	Business Analytic	Level 9	*	*	MAB	
302	1597128	158588163	1254	4210	Master of Applied Busine	Advanced Human	Level 9	*	*	MAB	
303	1597516	172218134	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	Second Class H	*	MAB	
304	1597529	172272060	1254	4210	Master of Applied Busine	Supply Chain and	Level 9	*	*	MAB	
305	1598834	171471652	1254	4210	Master of Applied Busine	Digital Marketing	Level 9	*	*	MAB	
306	1553156	103055329	1252	CA2397	Master of Applied Practi	MAP	Level 9	*	*	MAP	
307	1587761	170035493	1254	CA2397	Master of Applied Practi	MAP	Level 9	*	*	MAP	
308	1581356	159557952	1252	4824	Master of Applied Scienc	Biodiversity Mana	Level 9	Second Class H	*	MASCI	
309	1322849	124532853	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
310	1492568	154731133	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
311	1577209	168466374	1252	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
312	1578220	168646251	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
313	1579957	168992052	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
314	1580144	152938971	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	

315	1582590	168624069	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
316	1583205	169734949	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
317	1583607	169786818	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
318	1583863	170113528	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
319	1583867	170153525	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
320	1584562	170050809	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
321	1584710	170041898	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
322	1585240	170153737	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
323	1586157	170319861	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
324	1586929	170445627	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
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326	1588559	170703332	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
327	1588567	170654294	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
328	1589248	170767474	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
329	1589303	170742785	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
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333	1591669	161425898	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
334	1592540	171486750	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
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337	1594643	171777246	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
338	1601116	122577687	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
339	1145610	109485120	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
340	1436711	146721270	1254	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
341	1449574	125327408	1252	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
342	1455571	139680413	1254	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
343	1480562	135672351	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
344	1485866	125245602	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
345	1486210	134439590	1252	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
346	1492187	150097704	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
347	1500857	128970688	1256	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
348	1518448	125523789	1254	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
349	1531928	135487206	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
350	1532679	158622172	1254	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
351	1535961	159342016	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
352	1538305	113600758	1256	CA2358	Master of Architecture (P	*	Level 9	First Class Hono	*	MARCP	
353	1538446	125839729	1254	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
354	1541719	120566656	1254	CA2358	Master of Architecture (P	*	Level 9	First Class Hono	*	MARCP	
355	1543117	126892179	1254	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
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358	1546199	126358052	1254	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
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361	1571276	167341720	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
362	1576776	168085114	1254	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
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364	1577406	168507495	1254	CA2358	Master of Architecture (P	*	Level 9	Second Class H	*	MARCP	
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366	1581575	169379203	1256	CA2358	Master of Architecture (P	*	Level 9	*	*	MARCP	
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368	1434285	131727350	1252	CA2400	Master of Creative Practi	*	Level 9	*	*	MCP	
369	1591763	112130534	1254	CA2400	Master of Creative Practi	*	Level 9	Second-class ho	*	MCP	
370	1586418	170334797	1254	CA2304	Master of Landscape Arc	*	Level 9	Distinction	*	MLA	
371	1561325	164522273	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
372	1564743	166373627	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
373	1568038	166852971	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
374	1571619	167405206	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
375	1573100	167610661	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
376	1573497	167817136	1254	4287	Master of Professional A	*	Level 9	First Class Hono	*	MPACC	
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378	1576863	168421242	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
379	1578728	168825492	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
380	1578737	167550398	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
381	1579061	168824588	1254	4287	Master of Professional A	*	Level 9	First Class Hono	*	MPACC	
382	1579133	165413106	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
383	1579218	167338552	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
384	1579700	168949683	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
385	1580131	169023039	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
386	1580518	169088164	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
387	1580841	169162724	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
388	1581769	169446125	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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393	1584035	169974735	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
394	1584236	169835302	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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396	1585067	170113648	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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398	1585401	170170213	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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409	1587700	170553700	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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421	1591057	171215232	1254	4287	Master of Professional A	*	Level 9	First Class Hono	*	MPACC	
422	1591126	171243937	1254	4287	Master of Professional A	*	Level 9	First Class Hono	*	MPACC	
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427	1591531	171289761	1254	4287	Master of Professional A	*	Level 9	First Class Hono	*	MPACC	
428	1591648	171303458	1254	4287	Master of Professional A	*	Level 9	Second Class H	*	MPACC	
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431	1592019	171349560	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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441	1593464	171654051	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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443	1593763	171675036	1254	4287	Master of Professional A	*	Level 9	*	*	MPACC	
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452	1427463	123009539	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
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466	1587172	170612529	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
467	1592864	140655721	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
468	1594842	140347861	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
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482	1601332	144667169	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
483	1601682	139560348	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
484	1601857	141885873	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
485	1601907	134910819	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
486	1602363	172928680	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
487	1602644	136504976	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
488	1602933	142163610	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
489	1603187	139915674	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
490	1604530	173197001	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
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492	1604719	130747492	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
493	1604835	98939491	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
494	1604898	141185132	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
495	1605553	141086161	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
496	1605677	142790094	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
497	1606207	110925681	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
498	1606304	143658868	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
499	1606521	131892186	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
500	1606766	115720830	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
501	1608174	144995885	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
502	1608339	130083389	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
503	1608387	143385416	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
504	1608702	174021400	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
505	1608806	138169438	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
506	1609038	150616591	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
507	1609063	144654964	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
508	1609306	140035633	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
509	1609337	137829776	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
510	1609433	134417234	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
511	1609647	142699027	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
512	1610698	143578945	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
513	1610720	126408018	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
514	1611067	149352060	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
515	1611209	125522103	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
516	1611531	113233883	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
517	1611582	129965338	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
518	1612006	126565520	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
519	1612113	134333819	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
520	1612893	143499911	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
521	1612996	142030651	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
522	1612997	138527958	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
523	1613157	137487808	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
524	1613532	138546279	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
525	1613674	156093039	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
526	1613827	143822824	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	

527	1614099	130783055	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
528	1343455	123210363	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
529	1428239	1873682	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
530	1517092	129961452	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
531	1533746	126213045	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
532	1534921	128648993	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
533	1553147	129051597	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
534	1557945	125700123	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
535	1558689	132032561	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
536	1562197	127595125	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
537	1577579	1501611	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
538	1579732	129463113	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
539	1580858	125623253	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
540	1583144	141145362	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
541	1585065	166377158	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
542	1589034	126034003	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
543	1591118	139449440	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
544	1596215	140295038	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
545	1596347	133312270	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
546	1596962	141305113	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
547	1597146	134540442	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
548	1597560	173511360	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
549	1597718	141623759	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
550	1597766	150336729	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
551	1597982	141631824	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
552	1599080	3550782	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
553	1599183	141933943	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
554	1599251	139042776	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
555	1599282	98070967	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
556	1599668	138546598	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
557	1599714	125733980	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
558	1600381	128800225	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
559	1600912	136123532	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
560	1601016	142287245	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
561	1601310	129641133	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
562	1601313	129734613	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
563	1601341	128835102	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
564	1601513	130174838	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
565	1601747	128776580	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
566	1601816	132787305	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
567	1602187	166488098	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
568	1602223	130220392	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
569	1602324	166538199	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
570	1602571	141073066	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
571	1602884	142898366	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
572	1603137	127456491	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
573	1603178	138354448	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
574	1603333	140622939	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
575	1603722	133496539	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
576	1603842	127911686	1254	NZ2489	New Zealand Certificate	Zookeeping	Level 4	*	*	NZCA4	
577	1604170	122479523	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
578	1604265	129365016	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
579	1604281	127185387	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	

580	1604342	139419233	1254	NZ2489	New Zealand Certificate	Canine Behaviour	Level 4	*	*	NZCA4	
581	1586503	150191094	1254	NZ2490	New Zealand Certificate	Veterinary Nursing	Level 5	*	*	NZCAT	
582	1557990	158693462	1252	NZ3097	New Zealand Certificate	*	Level 3	*	*	NZCAE	
583	1590672	137396864	1252	NZ3097	New Zealand Certificate	*	Level 3	*	*	NZCAE	
584	1594360	126346589	1252	NZ3097	New Zealand Certificate	*	Level 3	*	*	NZCAE	
585	1594374	156127782	1252	NZ3097	New Zealand Certificate	*	Level 3	*	*	NZCAE	
586	1109912	110748231	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
587	1220638	99539004	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
588	1265186	99849227	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
589	1306082	10362637	1254	NZ2992	New Zealand Certificate	*	Level 4	*	*	NZCHW	
590	1368505	131684492	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
591	1400507	120411292	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
592	1423386	131913724	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
593	1452089	126893479	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
594	1486394	126985143	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
595	1532033	127673308	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
596	1535892	129327328	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
597	1558332	133930828	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
598	1561131	163840697	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
599	1564778	138381087	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
600	1574906	165879390	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
601	1575310	128852135	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
602	1575654	164596506	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
603	1590353	9708868	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
604	1594749	140293433	1254	NZ2992	New Zealand Certificate	*	Level 4	*	*	NZCHW	
605	1596604	142336748	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
606	1597234	98586803	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
607	1597815	122804097	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
608	1598733	141103375	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
609	1598876	126072064	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
610	1599770	128012267	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
611	1600923	114142283	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
612	1601198	171679667	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
613	1601631	139540691	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
614	1602994	140563301	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
615	1603070	136436938	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
616	1603148	140649567	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
617	1603519	120890292	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
618	1604363	114225986	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
619	1604541	138528316	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
620	1606158	160406176	1254	NZ2992	New Zealand Certificate in Health and Well		Level 4			NZCHW	
621	1096454	138035299	1254	NZ2674	New Zealand Certificate	Landscape Design	Level 4	*	*	NZCLD	
622	1344649	120875604	1254	NZ2674	New Zealand Certificate	Landscape Design	Level 4	*	*	NZCLD	
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624	1553887	161944305	1254	NZ2674	New Zealand Certificate	Landscape Design	Level 4	*	*	NZCLD	
625	1595590	129022516	1254	NZ2674	New Zealand Certificate	Landscape Design	Level 4	*	*	NZCLD	
626	1600890	142770802	1254	NZ2674	New Zealand Certificate	Landscape Design	Level 4	*	*	NZCLD	
627	1590014	166713429	1254	NZ2660	New Zealand Certificate	*	Level 3	*	*	NZCPW	
628	1073673	97782286	1254	NZ3572	New Zealand Certificate	*	Level 5	*	*	NZCSR	
629	1584322	108480560	1254	NZ3572	New Zealand Certificate	*	Level 5	*	*	NZCSR	
630	1592084	162357290	1252	NZ3572	New Zealand Certificate	*	Level 5	*	*	NZCSR	
631	1375499	117297835	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
632	1392146	120701999	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	

633	1392164	125270994	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
634	1493830	126816580	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
635	1516298	107825022	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
636	1578805	153915088	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
637	1579043	156982928	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
638	1580171	169041479	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
639	1590284	155684784	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
640	1590888	171174839	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
641	1591456	156166477	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
642	1593155	150076561	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
643	1595529	140763277	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
644	1596303	133514113	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
645	1599010	167401318	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
646	1599015	141694745	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
647	1600867	168894884	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
648	1601259	171062719	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
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651	1602891	134683735	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
652	1603358	131646217	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
653	1603412	168220245	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
654	1603623	173084934	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
655	1603746	137821762	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
656	1604069	137725627	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
657	1605478	141147921	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
658	1605534	143430303	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
659	1605683	158779832	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
660	1605828	140680646	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
661	1605972	123873220	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
662	1606112	141356877	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
663	1606254	140354318	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
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668	1608465	156868970	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
669	1608662	174036021	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
670	1609113	127234609	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
671	1609123	138748655	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
672	1609711	141143211	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
673	1609777	133112190	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
674	1610550	154281069	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
675	1610583	174142633	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
676	1610891	144136634	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
677	1610913	157492496	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
678	1610924	171978590	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
679	1611741	143646728	1254	NZ2863	New Zealand Certificate	*	Level 3	*	*	NZCSC	
680	1346320	120306085	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
681	1387220	120882819	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
682	1409714	128652984	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
683	1416198	131585623	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
684	1422265	132895657	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
685	1439378	2362776	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	

686	1492793	154677585	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
687	1493410	155255079	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
688	1533467	152333339	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
689	1534479	143728472	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
690	1537889	125989325	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
691	1538707	160622453	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
692	1538973	134428378	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
693	1548111	159580874	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
694	1550357	159568869	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
695	1550693	158373184	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
696	1550865	134496416	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
697	1563583	139149671	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
698	1567646	155555182	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
699	1567931	153940768	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
700	1572570	139637980	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
701	1577268	162172980	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
702	1580594	151224634	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
703	1583844	169844099	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
704	1584432	139082227	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
705	1585588	138305578	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
706	1585919	166139180	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
707	1586169	128711136	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
708	1586283	170612503	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
709	1590330	137433604	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
710	1591192	171288949	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
711	1591752	140773054	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
712	1592258	168476746	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
713	1592908	142638591	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
714	1594049	172271911	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
715	1594785	151095977	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
716	1596469	166170933	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
717	1596588	153077996	1252	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
718	1596609	151509575	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
719	1596662	171076731	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
720	1597071	137730839	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
721	1597567	139327040	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
722	1598023	139245735	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
723	1598137	172344844	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
724	1598887	131490564	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
725	1598965	138481822	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
726	1599134	141415534	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
727	1599299	172544248	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
728	1599681	171293339	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
729	1599736	144354146	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
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731	1600147	172708844	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
732	1600173	140480048	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
733	1600465	172666398	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
734	1600499	134630367	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
735	1600573	171241763	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
736	1600844	126362786	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
737	1600860	172709110	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
738	1601068	134479983	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	

739	1601073	172732392	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
740	1601175	147686474	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
741	1601282	171127165	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
742	1601509	172812445	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
743	1601836	160470089	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
744	1601935	141125078	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
745	1601983	172893219	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
746	1602100	139279205	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
747	1602142	97715892	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
748	1602253	139976671	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
749	1602322	172901866	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
750	1603109	144708966	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
751	1603118	135651839	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
752	1603177	125938968	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
753	1603542	134208253	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
754	1603806	126344387	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
755	1603983	166847267	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
756	1604107	139692898	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
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765	1605352	141107500	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
766	1605365	142330673	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
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776	1606127	134698795	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
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792	1608772	154010467	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
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798	1610740	139044036	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
799	1612184	141754174	1254	NZ2860	New Zealand Certificate	*	Level 4	*	*	NZCSP	
800	1546512	125481475	1254	NZ2416	New Zealand Diploma in	*	Level 6	*	*	NZDAR	
801	1476969	131735321	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
802	1486917	126350567	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
803	1546760	154246288	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
804	1568621	157008958	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
805	1583064	169657428	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
806	1588521	170695045	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
807	1588624	150291166	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
808	1592225	171486273	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
809	1593024	129671802	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
810	1595410	171950688	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
811	1598545	140663177	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
812	1602286	143063681	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
813	1602415	139632126	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
814	1602950	173012597	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
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816	1603225	132389255	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
817	1603574	141306561	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
818	1603739	173102230	1254	NZ2459	New Zealand Diploma in	Accounting	Level 5	*	*	NZDBS	
819	1604594	137954310	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
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822	1605687	138754891	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
823	1619415	175522192	1254	NZ2459	New Zealand Diploma in	Leadership and M	Level 5	*	*	NZDBS	
824	1522684	133691566	1254	NZ2420	New Zealand Diploma in	Construcion Mana	Level 6	*	*	NZDCN	
825	1542598	163126573	1254	NZ2420	New Zealand Diploma in	Quantity Surveyin	Level 6	*	*	NZDCN	
826	1546393	126035982	1254	NZ2420	New Zealand Diploma in	Construcion Mana	Level 6	*	*	NZDCN	
827	1578912	131985097	1254	NZ2420	New Zealand Diploma in	Quantity Surveyin	Level 6	*	*	NZDCN	
828	1406766	133815093	1254	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
829	1568384	135869235	1252	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
830	1569259	156156618	1252	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
831	1572717	167464226	1254	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
832	1572863	156839096	1254	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
833	1572913	134791066	1254	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
834	1586490	128931023	1254	NZ2612	New Zealand Diploma in	Civil Engineering	Level 6	*	*	NZDE	
835	1534535	120388294	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
836	1570352	126177975	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
837	1570711	101389296	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
838	1572242	126401478	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
839	1583843	138761812	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
840	1584873	132574821	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
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842	1586186	160940129	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
843	1586375	142387480	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
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845	1589535	129823942	1254	NZ3666	New Zealand Diploma in	*	Level 6	*	*	NZDI6	
846	1452650	241669	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
847	1481086	129857027	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
848	1517814	129808619	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
849	1519334	142265384	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
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852	1553268	131902407	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
853	1573285	170726269	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
854	1575542	146698826	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
855	1582037	138484436	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
856	1587338	160679498	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
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858	1596365	139679368	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
859	1596396	139662481	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
860	1596486	139945335	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
861	1597285	139120905	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
862	1597848	138674912	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
863	1598620	126373174	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
864	1598980	172580727	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
865	1600967	133353154	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
866	1601819	161208877	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
867	1602029	137659209	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
868	1603681	127268176	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
869	1603965	126367563	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
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871	1604876	173212728	1254	NZ3665	New Zealand Diploma in	*	Level 5	*	*	NZDI5	
872	1004449	119527292	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
873	1018110	3022065	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
874	1393017	139690402	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
875	1406257	1052132	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
876	1559242	133165410	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
877	1572197	105169101	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
878	1581386	3517736	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
879	1581386	3517736	1256	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
880	1599471	172901613	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
881	1604421	141645742	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
882	1604988	126329569	1254	NZ2888	New Zealand Diploma in	DESIGN	Level 5	*	*	NZDLA	
883	1146853	110626056	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
884	1310043	102469083	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
885	1553207	165508844	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
886	1567308	136912632	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
887	1570256	167237099	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
888	1570788	140922460	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
889	1582315	139426782	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
890	1584502	170047630	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
891	1588979	170721609	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
892	1589092	127665827	1254	NZ2959	New Zealand Diploma in	*	Level 6	*	*	NZDS	
893	1526639	127514216	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
894	1558226	129751860	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
895	1562660	139423423	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
896	1569089	135474458	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
897	1572346	126778576	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	

898	1573874	126795690	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
899	1574365	134012932	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
900	1584282	141038017	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
901	1584319	137523478	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
902	1584776	126392314	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
903	1589025	126711820	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
904	1596196	127819439	1254	NZ2491	New Zealand Diploma in	*	Level 6	*	*	NZDVN	
905	1400127	131828921	1254	4209	Postgraduate Diploma in	Leadership	Level 8	*	*	PGDAB	
906	1584396	154802168	1254	4209	Postgraduate Diploma in	Supply Chain and	Level 8	*	*	PGDAB	
907	1585468	170206056	1254	4209	Postgraduate Diploma in	Advanced Human	Level 8	*	*	PGDAB	
908	1592847	171487190	1254	4209	Postgraduate Diploma in	Business Analytic	Level 8	*	*	PGDAB	
909	1594610	171777205	1254	MN4077	Postgraduate Diploma in	*	Level 8	*	*	PGDAT	
910	1578912	131985097	1254	NZ2420	New Zealand Diploma in	Quantity Surveyin	Level 6	*	*	NZDCN	
911	1427329	129030622	1254	NZ2420	New Zealand Diploma in	Construction Man	Level 6	*	*	NZDCN	
912	1527541	156273779	1254	NZ2420	New Zealand Diploma in	Construction Man	Level 6	*	*	NZDCN	
913	1504724	145078848	1252	NZ4316	New Zealand Certificate	*	Level 3	*	*	NZCEP	
914	1589882	141230428	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
915	1590624	136078951	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
916	1599483	142852889	1252	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
917	1599871	142253430	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
918	1607100	141099481	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
919	1607368	141519349	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
920	1611781	174329293	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
921	1611849	121053272	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
922	1613051	141397962	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
923	1611486	143194926	1254	NZ2487	New Zealand Certificate	Companion Anima	Level 3	*	*	NZCA3	
924	1592831	171487147	1254	MN4078	Master of Applied Techn	*	Level 9	*	*	MAT	
925	1553231	134284939	1254	CA2359	Bachelor of Applied Scie	Biodiversity Mana	Level 7	*	*	BASCI	

Programme Title:	**Master of Applied Practice (Social Practice)**			
Qualification Title:	**Master of Applied Practice (Social Practice)**			
Qualification Level:	9	**Endorsement :**	**Name: Te Korowai Kahurangi**	
Academic Prog. Code:	MAP		**This is an administrative action**	
Completed by:	Joanne McKane		**Recipient email address: tkk@unitec.ac.nz**	

Requires WDC endorsement prior to award:	Yes	No	
Other requirements:			

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1459215	135561041				1244	CA2397	*	SOCIALPRAC	MAP	*	*

Justification & Summary

Student was last enrolled in the thesis course CISC9120ENR in S2 2024. Her provisional grade was received in July 2025, and final letter came through today (23 February 2026) when the online copy of the thesis was received at PGSRC. The DL confirmed that it is not a late submission as the examiner confirms that recommendations were done and accepted. This being the case, student was enrolled in the non-ENR course in 1244.

Non-Formal Award	**Programme Title:**	**Bachelor of Veterinary Nursing**									
	Qualification Title:	**Bachelor of Veterinary Nursing**									
	Qualification Level:	Level 7	**Endorsement :**		**Name: Robyn Gear**						
	Academic Prog. Code:	BVN			**Date: 22/01/2026**						
	Completed by:	Eileen Su			**Recipient email address: esu@unitec.ac.nz**						
	Requires WDC endorsement prior to award:		No								
	Other requirements:										

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1560644	126345314				1244	CA2414	3995	BVN	*	*	*

Justification & Summary

• Student ID 1560644_ Aubrey, Alena; Had a CoG processed in Aug 2025, that changed S2-2024 DEF grade to a passing Grade, hence now met the credits & practicum requirements to graduate.

	Programme Title:	**New Zealand Certificate in Animal Technology (Veterinary Nursing Assistant) L5**									
	Qualification Title:	**New Zealand Certificate in Animal Technology (Level 5) with strands in Rural Animal Technician, and Veterinary Nursing Assistant**									
	Qualification Level:	Level 5		**Endorsement :**	**Name: Robyn Gear**						
	Academic Prog. Code:	NZCAT			**Date: 20/01/2026**						
	Completed by:	Eileen Su			**Recipient email address: esu@unitec.ac.nz**						
	Requires WDC endorsement prior to award:	Yes	No								
	Other requirements:										

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone / Exit Award
1562584	159273357				1224	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*

Justification & Summary

Student was active in two programmes (BVN and NZCAT) so she was missed from the completions list in 1224. This CACR will rectify the error.

	Programme Title:	**New Zealand Certificate in Animal Technology (Veterinary Nursing Assistant) L5**									
	Qualification Title:	**New Zealand Certificate in Animal Technology (Level 5) with strands in Rural Animal Technician, and Veterinary Nursing Assistant**									
	Qualification Level:	Level 5		**Endorsement :**	**Name: Robyn Gear**						
	Academic Prog. Code:	NZCAT			**Date: 20/01/2026**						
	Completed by:	Eileen Su			**Recipient email address: esu@unitec.ac.nz**						
	Requires WDC endorsement prior to award:	Yes	No								
	Other requirements:										

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.	Total number of Graduands: _3__	* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone / Exit Award
1558979	134698570				1234	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*
1566639	135893286				1234	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*
1567943	137121565				1234	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*

Justification & Summary+A1

Student 1558979 took the last remaining course in the NZCAT programme in 1234, but failed to complete as she was term-activated as that time under the COP programme.
Students 1566639 & 1567943 signified their intent to progress to the NZDVN programme thus were discontinued in NZCAT. This status caused them to be omitted from the completions list at that time (1234). This CACR will rectify the error.

	Programme Title:	**New Zealand Certificate in Animal Technology (Veterinary Nursing Assistant) L5**									
	Qualification Title:	**New Zealand Certificate in Animal Technology (Level 5) with strands in Rural Animal Technician, and Veterinary Nursing Assistant**									
	Qualification Level:	Level 5		**Endorsement :**	**Name: Robyn Gear**						
	Academic Prog. Code:	NZCAT			**Date: 20/01/2026**						
	Completed by:	Eileen Su			**Recipient email address: esu@unitec.ac.nz**						
	Does WDC endorsement prior to award:	Yes	No								
	Other requirements:										

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _2__

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Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone / Exit Award
1584319	137523478				1244	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*
1584776	126392314				1244	NZ2490	2490	VETNURSAST	Veterinary Nursing Assistant	*	*

Justification & Summary

Students were active in 2 programmes so they were missed from the completions list in the NZCAT programme in 1244. This CACR will rectify the error.

	Programme Title:	**New Zealand Diploma in Veterinary Nursing**									
	Qualification Title:	**New Zealand Diploma in Veterinary Nursing (Level 6)**									
	Qualification Level:	**Level 6**	**Endorsement :**	**Name: Robyn Gear**							
	Academic Prog. Code:	**NZDVN**		**Date: 16/02/2026**							
	Completed by:	**Eileen Su**		**Recipient email address: <esu@unitec.ac.nz>**							
	equires WDC endorsement prior to award:	Yes	No								
	Other requirements:										

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.	Total number of Graduands: _1__	* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone / Exit Award
1558979	134698570			*	1244	NZ2491	2491	NZDVN	*	*	*

Justification & Summary

Student initially entered the programme as a COP student and the credits she took as a COP student was only cross-credited to the NZDVN programme in 1244. It was an administrative oversight that student was not completed at that time.

Programme Title:	**Doctor of Computing**			
Qualification Title:	**Doctor of Computing**			
Qualification Level:	10	**Endorsement :**	**Name: Te Korowai Kahurangi**	
Academic Prog. Code:	DCOMP		**This is an administrative action**	
Completed by:	Kaberi Mittra		**Recipient email address: tkk@unitec.ac.nz**	

Requires WDC endorsement prior to award:	Yes	No✓	
Other requirements:			

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1314497	123667754				1244	CA2311	2311	*	*	*	*

Justification & Summary

DCOMP student Shafquat Ali Chishti 1314497 was last enrolled in the thesis course ISCG1004 in S2 2024. His provisional grade was awarded in February 2025 but final grade letter dated 17 February 2026, has just been received. Going by the Provisional grade letter, student was to make some amendments in response to the requirements, recommendations and comments provided by the examiners and to the satisfaction of his Prrincipal Supervisor and the Academic Programme Manager, and email the final copy to researchexamination@unitec.ac.nz. Also there was no deadline set for this electronic submission.

Unitec | TePūkenga	**Programme Title:**	**Master of Creative Practice**						
	Qualification Title:	**Master of Creative Practice**						
	Qualification Level:	Level 9	**Endorsement :**		**Name: Peeti Lamwilai**			
	Academic Prog. Code:	MCP			**Date: 18/02/2026**			
	Completed by:	Chie Riddering			**Recipient email address: criddering@unitec.ac.nz**			
Non-Formal Award	**Requires WDC endorsement prior to award:**		No					
	Other requirements:							

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1527015	129808861				1244	CA2400	2588	MCP	*	First-class Honours	*

Justification & Summary : The final grade received from PGRSC on 9/02/2026

Scarlett enrolled in the MCP in Semester 1, 2022 and completed her programme within the allowable timeframe. Context: Scarlett studied part-time in Semester 2, 2022; Semester 1 and 2, 2023; paused her studies in Semester 1, 2024 (approved pause of study on record); and resumed part-time study in Semester 2, 2024. Scarlett undertook her final examination within the permitted Grace Period in March 2025. As completion occurred within the regulatory timeframe (including approved pause and grace period provisions), she remains eligible for consideration of Honours in accordance with programme regulations

Programme Title:	**Master of Applied Practice (Social Practice)**			
Qualification Title:	**Master of Applied Practice (Social Practice)**			
Qualification Level:	9	**Endorsement :**	**Name: Te Korowai Kahurangi**	
Academic Prog. Code:	MAP		**This is an administrative action**	
Completed by:	Joanne McKane		**Recipient email address: tkk@unitec.ac.nz**	

Requires WDC endorsement prior to award:	Yes	No	
Other requirements:			

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1322340	118850450			*	1244	CA2397		SOCIALPRAC	MAP	*	*

Justification & Summary

Student was last enrolled in the thesis course CISC9120ENR in S2 2024. Her provisional grade was received in June 2025, and final letter came through 19 Feb when the online copy of the thesis was received at PGSRC. The DL confirmed that it is not a late submission as the examiner confirms that recommendations were done and accepted. This being the case, student was enrolled in the non-ENR course in 1244.

Programme Title:	**Graduate Diploma in Not For Profit Management**			
Qualification Title:	**Graduate Diploma in Not For Profit Management**			
Qualification Level:	7	**Endorsement :**	**Name: Te Korowai Kahurangi**	
Academic Prog. Code:	GDNPM		**This is an administrative action**	
Completed by:	Jean Simpson		**Recipient email address: tkk@unitec.ac.nz**	

Requires WDC endorsement prior to award:	Yes	No✓	
Other requirements:			

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1335330	101426952				1214	CA2184	CA2184	GDNPM	*	*	*

Justification & Summary

Student 1335330 commenced part-time study within the now disestablished GDNPM programme in 2008, exiting the programme in 2013 with 117 of the required 120 credits - a short-fall of three credits to complete the programme. The student is out of time to complete the qualification as specified in the regulations.
The student recently completed study in Te Reo at Te Wananga Takiura O Nga Kura Kaupapa Maori O Aotearoa and study in Te Reo and Community at The College of St John the Evangelist. This study generally meets the aim of the management of not-for-profit organisations and their communities.

Programme Title:	**Master of Applied Technologies**			
Qualification Title:	**Master of Applied Technologies**			
Qualification Level:	9	**Endorsement :**	**Name: Te Korowai Kahurangi**	
Academic Prog. Code:	MAT		**This is an administrative action**	
Completed by:	Kaberi Mittra		**Recipient email address: tkk@unitec.ac.nz**	

Requires WDC endorsement prior to award:	Yes	No✓	
Other requirements:			

The students below have been confirmed as meeting all the requirements of the programme and have satisfied the criteria to be awarded the qualification.

Total number of Graduands: _1__

* indicates blank cell (i.e. no text to input)

Student ID	NSN	Last Name	First Names	Middle Names	Term	Prospectus Code	NZQA Qual Number	Programme Academic Plan	Qualification Endorsement *(Strand/ Major)*	Distinction, Merit or Honours (where applicable)	Milestone/ Exit Award
1581080	163812482				1244	MN4078	4078	*	*	*	*

Justification & Summary

MAT student Gerald George Hinton 1581080 was last enrolled in the thesis course COMP9902 in S2 2024. His provisional grade was awarded in April 2025, but final grade came through only recently, on 12 January 2026. The aligned APM Hamid Sharifzadeh said this was not a late submission or a late grade since studet only had to make some amendments in the thesis, as per an examiner's recommendations and to the satisfaction of his principal supervisor, and email the final copy to researchexamination@unitec.ac.nz. Also there was no deadline set for this electronic submission. The AMP endorsed this CACR.

Manukau Institute of Technology and Unitec

Academic Committee

Handbook

Approval details

Version	0.1 DRAFT
Issue date	February 2026
Approval authority	Academic Committee
Owner	Deputy Chief Executive Academic
Contact	General Manager Academic Services
Date of next review	November 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
V0.1	New document	Academic Committee	Draft

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1 Welcome & Purpose of this Handbook

Welcome to the Academic Committee. This Handbook is a practical guide to help you succeed as a member. It focuses on what to do, how we work, what good looks like in meetings, and where to find things on the staff intranet. It complements (but does not repeat) the Academic Committee Terms of Reference and the Interim Standing Orders.

2 What It Means to be a Member of Academic Committee

As a member, you are expected to:

- Read the agenda and papers in full before each meeting (see section **Error! Reference source not found.**).
- Arrive prepared with clarifying questions, suggested improvements and any identified risks.
- Participate respectfully in debate and decision-making.

- Declare any conflicts of interests as soon as you are aware of them and follow the Chair's direction on these.
- Represent your area: seek feedback beforehand (where appropriate) and communicate decisions afterwards.
- Contribute to sub-committees and working groups where requested.
- Uphold confidentiality for closed-session items and any material marked confidential.

Good practice looks like:

- Evidence-led contributions that focus on learners, quality and risk.
- Being concise, constructive and collegial.
- Respecting tikanga, cultural safety and accessibility in how we meet and make decisions.
- Understanding Academic Committee meeting rules.

3 How Meetings Work (Practical Guide)

3.1 Before the Meeting

- If you want an item on the agenda, contact the Secretary well in advance to discuss timing and readiness.
- Paper deadlines: submit your paper to the Secretary no later than 10 working days prior to the meeting, using the coversheet template (Appendix A).
- If your paper is a revision of an existing approved document, please submit a marked-up copy highlighting your revisions. A 'clean copy' can also be submitted.
- Send apologies as early as possible to the Secretary if you cannot attend and nominate a proxy if possible.
- Find the agenda and papers on the Teams site once advised by the secretary that papers are ready.

3.2 During the Meeting

- The Chair will guide the order of business and ensure participation.
- Speak to the motion; be concise and reference the paper. If you disagree, propose an amendment.
- If process becomes unclear, raise a point of order for the Chair to rule on.

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- In closed session, keep discussion confidential and follow the Chair's instructions about documentation.
- Electronic participation is permitted with prior approval of the Chair. Ensure you're your audio/video works and you are in a private space.

3.3 After the Meeting

- Communicate key decisions to your School/area and any groups you represent.
- Follow up on your action items and timelines.
- Note that draft minutes are checked by the Chair and will be circulated with the papers of the next meeting.
- Confirmed minutes are the formal record of the meeting, they are signed and retained in perpetuity.

4 Reading the Papers Effectively

Use this lens when reviewing proposals and reports:

What to look for	**Guiding questions**
Purpose & decision	What is the paper about? Are the recommendations clear and appropriate?
Learner outcomes	What learner outcomes are being reported? Are opportunities for improvement addressed?
Implementation & evaluation	Where there are actions, are the timelines, implementation, and review planned appropriately?
Academic quality	Does the paper demonstrate that standards, assessment, moderation and academic integrity are robust?
Priority learners	How have Māori, Pacific and disabled learners been considered?
Evidence base	Is the data sound? Are external requirements (e.g., NZQA/TEC) addressed?
Risk & mitigation	Are there academic risks being reported? Are mitigations SMART and monitored?

5 Typical Committee Business (Member View)

- Considering academic matters relevant to MIT&Unitec learners or schools, the institute or the education sector.

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- Receiving reports from standing sub-committees in respect of the academic business of the institute.
- Endorsing/approving academic policies, quality standards and procedures.
- Approving the conferral of awards.

Note: Detailed delegations and definitions sit in the Academic Committee Terms of Reference. This Handbook emphasises how to engage effectively with the work, not the approved wording.

6 Member Induction

Here is the induction you can expect when you join the Academic Committee:

- Pre-brief with the Chair and Secretary before your first meeting.
- Briefing from the head of the Academic Quality office covering governance basics: motions, amendments, points of order, speaking order and voting
- Optional mentoring by an experienced member for your first 2–3 meetings.
- An induction pack on the staff intranet: this Handbook, ToR, Standing Orders, annual schedule, sub-committee memberships, templates.

7 Meeting Etiquette

- Arrive on time; if joining electronically, test your audio/video beforehand.
- One conversation at a time; avoid side conversations and multitasking.
- Be concise and on-topic; reference the paper page/section when speaking.
- Respect tikanga and create space for all voices; be mindful of accessibility needs.
- Use plain English where possible and avoid acronyms without explanation.

8 Conflicts of Interest, Closed Sessions & Records

- Declare interests early; the disclosure and any abstention are recorded in the minutes.
- Closed sessions (in committee) require a formal resolution and have separate minutes kept securely.
- Minutes record attendance, proceedings and every resolution; confirmed minutes are signed by the Chair and retained in perpetuity.

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9 Annual Planning & Work Programme

- The Committee will approve its annual schedule and work plan each November for the following year.
- Standing sub-committees should prepare their annual work plans at the same time, for noting by Academic Committee.

10 Where to Find Things

- Papers for up-coming meetings will be available to members via link provided by the Academic Committee Secretary.
- The MIT&Unitec staff intranets (MITnet and the Nest) are the sources of historical agendas, papers and minutes for open sessions. Annual Academic Committee meeting schedules and work plan, sub-committee memberships, and contacts are also there.
- Should you need them, closed session papers and minutes are held securely by the Academic Quality office.
- Commonly used Academic Committee templates are attached to this document: coversheet (Appendix A), motions (Appendix B), resolution to exclude the public (Appendix C).

11 Sub-Committees

11.1 Chairing a Sub-Committee

- There are several Academic Committee resources available to Chairs of Sub-Committees through the Academic Quality Office and online on the staff intranet.
- If you are new to chairing a sub-committee the Academic Committee Chair will assign an experienced sub-committee chair to act as your buddy. This person will be a resource to you as you find your feet in this role.
- There is also a set of detailed guidelines and advice for new sub-committee chairs found here (link to be inserted).

11.2 Sub-Committees – What Members Need to Know

There are three types of sub-committees. Sub-committees are subject to the same guiding documents and settings as the Academic Committee. Here's what you need to know in practice:

11.3 Standing Sub-Committees (decision-making under delegation)

- Purpose: ongoing delegated work (e.g., programme approvals, quality oversight).

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- Membership: defined in each sub-committee's ToR;
- Reporting: draft minutes and cover report to the Academic Committee within five (5) working days.

11.4 Advisory Sub-Committees (advice only)

- Purpose: bring expertise and stakeholder voices; no decision-making authority.
- Membership: tailored to kaupapa; may include staff/learners/partners as appropriate.
- Reporting: advice/recommendations tabled to the Academic Committee or a Standing Sub-Committee.

11.5 Ad Hoc Sub-Committees (short-term tasks)

- Purpose: time-bound mahi for significant issues; Chair becomes a member of Academic Committee for the duration if not already.
- Reporting: deliverables and timelines agreed at setup; report back with findings/recommendations.

12 FAQs

Question	**Answer**
How do I contact the Chair, Secretary or others?	Contact details for the Academic Committee Chair, Secretary, and Sub-Committee Chairs and secretaries are available on the staff intranet.
What if I cannot attend?	Send an apology to the Secretary as soon as practical. Sub-Committees may allow proxies if conditions are met; Council itself does not.
How long should papers be?	Be concise. Use the coversheet to clarify the decision required and attach supporting evidence as appendices.
What happens if quorum is not met?	The hui can proceed for discussion but recommendations require endorsement by a later quorate meeting before becoming binding.
Can I join remotely?	Yes, with the Chair's prior approval. You will be expected to keep your camera on. Ensure identity verification and privacy where closed session items apply.

13 Glossary

Academic Committee: .... The Academic Committee of Manukau Institute of Technology and Unitec established by Council.

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Closed session: ..... A part of the meeting with the public excluded under LGOIMA; separate minutes are kept. (Aka in-committee, in-camera, Part 2)

Council: ..... The governing body of Manukau Institute of Technology and Unitec.

Delegation: ..... Authority granted by Council to the Academic Committee; sub delegations are specified in sub-committee ToR.

Quorum: ..... The minimum number of members required to make binding decisions (see Standing Orders/ToR).

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Appendix A. Academic Committee Coversheet Template

ACXX/XX (assigned by the secretary)	**[Title]**

Purpose

[A brief summary of the purpose of the paper, e.g. To provide the Academic Committee with a proposed process for X, Y, Z. Usually one or two sentences only.]

Commentary

[One or two paragraphs outlining the detail of the matter, options considered, consultation undertaken, etc. If more than one page is required, attach the information as a report.]

Recommendation

That the Academic Committee [approve/adopt/endorse/refer/etc] [your recommendation outcome].

[If more than one recommendation, it may be appropriate to use a bullet-pointed list. Please note that the wording of a recommendation ought to be "stand-alone", i.e. it should make sense if a person reads it independently of the documents and discussion that led to it.]

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Appendix B. Standard Wording of Motions

Operative phrase	Example
accept	That the Academic Committee accept the apology from …
adopt	That the Academic Committee adopt the procedure for …
amend	That the Academic Committee amend section … of Policy …
appoint	That the Academic Committee appoint … to the … Sub-Committee
approve	That the Academic Committee approve …
confirm	That the Academic Committee confirm the minutes of …
co-opt	That the Academic Committee co-opt … as a member …
delegate	That the Academic Committee delegate to … the authority to … in accordance with its ToR
endorse	That the Academic Committee endorse the actions outlined in …
exclude	That the Academic Committee exclude the public in accordance with LGOIMA s48(1).
receive	That the Academic Committee receive the report on …
recommend	That the Academic Committee recommend to Council the approval of …
resume	That the Academic Committee resume in open session and confirm the decisions made in closed session regarding …

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Appendix C. Resolution to Exclude the Public (Template)

That the Academic Committee exclude the public from the following item(s) of business, having regard to the Local Government Official Information and Meetings Act 1987 (LGOIMA). The general subject of each matter to be considered, the reason for passing this resolution and the specific grounds under section 48(1) are as follows:

Agenda item	**General subject**	**Reason for exclusion**	**Ground(s) – s48(1)**
ACXX/XX	Insert topic	e.g., protect privacy; legal privilege; commercial activities	LGOIMA s48(1)(a)

That [Name(s)] remain as their knowledge will assist the Committee in relation to the matter(s) discussed.

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Memo to: Academic Committee

From: Martin Carroll, DCE Academic

Contributors: Jeff Howe, Director, international

Subject: Appointment of IAAC Support Staff and Co-opted Member for approval

Date: 25 February 2026

Purpose

To seek Academic Committee approval of appointments to the International Academic Advisory Committee (IAAC) nominated by the Deputy Chief Executive Academic on advice from the Director, International in accordance with the Terms of Reference.

Recommendations

That the Academic Committee:

1. Appoint the following support staff to the IAAC for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term:
   - Simon Tries (Director, Te Korowai Kahurangi)
   - Jeffrey Wu (Student Central Manager)
   - Don Sirimanne (Manager Marketing and International Market Development)

2. Approve the appointment of Luka Crosbie (Director, International and Projects Support) as a Co-opted Member of the IAAC for a period of two years.

Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi
Chris Park, General Manager, Academic Services
Fiona Campbell, Academic Quality Assessor

Subject: Proposed MITU Moderation Policy and Procedure

Date: 25 February 2026

Recommendation

That the Academic Committee approve the proposed MITU Moderation Policy and Procedure.

Purpose

To gain approval for the proposed MITU Moderation Policy and Procedure and the proposed delegated authorities.

Commentary

The proposed *MITU Moderation Policy and Procedure* has been in development throughout 2025. The Policy and Procedure have been developed to address specific issues with, and concerns about, moderation across MITU. It is based upon extant Unitec and Manukau Institute of Technology moderation policies and procedures. It has been endorsed by the Academic Quality committee following feedback from the Academic Leadership Team and consideration of the outcomes of recent NZQA Programme Monitoring (moderation) events.

Proposed delegated authorities / designated contacts are 'commented on' in the policy/procedure.

Key aspects of the proposed policy and procedure are:

1. Pre-Assessment Moderation is completed at *course* level – any change to any assessment tool (the tasks and marking guidance) within a course requires that all assessment tools within the course be considered together
2. Post-Assessment Moderation is completed for *every course occurrence* – it occurs following the marking of learners' assessment submissions and before assessment results are provided back to learners
3. Course Moderation is focussed on confirming that students have been awarded the appropriate grade given the evidence provided against the course learning outcomes. It occurs following the approval of course grades.
4. Internal Course Moderation and External Course Moderation must be undertaken on the following cycles:
    i. Following the first delivery of a new course
    ii. Annually for programmes of up to 121 credits
    iii. Biennially for programmes of up to 240 credits
    iv. Triennially for programmes of greater than 240 credits
5. Internal Moderation reporting is the responsibility of the Moderator

6. Assessors/assessment developers are required to provide a response to each moderation report (agree/don't agree and why/what actions are being taken, if required)
7. Reporting from the moderation system is intended to include which courses are moderated when, key outcomes, main issues (if any), etc.
8. Accountability for moderation resides with the Head of School

Next Steps

Once approved

- The document will be finalised and formatted.
- an implementation plan will be enacted, including:
  - moderation reports will be finalised and provided to the Academic Quality Committee for Approval
  - staff training will be developed and implemented
  - reporting systems will be designed and implemented

Full implementation is expected to be underway by mid-year.

Attachments

- MITU proposed Moderation Policy Procedure_v0.6 20260225

Manukau Institute of Technology and Unitec
Moderation Policy & Procedure
ACA XX

Audience and scope

This policy is relevant to all staff involved in assessment and moderation.

It covers moderation for the following Manukau Institute of Technology and Unitec (MITU) academic provision:

- all credentialled academic provision (including contracted delivery) and all summative assessments within that provision
- all MITU employees, including contracted staff and secondees providing services for MITU, and those on fixed-term contracts (collectively referred to as staff in this policy) involved in the assessment and moderation processes; and
- all academic governance committees involved in the assessment and moderation processes.

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Purpose

The purpose of this policy is to clearly define moderation practices at Manukau Institute of Technology and Unitec (MITU). It describes a framework for staff capability and accountability to deliver effective moderation practice.

The purpose of moderation is to safeguard the integrity and quality of summative assessment, and thereby, of the qualifications and educational outcomes which students achieve. Moderation assures our stakeholders of the same, and of our commitment to continuous improvement of learning, teaching and assessment.

This policy acknowledges that different moderation practices are appropriate for use in different contexts and situations. The intention is that the purpose of moderation is effectively met using those practices which are most appropriate to the context and situation.

Policy

1. **Moderation Principles**

   1.1. Moderation holds students at the centre: It supports effective learning and equitable and credible outcomes for all students.

   1.2. Moderation upholds the mana of the assessors and moderators involved, and of its kaupapa: Through a rigorous, academic peer review process it upholds mana in how moderation is conducted, and the approaches and practices used, and in the responsibilities, expectations, feedback, and results. It supports improvement.

   1.3. Moderation is effective and fit for purpose: It is focused on its purpose and is meaningful and effective in:
   a. actively safeguarding, improving, and providing assurance of, the quality and integrity of summative assessment (as defined in the MITU Assessment Policy),
   b. providing improvement and development opportunities that include but are not limited to those regarding assessment, and
   c. providing evidence for evaluative, quality assurance, and compliance purposes.

   1.4. Moderation is appropriate: to the context, situation, assessment method, learning outcomes, subject, cultural context, and situation for all academic provision. To enable this, flexibility is afforded in the approaches, practices, timing, stage(s) of assessment considered, documentation and evidence kept, within set parameters.

   1.5. Moderation is resilient and sustainable: The moderation framework and systems employed are adaptive, and responsive to situations as they arise. Moderation is manageable and is responsible in use of resource. It develops and grows staff and personnel involved in the assessment process.

2. **Policy Statements**

   2.1. Moderation activities and systems enact the Moderation Principles.

   2.2. Moderation is used systematically to ensure that summative assessment processes for ākonga are fair and equitable, and marks / grades awarded have integrity and are defensible.

   2.3. Moderation is used to provide improvement and development opportunities.

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2.4. Oversight and monitoring of moderation is sufficient to ensure robust and effective function; and to give Academic Committee, and stakeholders confidence in the moderation systems and in the qualifications and credentials awarded.

2.5. All staff involved in assessment engage in moderation to proactively uphold and safeguard the quality and integrity of summative assessment (as defined in the *Assessment Policy and Procedures*).

2.6. Appropriate moderation systems are in place, tailored to the relevant type of provision, which:

- encompasses all summative assessments and all staff involved in the assessment process within a defined provision type(s).
- meets the requirements for all provision types.
- includes moderation with parties external to MITU as required by the provision type.
- is managed, monitored, and overseen within the academic governance and organisational structure.
- are maintained to ensure that they are robust and fit-for-purpose.

2.7. Regulatory, external Quality Assurance Body, and Standard Setting Body requirements regarding moderation are met.

2.8. Any assessment tools or assessment samples selected for external moderation must first be internally moderated.

Procedures

3. **Overview**

3.1. This procedure applies to credit bearing courses, and the summative assessments within, delivered or reported by MITU.

3.2. Moderation must be undertaken in accordance with this procedure and MITU Moderation Policy.

3.3. The MITU moderation system is comprised of internal and external moderation and includes:

- Moderation Planning and Tracking
- Pre-Assessment Moderation
- Post-Assessment Moderation
- Course Moderation
- Moderation Reporting and Action Planning

3.4. Standard Setting Body moderation is aligned with, but distinct from, the MITU Moderation system.

3.5. In exceptional circumstances the [delegated authority] may approve exceptions to this procedure. Any exceptions must be advised to and formally minuted by the Academic Quality Committee which is required to review exceptions annually.

Commented [ST1]: Academic Quality Committee

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4. **Moderation Planning and Tracking**

4.1. Every credit bearing course must be included in a moderation plan.

4.2. Moderation plans must be forward looking at least three years (i.e., the current year and two years into the future)

4.3. Moderation plans must be recorded on the relevant Moderation Planning and Tracking Tool.

4.4. The outcome of every moderation event, whether internal moderation or external moderation, must be recorded on the relevant Moderation Planning and Tracking tool, including:

- Pre-Assessment Moderation
- Post-Assessment Moderation
- Course Moderation
- Standard Setting Body Moderation

4.5. Heads of School (or equivalent) are accountable for the completion of all moderation in accordance with this procedure.

4.6. Programme Committees (PC) must:

- maintain a record of all moderation in accordance with the requirements of the Moderation Planning and Tracking Tool.
- review and approve moderation plans at least annually within the first three months of each year.
- regularly review progress against approved moderation plans and, if necessary, amend and approve changes to the moderation plan.
- regularly review the outcomes from moderation events and, where required, ensure appropriate and effective actions are put in place to address any identified issues.
- assure themselves that any actions taken have been effective in addressing the intended issues
- report annually to the Academic Quality Committee on the key themes from, and efficacy of, moderation for the programmes within their purview.

4.7. The Academic Quality Committee is responsible for maintaining oversight of all aspects of the moderation system.

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Internal Moderation

5. **Pre-Assessment Moderation**

5.1. Pre-Assessment Moderation is the process and activity which provides assurance that assessment tools (refer *Glossary*) are fit for purpose and:

- provide students with the opportunity to demonstrate achievement of all learning outcomes within a course in accordance with the approved programme document; and
- provide assessing staff with sufficient guidance to ensure assessment is fair, valid, consistent and appropriate, given the stated learning outcomes.

5.2. The academic staff member responsible for a course is responsible for ensuring that Pre-Assessment Moderation of all assessment tools to be used in the course are moderated in accordance with this procedure.

5.3. Pre-Assessment Moderation must confirm that assessment tools utilised for summative assessment within a course will allow students who achieve the minimum pass mark in each assessment to meet the (portion of the) learning outcome/s constructively aligned to that assessment.

5.4. Pre-Assessment Moderation must confirm that assessment tools to be used in a course meet the requirements outlined in this procedure.

5.5. Where any assessment tool in a course is amended or newly developed all assessments in the course must undergo Pre-Assessment Moderation prior to any of the new or amended assessments being utilised. Pre-Assessment Moderation occurs at course level only.

5.6. For the avoidance of doubt, Pre-Assessment Moderation requirements apply where assessment tools may have already been approved by an external party (for example, standard setting bodies, regulatory bodies, professional bodies, etc. This ensures that MITU is assured of the quality of the assessment tools.

5.7. Every Pre-Assessment Moderation of a course's assessment tool/s will have one of the outcomes defined in this procedure (see *Moderation Outcomes below*).

5.8. Only MITU assessment tools which have been *Approved* may be used for summative assessment.

5.9. Approved assessment tools and the associated Pre-Assessment Moderation report must be stored in accordance with the Moderation File Storage Protocols approved by the Academic Quality Committee.

5.10. The approval of assessment tools for a course must be recorded on the Moderation Planning and Tracking Tool.

5.11. Where an alternative assessment tool is to be developed for specific instances or students, it must be Pre-Assessment Moderated, approved and stored in accordance with this procedure.

5.12. Where assessment tools are developed to assess against an assessment standard (i.e., a unit standard, achievement standard or skill standard) there may be additional externally

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mandated pre-assessment moderation requirements (see *Standard Setting Body Moderation* below).

6. **Post-Assessment Moderation**

6.1. *Post-assessment Moderation* is the independent verification of a sample of marked assessments to confirm that the appropriate marks have been awarded given the evidence presented against the learning outcomes being assessed.

6.2. Post-Assessment Moderation determines whether:

- the assessor has correctly considered the students' evidence against the aligned learning outcome/s and awarded the appropriate assessment marks / result.
- students have been assessed in accordance with the approved assessment tools.
- any amendments need to be made to assessment tool/s.
- the assessor has been consistent in the marking of students' evidence.
- it is appropriate to release students' assessment results.

6.3. Samples for Post-Assessment Moderation must be determined in accordance with *Moderation Sample Selection* below.

6.4. Post-assessment Moderation must:

- be undertaken for each course occurrence
- be completed prior to the release of assessment results to students
- utilise the MITU Post-Assessment Moderation report template.

6.5. Where Post-Assessment Moderation indicates issues with assessment tools or assessment outcomes, the Moderator may request additional assessment samples.

6.6. The assessor, while taking into account the Post-Assessment Moderation outcome, is the final arbiter of students' assessment results (see *Moderation Outcomes*, and Ass*essor Response to Moderation Outcomes*).

6.7. Completed Post-Assessment Moderation reports will be submitted to the Head of School (or delegate) where there are causes for concern, in addition to the academic staff member in charge of the course.

7. **Course Moderation**

7.1. Course Moderation is the process and activity of confirming that students have been awarded the appropriate course grades given the evidence provided (through assessment processes) which demonstrates the students' achievement of course learning outcomes.

7.2. Course Moderation involves the moderator:

- moderating all the assessment evidence provided by each student in the sample selected; and
- confirming whether the evidence provided aligns with the learning outcomes and supports the grade awarded to the student.

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7.3. Course Moderation may utilise samples from Post-Assessment Moderation where available.

7.4. For the purpose of Course Moderation one sample is equivalent to all assessment evidence provided by a student in a course.

7.5. Course Moderation is undertaken by suitably qualified academic staff independent of the course, or as otherwise determined by the [delegated authority].

Commented [ST2]: Head of School

7.6. The MITU Course Moderation Report template must be used for all Course Moderation.

7.7. Completed Course Moderation reports will be made available to the Head of School (or delegate) and the Academic Staff Member in charge of the course.

7.8. Outcomes from Course Moderation must be recorded on the Moderation Planning and Tracking Tool (see *Moderation Outcomes* below).

8. **External Moderation**

8.1. All moderation samples sent for external moderation must first be Course Moderated internally.

9. **MITU External Moderation (excluding Standard Setting Body moderation)**

9.1. External Moderation provides MITU with the opportunity to:

- confirm that its internal moderation system is effective; and
- to benchmark assessment and internal moderation practices.

9.2. External Moderation must be scheduled and completed in accordance with the plan approved by the Programme Committee.

9.3. External Moderation must be conducted at Course Outcome level using the MITU Course Moderation Report template.

9.4. External Moderation must be:

- undertaken by appropriately qualified and subject capable moderators external to MITU
- recorded on the MITU approved Course Moderation Report template
- undertaken in accordance with the timeframes outlined in this procedure (see *Moderation Frequency and Timeframes* below)[1].

9.5. All external moderation activities must be recorded on the Moderation Planning and Tracking Tool.

9.6. The Head of School is accountable for ensuring External Moderation occurs as per the Programme Committee approved moderation plan.

10. **External Moderation – Standard Setting Bodies**

[1] This requirement to be advised to the external moderator and monitored by the Programme Committee, acknowledging that MITU staff may influence, but not control, external moderator compliance.

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10.1. Moderation of assessment standards is to be undertaken in accordance with Standard Setting Body and Consent and Moderation Requirements (CMR) requirements.

10.2. The [delegated authority] is responsible for ensuring compliance with the relevant CMR where assessment standards (achievement standards, unit standards, skill standards) listed on the Directory of Assessment and Skills Standards (DASS) are used.

10.3. External moderation by standard setting bodies is undertaken in addition to routine MITU internal and external moderation requirements.

10.4. Any requirements relating to assessment tools and / or moderation set by a Standard Setting Body must be met prior to the assessment tool being utilised.

10.5. Standard Setting Body requirements are managed by the Academic Quality Office, which will:

- liaise with the standard setting body regarding moderation requirements
- advise relevant programme teams of standard setting body moderation requirements
- provide guidance to Schools on the requirements for materials to be submitted for standard setting body moderation
- monitor the timely preparation of materials
- provide the MITU materials to be moderated to the standard setting body
- provide the standard setting body moderation results back to the [designated contact]
- manage any MITU appeals against standard setting body moderation outcomes

10.6. Moderation samples for Standard Setting Body moderation may be determined by the Standard Setting Body.

10.7. Assessment Materials for Standard Setting Body moderation are to be prepared by the [designated contact] and provided to the Academic Quality Office in the format determined by the Standard Setting Body and within the stated timeframes.

Commented [ST3]: MIT: Head of School, Unitec: Academic Programme Manager

Moderation Administration

11. **Moderators**

11.1. The [delegated authority] is responsible for assigning moderators for each course in a programme prior to the programme being delivered within the enrolment period.

11.2. Moderators must be sufficiently independent of the assessor to ensure the integrity of the moderation system. Assessor-Moderator reciprocal pairings[2] are not permissible unless authorised by the [delegated authority].

11.3. Moderators must utilise their professional judgement to make dispassionate and independent judgements throughout the moderation process, acting with integrity to make defensible decisions.

11.4. Any perceived or actual conflicts of interest with respect to moderators or moderation must be reported to the Head of School for consideration and resolution.

Commented [ST4]: MIT: Head of School, Unitec: Academic Programme Manager

Commented [ST5]: Programme Committee

[2] This means that any two assessors cannot agree to moderate each others' work.

11.5. Moderators will complete training that encompasses this policy and procedure, tools and professional accountabilities.

11.6. Moderators may not moderate the same course or the work of the same assessor for more than three years.

11.7. All academic staff are expected to develop and maintain the skills and knowledge required to undertake moderation.

11.8. Senior Academic Staff are expected to engage in the moderation of courses/assessments which are deemed to be high-risk.

11.9. Moderators must have sufficient, relevant and appropriate discipline expertise for the moderation being undertaken.

11.10. Moderators must have assessment and moderation expertise sufficient to ensure the integrity of the moderation system.

11.11. Moderators undertaking moderation of assessment standards must:

- hold unit standard 11551 Moderate Assessment or be confirmed as having equivalent knowledge and skills; and
- meet any requirements stated in the CMR aligned to the assessment standard being moderated.

11.12. External moderation must be undertaken by moderators who:

- are appropriately qualified at a level equivalent to, or higher than, the programme from which the course being moderated has been selected; and
- possess demonstrated subject expertise and tertiary teaching capability, and
- can evidence current engagement in teaching, assessment, or professional practice relevant to the discipline.

11.13. All academic staff are responsible for ensuring they have the requisite knowledge and skills to undertake moderation. Academic staff who consider themselves to have insufficiently knowledge or skills are responsible (alongside their line manager) for ensuring professional development is undertaken and recorded in staff performance documentation.

11.14. Where academic staff have a history of poor moderation outcomes, the [delegated authority] may require them to undertake professional development or undergo other such processes which may be deemed appropriate.

Commented [ST6]: MIT: Head of School, Unitec: Academic Programme Manager

12. **Moderation Frequency and Timeframes**

12.1. Pre-Assessment Moderation must:

- be undertaken every time an assessment tool is amended.
- be completed prior to assessment tasks being provided to students.

12.2. Post-Assessment Moderation must be undertaken:

- for every course occurrence (i.e., for each student cohort of each course).

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- No later than ten (10) working days after the assessment due date (unless extended timeframes for the provision of assessment results to students have already been formally communicated to students).
- prior to assessment results being released to students.

12.3. Course Moderation must be undertaken:

- Following the first delivery of a new course
- Annually for programmes of up to 121 credits
- Biennially for programmes of up to 240 credits
- Triennially for programmes of greater than 240 credits

and

- completed within 20 working days of the end of the course for internal course moderation.
- completed within 40 working days of the end of the course for external course moderation.

12.4. Standard Setting Body moderation must be undertaken as and when requested by the Standard Setting Body, including:

- Pre-Assessment Moderation (requirements are stated in the relevant CMR)
- Post-Assessment Moderation (requirements are communicated via the Academic Quality Office)

12.5. Programme Committees may require more frequent moderation (of any type), including where:

- courses are deemed to be high risk (i.e., for health, safety or regulatory reasons) or critical to programme outcomes.
- courses have been assessed by new / less experienced staff.
- there have been significant changes to the assessment tools used in the course.
- moderation history warrants increased oversight of assessment practice.
- courses utilise multiple modes of delivery, multiple sites, or subcontracting arrangements
- for any other reason the Programme Committee considers appropriate.

12.6. Where a Programme Committee requires significantly more moderation to be undertaken than is the norm, due consideration must be given to resource requirements, in consultation with the [delegated authority].

Commented [ST7]: Head of School

13. **Moderation Sample Selection**

13.1. Internal Moderators are responsible for the selection of assessment samples for internal moderation (post-assessment moderation and courser moderation).

13.2. The Head of School (or delegate) is responsible for the selection of assessment samples for external moderation (unless specific samples are required by a Standard Setting Body). The Academic Quality office will advise specific requirements.

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13.3. Samples selected must be representative of the delivery that has occurred. Stratified random sampling is recommended, taking into consideration the following:

- mark and grade distribution
- the number of staff assessing on the course
- the number of different teaching sites
- the number and frequency of course offerings/occurrences
- modes of delivery
- sub-contracted delivery
- any other relevant factors

13.4. The number of samples to be moderated must be appropriate to the number of students in the course / course occurrence:

- Post-Assessment Moderation: a minimum of three samples is required for each assessment
- Course Moderation: a minimum of three samples across the course where students have been awarded credit

13.5. Where a course grade has been awarded via Assessment of Prior Learning (APL) or Recognition of Prior Learning (RPL), the samples selected for Course Moderation must include at least one APL / RPL sample. The APL / RPL sample must be additional to the 'regular' sample

13.6. All samples provided for External Moderation must be anonymised prior to submission, with any identifying information including names and images of students, assessors, whānau, employers, and agencies etc., removed or redacted. Exceptions to this requirement may be approved by the [delegated authority] in consultation with the Privacy Officer.

Commented [ST8]: MIT: Head of School, Unitec: Academic Programme Manager

14. **Moderation Outcomes**

14.1. Moderation reports must be completed and finalised by the moderator prior to being provided back to the assessor (or assessment tool developer).

14.2. Outcomes from Pre-Assessment Moderation include:

- *Approved*: The assessment tool/s for the course have been confirmed as meeting the requirements of this procedure.
- *Minor amendments required*: The assessment tool/s for the course need minor amendments. Amendments made in accordance with the Pre-Assessment Moderation report will be deemed Approved and do not need to be resubmitted to the moderator.
- *Not Approved*: The assessment tool/s for the course require significant amendments to meet MITU requirements. The assessment tool/s must be amended and resubmitted for Pre-Assessment Moderation.

14.3. Outcomes from Post-Assessment Moderation include:

- An *Overall Outcome*, presented as*:*
  - The moderator agrees with X of Y assessor decisions, where:
    - "X" is the total number of samples where the moderator agrees with the assessor's judgements
    - "Y" is the total number of samples provided for moderation.
  - An *Assessor Decisions* outcome indicating the extent to which assessor decisions are fair, valid and consistent given the stated learning outcomes.
  - An *Assessment Tool* outcome indicating the extent to which assessment tools provided learners with the opportunity to achieve the learning outcomes.

14.4. Outcomes from Course Moderation include:

- An *Overall Outcome*, presented as:
  - The moderator agrees with X of Y assessor decisions, where:
    - "X" is the total number of samples where the moderator agrees with the assessor's judgements
    - "Y" is the total number of samples provided for moderation.
  - An *Assessor Decisions* outcome indicating the extent to which assessor decisions are fair, valid and consistent given the stated learning outcomes.
  - An *Assessment Tool* outcome indicating the extent to which assessment tools provided learners with the opportunity to achieve the learning outcomes.

14.5. The moderator must note the Main Issues (if any) identified through the moderation process. The *Main Issues* must be stated on the Post-Assessment Moderation / Course Moderation report.

14.6. All Main Issues must be reviewed by the [delegated authority] and reported to the Programme Committee. An action plan must be created to address the issues.

Commented [ST9]: Head of School

14.7. Programme Committees are responsible for reviewing and approving action plans and monitoring the efficacy of actions. Completion of the action plan must be formally noted by the Programme Committee.

14.8. If required, changes must be made to the assessment tool and then Pre-Assessment Moderation completed before the assessment tool is used (again).

14.9. Moderation is considered complete when:

- the required moderation report and any other relevant documentation is completed in full and filed/reported in accordance with this procedure
- the moderation planning and tracking tool is updated

14.10. Moderation which is planned but not completed in accordance with this procedure will be considered as *Planned – Not Completed* and must be recorded on the Moderation Planning and Tracking Tool.

15. **Assessor Response to Moderation Outcomes**

DRAFT

15.1. Assessors are encouraged to discuss the moderation outcomes with the moderator prior to *Agreeing* or *Disagreeing* with the overall outcomes.

15.2. Following receipt of each moderation report the assessor must acknowledge the report using the Response to Moderation Report template and identify whether they:

- *Agree* with the overall outcomes and record what, if any, actions they will take to address any identified issues (if required)
- *Disagree* with the overall outcomes, and provide the reason for the disagreement

15.3. Where an assessor Disagrees with the outcomes, the [delegated authority] will review the moderation report, the assessor's response to the moderation report, and any other relevant information and make a final determination on whether to:

- uphold the outcomes; or
- amend the outcomes

15.4. As a result of the review, the [delegated authority] may also determine any actions required by the assessor and/or moderator.

15.5. Where the moderation outcome is amended, a copy of the review report and all relevant documentation must be provided to the Programme Committee.

15.6. Assessing staff may adjust students' assessment outcomes following Post-Assessment Moderation, if they deem it necessary.

15.7. The final decision regarding assessment marks to be awarded is made by the assessing staff member.

16. **Moderation Planning and Tracking Tool**

16.1. The Moderation Planning and Tracking Tool is used to schedule, track, and record all moderation activities, including outcomes, for every course across MITU.

16.2. [The designated contact] is responsible for ensuring the moderation planning and tracking tool is maintained as current and up to date.

16.3. Programme Committees may require [designated contact] to report on the outcomes of specific moderation events, including any action planning required.

16.4. The Moderation Planning and Tracking Tool must:

- be maintained as an auditable record of moderation activities.
- record when and by whom moderation will be/has been undertaken
- record who has made the assessment judgements
- record the outcome of each required moderation event/activity in accordance with this procedure
- be kept up to date as far as is practicable.

17. **Storage of moderation materials (moderation plans, assessment tools, reports etc.)**

17.1. All moderation materials are to be retained as required by MITU records management policies, unless a longer retention period is required by an external regulatory or standard setting body.

Commented [ST10]: MIT: Head of School, Unitec: Academic Programme Manager, or delegate

Commented [ST11]: MIT: Head of School, Unitec: Academic Programme Manager

DRAFT

17.2. Moderation reports and the samples moderated must be filed in accordance with processes approved by the Academic Quality Committee and this procedure.

18. **Moderation templates**

18.1. Moderation Report templates supporting this procedure are available via XXX.

19. **Additional Moderation requirements**

16.1 The Academic Quality Committee may impose additional or alternative requirements relating to moderation where the committee considers there is sufficient risk to the integrity of the assessment process or the credentials awarded by MITU to warrant. Any such additional requirements will be reported to the Academic Committee.

DRAFT

Exemptions and dispensations

Nil

Definitions

See the Glossary of Tamaki Academic Policies, Procedures and Associated Documents

To be added /confirmed in the Glossary

Assessor

Assessment Tool

Course occurrence

Pre-Assessment Moderation

Post-Assessment Moderation

Course Moderation

Internal Moderation

External Moderation

SSB Moderation

DRAFT

Evaluation / outcomes

[Include information about how the effectiveness of the policy and associated procedures will be measured and evaluated, and by whom]

Text

Delegations

[NB: Delegations must be consistent with Institutional level delegations]

Authority	**Delegated authority**	**Supporting endorsement**
[Clear information about what the authority enables to be done and in what circumstances (e.g. 'To approve xx in y circumstances']	*[Clear information about who holds the delegated authority – position not name]*	*[Clear information about any required endorsements]*

Relevant legislation

-

Related documents

- Tāmaki …

Document management and control

Approver:	*[Must be consistent with institutional delegated authorities and be stated as a position or body (e.g. Chief Executive or Academic Board]*
Latest approval date:	*[Date approved by approver – where the approver is a committee include the minute reference*]
Effective date:	*[Date from which document will apply]*
Next scheduled review date:	*[Date of next review – must be reviewed at least every 3 years, but may be reviewed earlier where required]*
Policy sponsor:	*[Position with overall responsibly for the Policy]*
Policy owner:	*[Position with responsibility for the development and review of the policy and its day to day operation]*

Amendment history

Document Version	Effective Date	Approver	Amendment details

DRAFT

Academic Approvals Committee Draft Minutes

Purpose

To provide Academic Committee with the Academic Approvals Committee draft minutes of the meeting held on 12 February 2026.

Commentary

The Academic Approvals Committee (AAC) met on 11 February 2026.

Submissions from schools on the following programmes were discussed and feedback provided for further work before resubmission:

Approval and Accreditation

- New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1, 120 credits) [NZCLW]

Type 1 Applications

- New Zealand Certificate in Electrical Pre-Trade (Level 3, 121 Credits) [NZCEP]
- Bachelor of Business (Level 7, 360 Credits) [BBS]
- Master of Applied Business (Level 9, 180 credits) [MAB]
- Postgraduate Diploma in Applied Business (Level 8, 120 credits) [PGDAB]
- Postgraduate Certificate in Applied Business (Level 8, 60 credits) [PGCAB]
- Master of Professional Accounting (Level 9, 180 credits) [MPACC]

Assessment changes:

- Bachelor of Accounting (Level 7, 360 credits) [BACC]
- Bachelor of Business (Level 7, 360 credits) [BBS]

Type 2 changes:

- Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA]

Recommendation

That the Academic Committee receive the draft AAC minutes from 12 February 2026.

Report prepared by Chris Park GM Academic Services	

Academic Approvals Committee
Minutes
12 February 2026

ATTENDANCE:

Chris Park (Chair) Helen Perry Jackie Tims
Joce Williams

APOLOGIES:

Simon Tries (standing proxy Jackie Tims)

IN ATTENDANCE:

Glenda Plaisted Jacqui Hindmarsh

Chris Park welcomed everyone to the meeting and opened with the MIT Karakia.

1. **Apologies**
   There were no apologies. Jackie Tims is a standing proxy for Simon Tries.

2. **Items to Approve / Endorse / Note / Discuss**

   2.1. Approval and Accreditation

   2.1.1. New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1, 120 credits) [NZCLW] Application
   The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

   2.2. Type 1 Applications

   2.2.1. New Zealand Certificate in Electrical Pre-Trade (Level 3, 121 Credits) [NZCEP] Type 1
   The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

   2.2.2. Bachelor of Business (Level 7, 360 Credits) [BBS] Type 1
   This item was deferred to the next meeting's agenda to be discussed with the changes to the BBS feedback tabled in that meeting.

   2.2.3. Master of Applied Business (Level 9, 180 credits) [MAB] Type 1
   The documents were reviewed and feedback was provided by members. There is a requirement for each programme to have an individual PAD. Individual PADs will be required before any further progress can be made. This statement also applies to the three programmes, being BSNS8000, BSNS8001 and BSNS8012.

   2.2.4. Postgraduate Diploma in Applied Business (Level 8, 120 credits) [PGDAB] Type 1
   Please see item 2.2.3 for comments.

2.2.5. Postgraduate Certificate in Applied Business (Level 8, 60 credits) [PGCAB] Type 1

Please see item 2.2.3 for comments.

2.2.6. Master of Professional Accounting (Level 9, 180 credits) [MPACC] Type 1

The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

2.3. Portfolio Assessment Details

2.3.1. Bachelor of Accounting (Level 7, 360 credits) [BACC] Assessment details sheet

The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

2.3.2. Bachelor of Business (Level 7, 360 credits) [BBS] Assessment details sheet

The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

3. Application approved with conditions at previous meetings

3.1 Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA] Type 2

This change was approved at a previous meeting with conditions which are:

- Clarify the special admission requirements.
- Clarify the elective course requirements.
- Minor corrections needed: Update the reference to New Zealand Qualifications and Credentials Framework (NZQCF) and ensure consistency throughout programme documents.
- Correct the numbering of learning outcomes in all course descriptors
- Data sheet to be confirmed by Finance.

There was considerable correspondence included in the papers and none of the members had been involved in previous conversations. The committee decided to ask Simon to consider the feedback. Chair to discuss with him.

Resolution

It was resolved that the Academic Approvals Committee provide feedback to the PC or School for further work before resubmission for all the above applications.

APPROVED: H PERRY
SECONDED: J WILLIAMS **CARRIED**

4. Any other Business

Terms of Reference and Membership: The AAC Terms of Reference will be discussed at the next meeting. Members will be approved by the Academic Committee as they are nominated.

The Chair noted that the Academic Approvals Committee would be responsible to approve operating templates for the committee including the PAD document. Helen is doing some work on this.

Closing Karakia Whakamutunga

Jocelyn gave the closing Karakia and the meeting closed at 11.55 am. The next meeting will be held on 20 February 2026.

Signed: _____ Date: _____

memo

To	Poari Mātauranga | Academic Board	Date	19/2/2026
From	Evangelia Papoutsaki Secretary of UREC	Phone No.	8551
Subject	Subcommittee Chair Report – Unitec Research Ethics Committee		

Work Summary Update

The MITU Research Ethics Committee (MITUREC) held its 1st meeting of the year on February 18, 2026.

Key updates include:

1. **Ethics Applications Reviewed**
   MITUREC reviewed a total of **13 ethics applications**, including **5 new applications** (with **4 scheduled for review at the February meeting**). These consisted of:
   - **3 Form A applications**
   - **1 Form B application (low risk)**
   - **1 Form C application (course approval)**
     In addition, the Committee reviewed:
   - **1 request for amendments**
   - **8 rollover applications from 2025** (**2 Form B** and **6 Form A**)
2. **Committee Discussions and Operational Updates**
   The Committee discussed several key administrative and procedural matters, including:
   - Required revisions to application forms following the transition to the **online submission system**
   - Changes in **data storage responsibilities**, now under MITUREC through the newly established **Data Vault system**
   - Updates to the **Terms of Reference (ToR)**
   - Issues and implications arising from **institutional merging**

Items Linked

Subcommittee Minutes: Agendas_Minutes

minutes

Unitec Research Ethics Committee
Te Komiti Tikanga Matatika

Topic: UREC May
Time: December 17, 2025 02:00 PM Auckland
Location: MT

Chair: Eric Boamah
Deputy Co-Chair: Daisy Bentley-Gray & Hinewaimarama Reihana-White
UREC Administrator: Evangelia Papoutsaki

Join MT Meeting

KARAKIA TIMATANGA | OPENING KARAKIA

Manawa mai te mauri nuku	Embrace the power of the earth
Manawa mai te mauri rangi	Embrace the power of the sky
Ko te mauri kei au	The power I have
he mauri tipua	Is mystical
Ka pakaru mai te pō	And shatters all darkness
Tau mai te mauri	Cometh the light
Haumi e, hui e, taiki e!	Join it, gather it, it is done!

1. **WELCOME and WHAKAWHANAUNGATANGA**

2. **APOLOGIES**

Kaberi Rajendra, Hinewai Reihana-White, Soheil Pour, Diane Tamaki, Lian Wu, Student rep.

3. **CELEBRATIONS AND ACKNOWLEDGEMENTS**

The Minister of Internal Affairs has appointed UREC Chair as a member of the Archives Council of New Zealand. Gazette notice: https://gazette.govt.nz/notice/id/2025-go7160 ePress proceedings outlining Eric's work was a contributing factor.

Congratulations to Annabel Pretty, Daisy Bentley-Gray, Hinewaimarama Reihana-White and Diane Tamati for their academic promotions.

4. **CONFLICTS OF INTEREST**
N/A

5. **MINUTES OF PREVIOUS MEETING**

That the Committee approves the minutes of the meeting held on October 16, 2025 as a true and accurate record.

First: Annabel Pretty
Second: Daisy Bentley-Gray

6. **CURRENT APPLICATIONS A**

2025-1060 **Heke**

Ngā Pou Māreikura – exploring how the experience and embodiment of Oranga-tiratanga with kōhine Māori can inform pastoral and educational thriving at Hobsonville Point High School.

Hinewaimarama Reihana-White (D. Bentley-Gray)

To be Ratified

2025-1059 **Bandara**

Understanding Labour Conditions and Worker Well-being in the Sri Lankan Garment and Apparel Sector

Lian Wu (E. Boamah, D. Tamaki)

Notes: clarity and consistency in using of terms, lacking interview schedule; justification of survey numbers, ethical principles regarding research conducted by local researcher in Sri Lanka, ; revisions pending

To be Ratified

2025-1058 **Lapu'aho**

An investigation into the lived experiences of Pacific families accessing and participating in Early Childhood Education and what culturally responsive strategies can improve engagement?

Daisy Bentley-Gray (L. Wu, K. Rajendra)

Notes: feedback provided regarding project title's phrasing, dates for data collection, no interview schedule, not well explained project aims and rational for methodology, references missing, inconsistency regarding Pacific participants ethnicity and koha; revisions pending.

To be Ratified

2025-1042 Heke

Ngā Pou Māreikura – exploring how the experience and embodiment of Oranga-tiratanga with kōhine Māori can inform pastoral and educational thriving at Hobsonville Point High School.
Notes: Authorised 12 November.
Ratified

7. PREVIOUS APPLICATIONS A

2025-1054 **Toleafoa**
O le Ala i le Manuia, o le Tautua
Daisy Bentley-Gray (A. Pretty, K. Rajendra)
Notes: PR followed with applicant but with no response.
To be Ratified

2025-1039 **Kearns**
AB Testing of Te Noho Kotahitanga peer review tool in a postgraduate Design Thinking Course.
Hinewaimarama Reihana-White (D. Tamati, D. Bentley-Gray)
Notes: *emails were sent out asking for the Information Sheet to be adjusted to include information for students regarding 'opting out' and withdrawing from the research if they choose not to participate*.
To be Ratified

2025-1045 **Wessels**
Exploring financial literacy: a pilot study with first year akonga
Caralyn Kemp (D. Brentley-Gray, T. Gomwe)
Notes: no response from applicant
To be Ratified

2025-1051_MIT **Nemani**
Blended Learning Experiences of Degree and Diploma Sport Students in Vocational Education – a case study in Tāmaki Makaurau Aotearoa New Zealand.
Hinewai Reihana-White (T. Gomwe, L. Wu)
Notes: Authorised 15/12/25
Ratified

8. FORM B APPLICATIONS FOR NOTING

2025-1055 **Chishti**
Utilizing Artificial Intelligence for Website Personality Detection.
Eric Boamah
Authorised 8/12/25
Noted

2025-1056 **Rutherford**
The AI agent will see you now: Exploring the use of Cogniti AI Agent in communication training in veterinary nursing tertiary education
Caralyn Kemp

Notes: feedback provided, revisions pending; issues of feedback consistency for UREC readers were raised as a result of this application that might have raised expectations for approval in future applications.
To be Noted

2025-1057_MIT Qureshi

Exploring the students' and lecturers' perceptions toward the use of GenAI tool for students' learning, assessment outcomes, and teaching practices within the New Zealand Polytechnic Context.
Tony Gomwe
Notes: clarity issues regarding research aims and data collection, survey questions lack differentiation for the different survey participants. An issue was raised regarding which organization provides consent for an MIT research from January 2026 when the two institutions are merged.
To be Noted

9. FORM C APPLICATIONS

Application for Ethical Approval for a Research Component of a Teaching Programme
N/A

10. MATTERS ARISING FROM PREVIOUS APPLICATIONS

2024-1029 **Rangiwai**
Amendment-inclusion of research assistant/intern Request
Tony Gomwe (Eric Boamah)
Approved 9/12/25

2025-1008 **Rangiwai**
Amendment-extension Request
Annabel Pretty
Approved 16/12/25

11. CORRESPONDENCE - OTHER BUSINESS

11.1 The Chair closed the meeting by taking the time to thank all members individually for their contribution to this year's committee work, speaking to each member's strengths with particular mention to the previous UREC Chair Dr Nigel Adams for the continuous support and those guests contribution to the committee's capacity building.

12. Any Other Matters

12.1 **New UREC Data Storage Vault – Coming 2026**: To strengthen data security and compliance, UREC is introducing a dedicated **Data Storage Vault** within the UREC SharePoint. This secure repository will allow researchers to submit all research-related data, including consent forms, for permanent safe storage. Why this matters: **Enhanced security:** OneDrive and local hard drives are not considered secure for long-term storage; **Centralized access:** Ensures UREC can maintain ethical oversight and meet institutional requirements; **Permanent retention:** Protects sensitive data and supports future audits or inquiries. **How to use:** The Vault link will be available at the top of the Unitec Research Ethics Committee SharePoint page; Detailed instructions will be provided closer to activation in 2026.

12.2 Evidence-Based Reflective Review Response / Unitec Research Ethics Committee - Te Komite Tikanga Matatika (UREC) (see attached document)

12.3 Update on Online Submission Forms
IT is in the process of obtaining a Power Automate licence to streamline application handling. This will enable automation of key steps, including generating documents, assigning unique application numbers, and sending confirmation emails to applicants. Additional automation features will be introduced to further improve efficiency.

12.4 Reading resource on applied research ethics- Peter Singer: Changing Lives Through Practical Ethics https://www.linkedin.com/pulse/peter-singer-changing-lives-through-practical-ethics-unesco-vzqle/

CLOSING KARAKIA
Ka wehe atu tātou
I raro i terangimārie
Te harikoa Me temanawanui
Haumi ē! Hui ē! Taikiē!

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

DATE OF THE NEXT MEETING:
Feb1 8 2026
Venue: MS TEA

minutes

Unitec Research Ethics Committee
Te Komiti Tikanga Matatika

Topic: UREC February
Time: February 18, 2025 02:00 PM Auckland
Location: MT

Chair: Eric Boamah
Deputy Co-Chair: Daisy Bentley-Gray & Hinewaimarama Reihana-White
UREC Administrator: Evangelia Papoutsaki

Join MT Meeting

KARAKIA TIMATANGA | OPENING KARAKIA

Manawa mai te mauri nuku	Embrace the power of the earth
Manawa mai te mauri rangi	Embrace the power of the sky
Ko te mauri kei au	The power I have
he mauri tipua	Is mystical
Ka pakaru mai te pō	And shatters all darkness
Tau mai te mauri	Cometh the light
Haumi e, hui e, taiki e!	Join it, gather it, it is done!

1. **WELCOME and WHAKAWHANAUNGATANGA**

2. **APOLOGIES**
Lian Wu, Diane Tamati, student rep

3. **CELEBRATIONS AND ACKNOWLEDGEMENTS**
Family celebrations of graduations, entry to university and weddings

4. **CONFLICTS OF INTEREST**
2026-1003 Brooks/Annabel Pretty: supervisor

5. **MINUTES OF PREVIOUS MEETING**
That the Committee approves the minutes of the meeting held on December 2025 as a true and accurate record.
First: Caralyn Kemp
Second: Daisy Bentley-Gray

6. **CURRENT APPLICATIONS A**

2026-1002_MIT **Wong**
A Comparative Study of Vocational Education Pathways for Neurodiverse Degree Students in Japan and New Zealand: Contextually Relevant Transitions from Education to the Workforce
Lian Wu (D. Tamati, D. Bentley-Gray)
Notes: some technical aspects needing clarification resulting from the merging of the institutions
To be Ratified

2026-1003 **Brooks**
Decolonise – Deconstruct: Exploring Decolonisation Through Deconstruction
Hinewai Reihana-White (D. Tamati, T. Gomwe)
Notes: thorough and well put together application; length of time of data storage; useful to have the student's full research proposal which provided additional information regarding social and cultural responsiveness.
To be Ratified

7. **PREVIOUS APPLICATIONS A**

2025-1060 **Heke**
Ngā Pou Māreikura – exploring how the experience and embodiment of Oranga-tiratanga with kōhine Māori can inform pastoral and educational thriving at Hobsonville Point High School.
Hinewaimarama Reihana-White
Ratified

2025-1059 **Bandara**
Understanding Labour Conditions and Worker Well-being in the Sri Lankan Garment and Apparel Sector
Lian Wu (E. Boamah, D. Tamaki)
To be Ratified

2025-1058 **Lapu'aho**

An investigation into the lived experiences of Pacific families accessing and participating in Early Childhood Education and what culturally responsive strategies can improve engagement?

Daisy Bentley-Gray (L. Wu, K. Rajendra)

Notes: no updates, PR has followed up with principal supervisor.

To be Ratified

2025-1054 **Toleafoa**

O le Ala i le Manuia, o le Tautua

Daisy Bentley-Gray (A. Pretty, K. Rajendra)

Notes: no revised application was submitted to the PR; if not response is received by March, it will be taken off the agenda

To be Ratified

2025-1039 **Kearns**

AB Testing of Te Noho Kotahitanga peer review tool in a postgraduate Design Thinking Course.

Hinewaimarama Reihana-White (D. Tamati, D. Bentley-Gray)

Notes: concerns of compulsory nature of the survey, clarification regarding opting out; no response from applicant; to be taken off the agenda if no response is received by March

To be Ratified

2025-1045 **Wessels**

Exploring financial literacy: a pilot study with first year akonga

Caralyn Kemp (D. Brentley-Gray, T. Gomwe)

Notes: lack of response on recommendations; to be taken off the agenda in no response is received by March

To be Ratified

8. FORM B APPLICATIONS FOR NOTING

2025-1056 **Rutherford**

The AI agent will see you now: Exploring the use of Cogniti AI Agent in communication training in veterinary nursing tertiary education

Caralyn Kemp

Notes: no response from applicant; there is a possibility for this application to be resubmitted with major changes

To be Noted

2025-1057_MIT Qureshi

Exploring the students' and lecturers' perceptions toward the use of GenAI tool for students' learning, assessment outcomes, and teaching practices within the New Zealand Polytechnic Context.

Tony Gomwe

Notes: issues resulting from the merging of the institutions

To be Noted

2026-1004 **Rangiwai**

Scoping and Kaupapa Māori Grounding for ADHD Research Among Māori Adults

Notes: no information on the specific nature or methodologies involved in this project which makes it difficult to access the ethical risks. The PR reader to meet with the applicant to seek clarification.
Eric Boamah
To be Noted

9. FORM C APPLICATIONS

Application for Ethical Approval for a Research Component of a Teaching Programme

2026-1001_MIT Wong
Te mahere rangahau Active Research | 750.726. 60 Credits
Lian Wu (K. Rajendra, A. Pretty)
To be Noted

10. MATTERS ARISING FROM PREVIOUS APPLICATIONS

2025-1008 Rangiwai
Request for amendment
Annabel Pretty
Approved

11. CORRESPONDENCE - OTHER BUSINESS

11.1 Action and updates arising from the 3 December Joint Academic Committee meeting

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 future planning. The Chair noted that this expectation will be incorporated into UREC's governance settings.
The following action was agreed and will be included in the Action Register for the February Academic Committee meeting:

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

UREC Deputy Chairs invited to attend the MITU Academic Committee

Update of UREC Terms of Reference
The updated ToR for UREC sub-committees will be presented at the second Academic Committee in February by Rosanne Ellis.
Comments: There is an expectation among members that MITUREC should prepare the committee's ToR, as other committees do; additional comments were made regarding the wording and expectations regarding Pacific and Māori roles; people with disability representation (as per HRC requirements); and length of service and size of committee.

ACTION: Deputy Chair to raise these issues with the AC

MIT/Unitec merger context
As part of merger, temporary logos & templates are being used for all Policies, Procedures, Guidelines. These are interim as we work through transition, with final approval and review of all polices scheduled for later in 2026.

Committee new name: MITUREC

Suggested by the Ethics Chair: regarding the campuses, name specific names of each campus applicants may be working from, rather than using a general term like "South Auckland" (unless that is the official campus name).

ACTION Deputy Chair attending AC to seek advice on this matter

12. Any Other Matters

12.1 New UREC Data Storage Vault

12.1.1 Communication with instructions sent to supervisors and research leaders

12.1.2 Adjusting forms content regarding storage, sample revised section 38 (suggested by Helen Gremillion)

38. Outline how and where:
i) The data will be stored;

Shorter-term, on the hard drive of the researcher's password-protected electronic device; longer-term, in UREC's secure ethics research data vault.

ii) Consent Forms will be stored*;*
(Note that Consent Forms should be stored separately from data. UREC expects Consent Forms to be stored on site at Unitec)
These instructions in brackets may be out of date, given the new ethics research data vault procedures

To ensure participant confidentiality and data security:
- Signed hard copies of consent forms will be scanned and electronically saved in UREC's secure ethics research data vault.
- Original hard copies will be destroyed after scanning, using secure document destruction procedures.

ii) Who will have access to the data/Consent Forms?
Only the researcher and the project's supervisors; and, once documents are stored in UREC's secure ethics research data vault, the UREC Administrator and the designated back-end IMS data management staff member.

iv) How will the data/Consent Forms be protected from unauthorised access?
Password protection

12.2 Byron Rangiwai's proposal for a Māori umbrella ethics program (see attached document) **Comments**: Members discussed the proposal and the associated ethical risks, and recommended retaining authority over ethics approvals to ensure institution-wide compliance.

12.3 Update on online submission form progress: funding needed for monthly licence

12.4 Daisy Bentley-Gray informed the committee about the Pacific AI agent created by her team and has offered to share this with the members in the March meeting

CLOSING KARAKIA
Ka wehe atu tātou
I raro i terangimārie
Te harikoa Me temanawanui
Haumi ē! Hui ē! Taikiē!

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

DATE OF THE NEXT MEETING:
March 18 2026
Venue: MS TEA

Academic Committee and Subcommittees

2026 Meeting Schedule (Chronological Order)

Date	Committee	Meeting Type
23-Jan-26	Academic Committee	Special Meeting
3-Feb-26	Academic Committee	Ordinary Meeting
10-Feb-26	MAAC	
12-Feb-26	AAC	
18-Feb-26	AQC	
18-Feb-26	REC	
20-Feb-26	AAC	
4-Mar-26	Academic Committee	
10-Mar-26	MAAC	
10-Mar-26	PRSC	
11-Mar-26	AAC	
12-Mar-26	RC	
18-Mar-26	AQC	
18-Mar-26	REC	
25-Mar-26	AAC	
2-Apr-26	Academic Committee	
7-Apr-26	MAAC	
8-Apr-26	AAC	
8-Apr-26	PRSC	
9-Apr-26	RC	
15-Apr-26	AQC	
15-Apr-26	AAC	
15-Apr-26	REC	
22-Apr-26	AAC	
22-Apr-26	IAAC	
23-Apr-26	PAOC	
6-May-26	Academic Committee	
11-May-26	MAAC	
12-May-26	PRSC	
13-May-26	AAC	
14-May-26	RC	
20-May-26	AQC	
20-May-26	AAC	
20-May-26	REC	
27-May-26	AAC	
2-Jun-26	MAAC	
3-Jun-26	Academic Committee	
9-Jun-26	PRSC	
10-Jun-26	AAC	
11-Jun-26	RC	
17-Jun-26	AQC	
17-Jun-26	AAC	
17-Jun-26	IAAC	
17-Jun-26	REC	

18-Jun-26	PAOC	
24-Jun-26	AAC	
30-Jun-26	MAAC	
1-Jul-26	Academic Committee	
7-Jul-26	PRSC	
8-Jul-26	AAC	
9-Jul-26	RC	
15-Jul-26	AQC	
15-Jul-26	REC	
22-Jul-26	AAC	
5-Aug-26	Academic Committee	
11-Aug-26	PRSC	
12-Aug-26	AAC	
13-Aug-26	RC	
18-Aug-26	AQC	
19-Aug-26	AAC	
19-Aug-26	REC	
19-Aug-26	IAAC	
20-Aug-26	PAOC	
26-Aug-26	AAC	
2-Sep-26	Academic Committee	
8-Sep-26	MAAC	
8-Sep-26	PRSC	
9-Sep-26	AAC	
10-Sep-26	RC	
16-Sep-26	AQC	
16-Sep-26	REC	
23-Sep-26	AAC	
30-Sep-26	AAC	
6-Oct-26	Academic Committee	
6-Oct-26	PRSC	
7-Oct-26	MAAC	
8-Oct-26	RC	
14-Oct-26	AAC	
14-Oct-26	REC	
21-Oct-26	AQC	
21-Oct-26	IAAC	
28-Oct-26	AAC	
29-Oct-26	PAOC	
3-Nov-26	MAAC	
4-Nov-26	Academic Committee	
10-Nov-26	PRSC	
11-Nov-26	AAC	
12-Nov-26	RC	
18-Nov-26	AQC	
18-Nov-26	REC	
25-Nov-26	AAC	
1-Dec-26	MAAC	
2-Dec-26	Academic Committee	
8-Dec-26	PRSC	

9-Dec-26	AQC	
9-Dec-26	AAC	
16-Dec-26	AAC	
16-Dec-26	REC	

Abbreviations

AC – Academic Committee
AAC – Academic Approvals Committee
AQC – Academic Quality Committee
IAAC - International Academic Advisory Committee
MAAC – Māori Academic Advisory Committee
PRSC – PostGraduate Research and Scholarships Committee
PAOC – Programme Advisory Oversight Committee
RC – Research Committee
REC – Research Ethics Committee