

Te Ohu Whakahaere Rangahau Research and Postgraduate - 17 July 2024



17 July 2024 09:30 AM - 11:30 AM

Agenda Topic	Presenter	Time	Page
Karakia Timatanga			3
1. Administration		09:30 AM-09:35 AM	5
1.1 Welcome and apologies			
1.2 Te ohu whakahaere membership			5
1.3 Workplan 2024			6
1.4 Register of Interests			7
1.5 Minutes of meeting held on 21 May 2024			9
RECOMMENDATION: THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate approve, as a true and accurate record, the minutes of a meeting of Te Ohu Whakahaere Rangahau, Research and Postgraduate held 21 May 2024.			
2. Te Matarau Whānui	J. Smiler, Pounuku Rangahau Rangahau and Research Director	09:35 AM-09:40 AM	
Verbal update on progress of Te Matarau Whānui as resource for Te Pūkenga network.			
3. Update from Te Poari Akoranga hui - open portion		09:40 AM-09:45 AM	12
3.1 24 May 2024 hui			12
RECOMMENDATION: THAT Te Ohu Whakahaere Rangahau Research and Postgraduate: a) Receive the report titled '24 May 2024 Te Poari Akoranga hui'; b) Notes the approval to cancel the 'Manaaki Kararehe o Te Pūkenga Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua Ministry for Primary Industries.			

3.2	18 June 2024 hui	F. Beals and A. Gillies, co-chairs and J. Smiler, Pounuku Rangahau	14
-----	----------------------------------	--	----

RECOMMENDATION:

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate:

- a) Receive the report titled '18 June 2024 Te Poari Akoranga hui – open portion';
- b) Notes that Te Poari Akoranga approved the sub-delegations within Te Poari Akoranga's existing delegations as listed in the meeting summary;
- c) Notes the resignation of member Glynnis Brook; and
- d) Notes that Te Poari Akoranga approved the Academic Integrity Policy and its immediate release to Te Pūkenga network.

4.	Resolution to exclude the public		30
----	--	--	----

That the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter as outlined in the agenda.

5.	Administration	09:45 AM-09:50 AM	31
	5.1 Actions		31
6.	Research Productivity and Compliance Risk Assessment Tool	J. Smiler, Pounuku Rangahau 09:50 AM-10:20 AM	32

RECOMMENDATION:

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate:

- a) Receives the report titled 'Programme level reporting of 2023 SPE data and Compliance Risk Assessment Tool';
- b) Discuss the compliance and performance standard risk for business divisions and ako networks; and
- c) Reports its recommendations and suggested outcomes for compliance and performance standard risk of Level 7 degree and above programmes to Te Poari Akoranga.

7.	Update from Te Poari Akoranga hui - public excluded	10:20 AM-10:25 AM	34
----	---	-------------------	----

RECOMMENDATION:

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate receives the report titled '18 June 2024 Te Poari Akoranga hui - public excluded portion'.

	Karakia whakakapi		36
--	-----------------------------------	--	----

Next meeting

9:30am, Thursday 12 September

Karakia tīmatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.

I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.

May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.

It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia tīmatanga Opening incantation

**Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!**

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.

Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.

With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawē atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.

May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Delegations from Te Poari Akoranga to Te Ohu Whakahaere Rangahau Research and Postgraduate

All delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. The below table shows the delegations from Council to Te Poari Akoranga.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	To conduct research, with a focus on applied and technological research (section 315 of the Act). Teaching and learning is supported by research, evidence, and best practice (Charter, Schedule 13 of the Act)	Yes	<p>Te Ohu Whakahaere Rangahau Research and Postgraduate to review and monitor:</p> <ul style="list-style-type: none"> a. the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research. b. rangahau and research capacity and capability across Te Pūkenga c. the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions. <p>Local Academic Committees approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.</p>

Te Ohu Whakahaere Rangahau, Research and Postgraduate

Name	Role	Meeting dates
Fiona Beals	Co-Chair	Thurs 21 March
Annemarie Gillies	Co-Chair	Thurs 9 May
Christine Cheyne	Member	Tues, 21 May
Tepora Emery	Member	Wed 17 July
Allen Hill	Member	Thurs 12 September
Suzanne Miller	Member	Wed 13 November
Louise Rummel	Member	
Waireti Roestenburg	Member	
Michael Shone	Member	
John Stansfield	Member	
Jamie Smiler	Member	

Te Ohu Whakahaere Rangahau Research and Postgraduate - 17 July 2024 - Administration

Te Ohu Whakahaere Rangahau Research and Postgraduate	bi-monthly	Thurs 7 Mar		Thurs 9 May	Tues 21 May	Wed 17 July		Thur 12 Sept		Wed 13 Nov
Te Ohu Whakahaere Terms of Reference review										
Develop/Review workplan for 2024										
Review Rangahau Research portion of Bachelor of Midwifery										
Report on SPE for 2024 are same as what was in for 2023 in relation to research										
Review Te Matarau Whānui and work on next steps										
Review annual reports from committees at regional level for review at July hui - <i>Research Productivity and Compliance Risk Assessment Tool</i>										
2025 meeting dates										
Self assessment for 2024										



Te Ohu Whakahaere Rangahau, Research and Postgraduate Register of Interests

As at 8 July 2024

Name	Interest	Nature of Interest
Fiona Beals Co-Chair	Te Pūkenga Committee	Representative to Te Poari Akoranga.
	Whitireia and WelTec	Employee
	Ara Taiohi	Member
Annemarie Gillies Co-Chair		
Christine Cheyne	Toi Ohomai Institute of Technology	Faculty Research Co-ordinator
Tepora Emery		
Dr. Allen Hill Member	Ara Institute of Canterbury	Head of Department: Humanities
Suzanne Miller Member	Otago Polytechnic	<ul style="list-style-type: none"> - Postgraduate Programmes Leader - School of Midwifery - Midwifery Research and Postgraduate Committee - Midwifery Research Ethics Committee - (Cat. B accreditation) - member - Otago Polytechnic Research and Postgraduate Committee - Te Kāhui Akoranga member - Otago Polytechnic Professoriate - member
	Te Kāreti o ngā Kaiwhakawanau ki Aotearoa - New Zealand College of Midwives	Member
Louise Rummel Member	Manukau Institute of Technology	<ul style="list-style-type: none"> - Staff member - member of research committee (subcommittee to Academic Board)
Waireti Roestenburg	Open Polytechnic	<ul style="list-style-type: none"> - Principal Academic - Research Committee member

Member		Ethics committee member
	Te Kāhui Ahorangi	Member
Michael Shone Member	Ara Institute of Canterbury	<ul style="list-style-type: none"> - Head of Department: Applied Sciences and Social Practice - Director Research, Scholarships and Postgraduate Studies
John Stansfield Member	NorthTec	Pathways Manager
	Island Waste Collective Ltd	Chair of Board
	The CleanStream Charitable Trust	Chair of Board
	The Northern Drivers Charitable Trust	Trustee, with Investment Portfolio
	Orapiu Grove Farm	Financial partner
Jamie Smiler Member	Te Pūkenga	Pounuku Rangahau Director of Research



Minutes for Te Ohu Whakahaere Rangahau Research and Postgraduate - 21 May 2024

21/05/2024 | 09:30 AM - Auckland, Wellington New Zealand Standard Time

Online via Microsoft Teams

Attendees (8)

Fiona Beals; Annemarie Gillies; Allen Hill; Jamie Smiler; Michael Shone; Suzanne Miller; Waireti Roestenburg.

Apologies: Tepora Emery, Louise Rummel and Christine Cheyne.

Absent: John Stansfield

In attendance: Louise Courtney (Governance Advisor)

Karakia Tīmatanga

The hui | meeting opened with karakia lead by A. Gillies at 9:31am.

1. Administration

1.1 Welcome and apologies

Apologies were received and accepted from T. Emery, L. Rummel and C. Cheyne for absence.

1.2 Te ohu whakahaere membership

The ohu membership was noted.

1.4 Action List

Actions that can now be closed:

- Letter to Natalie Warren; and
- Email to Transition Leadership Team.

1.5 Register of Interests

The Register of Interests was noted.

2. Statement of Performance Expectations 2023 data

Te Ohu discussed the results of the statement of performance expectations produced for 2023 as a means of identifying a baseline with which to measure future performance outcomes and any possible risks or gaps in research activity across Te Pūkenga network. This would allow an opportunity to put forward recommendations to support growth in research and research outputs.

Te Ohu noted that the data was a measure of kaimahi research activity and did not account for programme research activity and compliance. It also noted that the lack of communication on the



operationalisation of the performance expectations meant they were not aligned to business division key performance indicators resulting in inconsistent reporting of research activities and outputs.

Te Ohu agreed that a reporting template would help with rectifying the issues raised and ensure consistent reporting of research outputs from across Te Pūkenga, and to share the report with the regional executive leads in case they were not aware of the data it provided.

RESOLVED: (A. Hill / M. Shone)

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate:

- a. Receive the report titled 'Statement of Performance Expectations report for 2023'; and*
- b. Create business division report template; and*
- c. Share with performance expectations report with regional executive leads.*

CARRIED

ACTION: create reporting template for research and programme level research outputs. (Assignee(s): Fiona Beals, Annemarie Gillies, Jamie Smiler; Due Date: 18/06/2024)

ACTION: Share performance expectations report with regional executive leads to share with their own research networks. (Assignee(s): Jamie Smiler; Due Date: 18/06/2024)

3. Te Matarau Whānui

Te Ohu discussed how to ensure the principles of Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research (Framework) could be captured as a resource for Te Pūkenga network (network).

While Te Ohu noted the lack of network wide consultation when the Framework was initially developed, it agreed that the principles within it were worth making available to the network to support rangahau and research activities.

Te Ohu discussed the benefits of inviting the Rangahau Research Forum to redevelop the framework for release to the network:

- ensuring perspectives were drawn from a wide representation of the network.
- business division socialisation.
- ability to simplify and remove mandating elements.
- ability to be explicit about representation for redevelopment.

RESOLVED: (F. Beals / W. Roestenburg)

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate:

- a. Receive the report titled 'Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research next steps'; and*



b. Invite Rangahau Research Forum to redevelop Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research as a simpler framework that can be operationalised in the future structure of vocational education.

CARRIED

ACTION: Follow up with Megan Alderice due to her original involvement in the development of Te Matarau Whānui. (Assignee(s): Pounuku Rangahau; Due Date: None)

ACTION: Invite Rangahau Research forum to pick up redevelopment of framework, including sharing it with their networks for feedback. (Assignee(s): Pounuku Rangahau; Due Date: None)

4. Update from Te Poari Akoranga hui - open portion

RESOLVED: (S. Miller / M. Shone)

THAT Te Ohu Whakahaere Rangahau, Research and Postgraduate receives the updates titled '29 April 2024 Te Poari Akoranga hui - open portion' and '29 April 2024 Te Poari Akoranga hui - public excluded portion'.

CARRIED

Karakia Whakamutunga

The hui | meeting closed with karakia lead by A. Gillies at 10:53am.



Pūrongo Te Ohu Whakahaere Rangahau Research and Postgraduate Subcommittee Report Rangahau Research and Postgraduate

17 July 2024

Title	24 May 2024 Te Poari Akoranga hui
Provided by	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Rangahau Research and Postgraduate:

a.	Receives the report titled '24 May 2024 Te Poari Akoranga hui'; and
b.	Notes the approval to cancel the 'Manaaki Kararehe o Te Pūkenga Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua Ministry for Primary Industries.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 24 May 2024 online via Microsoft Teams. Linda Aumua, Te Urikore Biddle, and Di Lithgow provided apologies for the meeting.

The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Academic Delegations Register

The Academic Delegations working group presented an updated draft academic delegations register to Te Poari for feedback. Further changes are required because of feedback provided by Te Poari so this will be approved at a future meeting.

Academic Integrity Policy and Guidelines

Te Poari discussed the Academic Integrity Policy and Guidelines, and further changes are required to incorporate the feedback provided about:

- Referencing statements about use of artificial intelligence;
- Clarification on keeping records of unproven misconduct; and
- How the policy could be used for Work Based Learning providers.

The updated policy and guidelines will be approved at a future meeting.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari Akoranga received reports from ngā ohu whakahaere and approved the cancellation of the 'Manaaki Kararehe o Te Pūkenga | Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua | Ministry for Primary Industries.



Te Poari also noted that:

- Te Ohu Whakahaere Academic Quality discussed and provided feedback on the Academic Integrity Policy and Guidelines to be distributed across the Te Pūkenga network.
- Te Ohu Whakahaere Approvals raised the importance allowing time to review and provide feedback on the unified programmes.
- Te Ohu Whakahaere Rangahau Research and Postgraduate noted the resignation of member Jonathan Sibley and discussed how to better communicate the targets in the Statement of Performance Expectations to the network to ensure targets were better reported.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 24 May 2024 hui – open portion](#)



Pūrongo Te Ohu Whakahaere Rangahau Research and Postgraduate Subcommittee Report Rangahau Research and Postgraduate

17 July 2024

Title	18 June 2024 Te Poari Akoranga hui – open portion
Provided by	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Ngā Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Rangahau Research and Postgraduate:

a)	Receive the report titled ‘18 June 2024 Te Poari Akoranga hui – open portion’;
b)	Notes that Te Poari Akoranga approved the sub-delegations within Te Poari Akoranga’s existing delegations as listed in the meeting summary;
c)	Notes the resignation of member Glynnis Brook;
d)	Notes that Te Poari Akoranga approved the Academic Integrity Policy and its immediate release to Te Pūkenga network.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 18 June 2024 online via Microsoft Teams. Di Lithgow provided an apology for absence, and Paora Ammunson and Te Urikore Biddle for early departure for the meeting. Glynnis Brook tendered her resignation from Te Poari.

The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Academic Delegations Register

Te Poari Akoranga approved the following sub-delegations:

- Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes, and approve to seek approval/accreditation of new Level 1-6 programmes by external bodies (Section 2)
- Local academic committees to approve variations to an individual learner’s course/programme of study outside programme regulations (Section 3)
- Te Ohu Whakahaere Academic Quality to set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes (Section 4)
- Co-Chairs of Te Ohu Whakahaere Academic Quality, approval of minor changes to academic procedures, within academic policy (Section 4)



- Local Academic Committees to approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations (Section 5)
- Te Ohu Whakahaere Rangahau, Research and Postgraduate to set and promote quality standards for research (Section 6)
- Local Academic Committees to approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension (Section 6).

Te Poari Akoranga recommended to that Council approve the following sub-delegations:

- the creation of a new schedule, Schedule D: Delegations from Te Poari Akoranga, in the Standing Delegations Register and captures the sub-delegations outlined in this report;
- the addition of a row in Schedule A – A1: Council Delegations to Te Poari Akoranga for Appeals with sub-delegation limited to ohu whakahaere. Notes that should Council approve this recommendation, the intention is to sub-delegate Appeals to Te Ohu Whakahaere Appeals; and
- the removal of “limited to ohu whakahaere” in Schedule A – A1: Council Delegations to Te Poari Akoranga, Section 2. Notes that should Council approve this recommendation, the intention is to sub-delegate to Local Academic Committees to review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.

Academic Integrity Policy and Guidelines

Te Poari approved the Academic Integrity Policy subject to incorporation of its feedback and recommended that the guidelines be provided to the Educational Quality Forum (EQF) for further feedback before being distributed through their networks.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari received reports from ngā ohu whakahaere and requested that Te Ohu Whakahaere Ako members be provided further clarity on the disestablishment of that ohu. Te Poari also suggested that members be connected with the Teaching and Learning to support the work currently being undertaken there and that the Generative AI Principles Framework be forwarded to the EQF to progress.

Te Poari noted that Te Ohu Whakahaere Approvals approved:

- 4825 New Zealand Certificate in Equine Racing (Assistant Trainer) (Level 4) to be submitted to the New Zealand Qualifications Authority subject to incorporation of feedback from Te Ohu Whakahaere Approvals.
- Type 2 changes to the 3563 New Zealand Certificate in Exercise (Level 4).

Science Systems Advisory Group and University Advisory Group submissions

Te Poari acknowledged the work undertaken to collate, facilitate and lodge submissions on both the Science Systems and University Advisory Groups. It was noted that more resourcing and support would be required for phase two of the consultation process.



Bachelor of Midwifery

Te Poari discussed this item in its public excluded session but resolved to include the decision in the open minutes. It approved the Bachelor of Midwifery (Level 7) for submission to the New Zealand Qualifications Authority subject to incorporation of feedback provided by Te Poari.

Bachelor of Nursing Māori

Te Poari discussed this item in its public excluded session but resolved to include the decision in the open minutes. It provided feedback on the Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) programme documents and approved Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) for submission to the New Zealand Qualifications Authority and the Nursing Council of New Zealand for approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals and Te Poari Akoranga.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 18 June 2024 hui – open portion](#)

Appendix 2: Draft Academic Delegations Register

Appendix 3: Science Systems Advisory Group – Phase 1 consultation

Appendix 4: University Advisory Group – Phase 1 consultation

Te Poari Akoranga o Te Pūkenga

Delegations Register



Delegations to Te Poari Akoranga

Schedule A - A1: Council Delegations to Te Poari Akoranga

All delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. The below table shows the delegations from Council to Te Poari Akoranga.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
1.	Academic Policies, procedures and framework	To determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters.	Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the organisation to ensure the goals of Te Pūkenga, as set by Council having regard to the Charter and Minister's expectations, are met and continuous improvement is achieved and sustained.	No	
2.	Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.	Provide and facilitate strategic direction and thought leadership on a range of education matters, including innovation, teaching and learning, and applied research and scholarship, with oversight of funding allocation, planning and ethics	Yes	Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes. Local Academic Committees to review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.
3.	Courses/ Programmes of Study (including work-based learning)	To approve variations to an individual learner's course/programme of study outside programme regulations.	Provide assurance and confidence: a. of the effectiveness of teaching, learning and research within the organisation with a focus on outcomes. b. that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers.	Yes	This delegation is sub-delegated to Local Academic Committees in its entirety.
4.	Quality Assurance	To set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes.	As above	Yes	Te Ohu Whakahaere Academic Quality Co-Chairs of Te Ohu Whakahaere Academic Quality to approve minor changes to academic procedures, within academic policy.
5.	Assessment	To approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	Yes	This delegation is sub-delegated to Local Academic Committees in its entirety.
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	To conduct research, with a focus on applied and technological research (section 315 of the Act). Teaching and learning is supported by research, evidence, and best practice (Charter, Schedule 13 of the Act)	Yes	Te Ohu Whakahaere Rangahau Research and Postgraduate to review and monitor: a. the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research. b. rangahau and research capacity and capability across Te Pūkenga c. the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions. Local Academic Committees approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
	Appeals		<i>(a) receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); (b) support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and (c) if necessary, make recommendations about policies, procedures, or the provision of services.</i>	Yes Limited to ohu whakahaere	Te Ohu Whakahaere Appeals
7.	Ohu whakahaere: Sub-Committees	To establish any ohu whakahaere (sub- committees) as are deemed necessary for the efficient and effective operation of Te Poari Akoranga and to make appointments to the same.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	No	
8.	Incidental	To do anything incidental to the exercise of any of the powers or functions delegated by the Council to the Academic Board.	The Council delegates to Te Poari Akoranga "matters relating to work-based learning, courses of study or training, awards, and other academic matters", to "exercise powers delegated to it by the council." (Section 324 (2) of the Act)	No	

In line with the powers to sub-delegate in the table above, from time to time, Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. In doing so, it requires:

- i) Any policies related to the responsibilities are approved by Te Poari Akoranga;
- ii) Minor changes to academic procedures, within academic policy, are sub-delegated to the Chair, Ohu Whakahaere Academic Quality;
- iii) Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through reporting template.

All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.



Pūrongo Te Poari Akoranga | The Academic Board report

18 June 2024

Title	Science Systems and University Advisory Group submissions
Provided by	Fiona Beals and Annemarie Gillies, Co-Chairs Te Ohu Whakahaere Rangahau Research and Postgraduate and Jamie Smiler, Pounuku Rangahau
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Poari Akoranga:

a.	Receives the report titled ‘Science Systems and University Advisory Group submissions’;
----	---

Te Tāhuhu Kōrero | Background

Te Poari Akoranga, at its meeting of 28 March 2024, discussed government’s announcement of the formation of the Science Systems and University Advisory Groups, with concerns raised at the lack of representation from the vocational education sector.

As a result of that discussion, actions were agreed to including sending an email to the Executive Leadership Team (ELT) to ensure Te Pūkenga’s voice in the consultation, process and forming a working group, that included the co-chairs from Te Ohu Whakahaere Rangahau Research and Postgraduate (TOW RPPG), to draft a response on the proposed advisory groups.

At its meeting of 9 May 2024, TOW RPPG also discussed the advisory groups and supported the co-chairs sending an email to the ELT recommending they raise these concerns with the Minister of Tertiary Education and Skills (Minister).

On Monday 13 May, an email was sent from the co-chairs of TOW RPPG to the ELT. The email raise the concerns of TOW RPPG about the exclusion of Te Pūkenga from the advisory groups’ terms of reference considering the “quantum of teaching and provision the Level 7+ teaching space is significant for Te Pūkenga.”

Te Pounuku Rangahau | Director Rangahau and Research collaborated and collated with kaimahi on submissions to Science Systems and University Advisory Groups. Both have been submitted as part of the consultation process for each advisory group and are available in the appendices for members’ information.

Ngā Tāpiritanga | Appendices

Appendix 1: Te Pūkenga submission to the Science Systems Advisory Group consultation

Appendix 2: Te Pūkenga submission to the University Advisory Group consultation



Level 2, Wintec House
Cnr Anglesea and Nisbet St.
Hamilton 3204

0800 86 22 84
info@tepūkenga.ac.nz
tepūkenga.ac.nz

Attention: The Science System Advisory Group
17 May 2024

Subject: Science System Advisory Group – Phase 1 Consultation

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu pūnaha pūtaiao, e mihi kau ana ki a koutou.

Ko wai mātou | Who are we?

Te Pūkenga is Aotearoa New Zealand's largest provider of tertiary education and training, with a network of business divisions spanning all geographical regions, including online.

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional iwi, hapū, hapori, communities and industry.

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We actively participate in all the major funding streams offered and administered by the Ministry of Business, Innovation and Employment, The Royal Society, the Health Research Council, iwi, community groups, industry and so on.
- Our involvement is a testament to our commitment to advancing Aotearoa New Zealand by contributing to science, research and innovation in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that can contribute to a more impactful science, innovation and technology system for Aotearoa New Zealand.

Te whakautu ki te pātai tuatahi | Response to question 1

The future publicly supported science, innovation and technology system for Aotearoa New Zealand should be inclusive and seek settings that enable all actors within it to maximise the contributions they make to a thriving Aotearoa New Zealand. As a country we are too small to fragment resources through competition and the Science System should be organised in a way that encourages and allows for all actors to work together and make impactful contributions based on their distinctive competencies and what they do well.

The system must allow actors to contribute in a way that leverages their strengths in cooperation with other actors and allows for the costs and infrastructure required to do science to be shared. There is no sense in duplication of costly underutilised science infrastructure.

We support the direction that Te Ara Paerangi established and want to see greater support for New and Emerging Researchers as well as Māori and Pacific researchers and worldviews. We see the priorities of embedding Te Tiriti o Waitangi, valuing people and system agility as positive policy settings for the system that will lead to a science, innovation and technology system capable of lifting productivity and being able to support researchers and scientists to address the challenges that Aotearoa New Zealand needs the support of the scientific community to address.

Additionally, research, with a focus on applied and technological research, is a [legislated function](#) of Te Pūkenga. We want to see a system that better recognises and celebrates the contributions and importance of applied and technological research, particularly from the vocational education and training sector.

We also want to see a broader definition of “science” to ensure a more inclusive system. The social sciences and mātauranga Māori, amongst other research areas, are typically not as well funded as “hard sciences” but their ability to create scientific innovations that allow Aotearoa New Zealand to respond to its social and environmental challenges are significant. The definition of science should not be narrowed. It should be inclusive of different epistemological and ontological approaches to knowing and being to leverage to contributions that can be made by the whole science community – the point here is that it should be inclusive so that all who can contribute, do contribute.

Te whakautu ki te pātai tuarua | Response to question 2

The United Nations’ Sustainable Development Goals (SDGs) provide a shared blueprint for prosperity for people and the planet. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

We ask that the Science System Advisory Group incorporate the SDGs into its definition of “prosperity” to ensure the system reduces inequalities and delivers social justice and positive social wealth in addition to material wealth.

The SDGs are important to Pacific people, particularly the goals relating to gender equality, elimination of poverty, climate and environmental crisis and ensuring access to education. We see the SDGs as a tool that could inform science, innovation and technology priorities and strategies for Aotearoa New Zealand and more broadly a Pacific Science strategy that ought to be developed in partnerships with Pacific countries and communities.

We see an opportunity for the system to recognise the legitimacy of indigenous science and knowledge, including mātauranga Māori.

When we decouple “hard science” from what we call “soft science”, including the humanities, we get poorer outcomes. Investment into all types of science, innovation and technology opportunities needs to be made so that we have a full tool kit of knowledge and mātauranga to contribute to the wellbeing and prosperity of the people of Aotearoa New Zealand.

We would also like the Advisory Group to understand the opportunities inherent in the applied and vocational nature of the research conducted at Te Pūkenga, which is informed by direct community and industry interactions. Our research provides practical, implementable, and economically efficient solutions to real-world problems in real-time. We occupy a niche and provide a value proposition that is considerably different from other actors in the system. We are located within every community across Aotearoa New Zealand and

are closely connected with every industry, thus creating an opportunity to work within a system of actors to improve the connectivity and responsiveness of the system to industry, communities, whānau, hapū and iwi.

We believe the current science system does not maximise the contribution that can be made by different actors. It is designed to support researchers within universities and Crown Research Institutes with little consideration or recognition given to the contributions that other actors, such as Te Pūkenga, can, and do make. The system does little to encourage collaborative research practice across institutions and the value, expertise, experience, capability and capacity within Te Pūkenga, (and other actors, eg: wānanga, local government, iwi groups etc) often goes unrealised, and the system reproduces missed opportunities and continues to operate sub-optimally.

We want a science, innovation and technology system that is more equitable. It should be fair to all researchers and there should be a reduction in barriers to accessing and competing for science, innovation and technology system funding.

Te whakautu ki te pātai tuatoru | Response to question 3

Te Pūkenga is uniquely positioned to enhance the system's effectiveness through its applied and technological pedagogy, geographical reach, and connections to communities and industries. Because of our unique perspective, we invite the Advisory Group to provide additional opportunities for Te Pūkenga to inform the development of the new system. The vocational education sector has proven to be a consistent blind spot for those reviewing the science, innovation and technology systems. We would gladly accept an invitation to discuss how the science, innovation and technology system can better leverage the opportunities created by having settings that are more inclusive of Te Pūkenga and our network of business divisions across Aotearoa New Zealand.

We support the thorough, rigorous and inclusive approach undertaken to redefine research in preparation for the PBRF and Quality Evaluation 2026. The definitions given for Research, Rangahau and Pacific Research for QE 2026 are inclusive of the diverse research culture, including the distinctive approaches to scientific and mātauranga research of Aotearoa New Zealand. We strongly suggest the Advisory Group uses them to inform its mahi.

Te whakautu ki te pātai tuawhā | Response to question 4

The Advisory Group should consider priority funding for applied research to better support the science, innovation and technology system. We see this as an area with a strong return on investment with direct and immediate benefits for iwi, hapū, community, and industry.

Te Pūkenga offers a unique, applied and practical research focus. We have strong relationships with iwi, hapū, community, and industry which means we are well-positioned to provide research innovations relevant and helpful to New Zealand communities and industry.

Applied and technological research within Te Pūkenga is unique in that it involves students and community stakeholders, not only as users of the outputs of the research and innovations, but also as participants and researchers, thereby creating a multiplier effect in the outcomes from the investment. Both the output of the research and also the process of producing the science creates a positive externality and human capital development for Aotearoa New Zealand. Involving students and the community in the production process has the added benefit of providing a pathway into research as a career at an earlier age and stage than perhaps other actors may be able to provide.

Rangahau, kaupapa Māori, mātauranga, and Pacific research is inherently able to engage individuals and communities by providing real-time benefits, should that need to be acknowledged and prioritised in the future publicly funded science system. Investment into Māori research priorities should be determined by

whānau, hapū and iwi, with the guidance and support of kairangahau Māori. Funding allocation and decision-making powers ought to be vested with whānau, hapū, iwi and hāpori Māori with funding allocated in a way consistent with Te Tiriti o Waitangi honouring practices aligning with principles of ōritetanga and mana-ōrite.

As an island in the South Pacific, in the heart of Polynesia, the science, innovation and technology system of Aotearoa New Zealand needs to contribute to the well-being of Pacific peoples, both in the Pacific and here in Aotearoa New Zealand. The science, innovation and technology system needs to have an intentional Pacific research strategy and it would benefit from the value of research carried out in the vocational education and training sector, for the reasons already outlined. The vocational education system and Te Pūkenga have close connections with Pacific communities, both here and abroad, and is well-placed to support the science, innovation and technology system needs of these communities. A Pacific research strategy developed in collaboration with Pacific communities would benefit from the relational and scientific expertise within Te Pūkenga and its business divisions and the communities they are located in.

Q7b refers to 'rationalisation'. We interpret this as an intention to reduce resourcing for science and innovation funding. If this is the intention, we strongly oppose it. Any intention to further reduce investment in the science and innovation system would impinge on our ability to compete globally. As a country, we lag behind other comparable countries in our investment into science, innovation and technology, both in real terms, as well as a proportion of GDP. The funding available for research in New Zealand is comparatively small when compared to other OECD countries, and without investment that values innovation, the productivity of Aotearoa New Zealand will fall further behind other countries, resulting in a lower standard of living for the people of Aotearoa New Zealand.

With respect to question 7j, Te Pūkenga wants to see a system with measures that ensure fairness for all researchers and types of research. We expect the science, innovation and technology system to be a more inclusive public funding system that honours Te Tiriti o Waitangi and embeds the principles of ōritetanga and mana-ōrite into the foundation of how it operates.

It should also be designed in a way that maximises the contributions that all actors within the system make. The system should promote collaboration and leverage the distinctive competencies and value propositions of each actor in the system. This would enable all researchers and innovators, regardless of where they work, to fairly and collaboratively work together to support the outcomes the system seeks to achieve, rather than compete on the basis of who can get the largest allocation funding.

We suggest if the Advisory Group wishes to improve research quality, incentives and encouragement that reward interdisciplinary and interinstitutional research need to be integrated into research funding conditions. Researchers in Aotearoa New Zealand tend to work within their discipline areas. As a country, we are already geographically isolated, being so far away from other parts of the world. In other parts of the world, and particularly in Europe, interdisciplinary research is much more common. The Advisory Group may like to look at how Scandinavian researchers collaborate, enabling their countries to attract top talent to work within priority industries.

Te whakautu ki te pātai tuarima | Response to question 5

A lot of work in this area was done in the 2019-2020 PBRF review and later by the Sector Reference Group. This work resulted in a robust quality assurance process for research, which we believe can be applied well to quality assurance processes for the science, innovation and technology systems.

Kōrero whakakapi | Final remarks

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review.

Ngā mihi nui,

Jamie Smiler

Pounuku Rangahau | Director Rangahau and Research



Level 2, Wintec House
Cnr Anglesea and Nisbet St.
Hamilton 3204

0800 86 22 84
info@tepūkenga.ac.nz
tepūkenga.ac.nz

Attention: The University Advisory Group
31 May 2024

Subject: University Advisory Group – Consultation Phase 1

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu mō ngā kura matatini e waru o Aotearoa, e mihi kau ana ki a koutou.

Ko wai mātou | Who are we?

Te Pūkenga is Aotearoa New Zealand’s largest provider of tertiary education and training. We have over 250,000 ākonga, significantly more than all the universities combined with a network of business divisions spanning all geographical regions, including online

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional interests, iwi, hapū, hapori, communities and industry throughout Aotearoa New Zealand.

Of note:

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities. We were the seventh-largest recipient of QE funding ahead of Lincoln University.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We have a commitment to advancing Aotearoa New Zealand as a major contributor towards education, research and scholarship in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry, and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that contribute to a more effective system of tertiary education for Aotearoa New Zealand.

Te whakautu ki te pātai tuatahi | Response to question 1

The primary functions of universities ought to be the delivery of excellent teaching, research and scholarship. However, these functions are not the sole responsibility of universities. Universities sit within a system of tertiary education providers that equally share functional responsibilities for excellent teaching, research and scholarship. Given this, it begs the question, how can the primary functions of the universities be defined if the primary function of the tertiary education system is not clearly defined? Yes, the Tertiary Education Strategy and the National Education and Learning Priorities outline the strategic direction for the Government, but they do not delegate functional responsibility to achieve system optimisation. To answer this question for universities it first needs to be answered for the system, and once this is done, it can be more clearly articulated for universities, vocational education (work and campus-based), wānanga and private providers.

The critical point here is that the functions of the universities need to complement the wider system of tertiary education in Aotearoa New Zealand. Universities are an important actor in a wider system of tertiary education that includes vocational (work and campus-based), wānanga and private providers, each of which has distinctive competencies which support the well-being and prosperity of Aotearoa New Zealand. The Advisory Group needs to give full consideration to this in any recommendations that attempt to define the functions of universities.

Te whakautu ki te pātai tuarua | Response to question 2

Universities need to be positioned within a wider system of tertiary education that encourages, supports and incentivises collaboration and productive competition. Universities should work towards breaking down the cultural and structural barriers that inhibit collaborative teaching, research and scholarship amongst themselves and with other providers of tertiary education, research and scholarship. This applies to universities as well as other actors within the system of tertiary education.

Te whakautu ki te pātai tuatoru | Response to question 3

Unproductive competition limits the effectiveness and efficiency of the tertiary education system.

Universities like other actors in the system have to balance several priorities and challenges in meeting the needs of the communities they serve.

Institutions need to balance the efficiency of their operations with a broader responsibility for improving the outcomes for the communities in which they serve.

The Advisory Group should consider the merits of product rationalisation and enhanced collaboration in the delivery of education, research and scholarship, from within the universities, and more broadly with other public actors within the tertiary education system.

Universities should be positioned within a broader system of tertiary education that seeks public benefit from more productive and collaborative relationships with other actors. All actors are challenged to meet the needs of tangata whenua, industry, regions, hāpori, ākongā and other interest groups and we see enhanced outcomes from the adoption of a systems approach.

There are significant scale and demand inhibitors that require mediation through funding and policy levers that incentivise collaboration in the development, delivery and management of education, research and scholarship. This is vital if the tertiary education system is going to effectively and efficiently respond to the needs of underserved communities that: (1) are geographically isolated, (2) have insufficient population density to make delivery 'viable', (3) face infrastructure challenges, (4) have been underserved by the compulsory schooling sector and other pathways, (5) have experienced inequities which make participation and success a challenge for individual entities to respond to. It is our view that these challenges are most effectively mediated through a systems-level approach rather than through individual entities approaching efficiency challenges independently. Universities should leverage the wider infrastructure, expertise and resources of the wider public tertiary education system which is often based in many of those underserved and geographically isolated communities.

There are also discipline areas in which the demand for graduates is soft, however, education, research and scholarship in these areas is important to the overall human capital needs of Aotearoa New Zealand. We encourage the development of a networked approach across the system to support delivery in these areas of marginal provision so that they are not lost. There should be a softening of institutional and cultural borders that is driven by funding and policy that intentionally supports collaborative delivery in these areas of strategic importance.

The proliferation of online, distance and flexible learning (ODFL) is also not the solution to efficiency challenges. ODFL should be a part of the tool kit to improve efficiency but it is not the panacea for providing education to all underserved communities. ODFL does not suit all ākongā and many underserved communities have infrastructure challenges which limit the effectiveness of ODFL. It should be one of the tools to improve effectiveness and efficiency, but it is not the only tool to consider.

At the core of many of the challenges is how tertiary education is funded. The current volumetric funding model influences volume over value and it does not give enough attention to the quality of provision. The result being

unproductive investment in high-revenue and low-cost-to-serve provision with weak controls or incentives. Importantly, this is a feature of the wider tertiary education funding system and therefore any future funding system must consider: (1) the actual cost to serve, (2) the degree to which it provides conditions for productive competition, (3) allows for innovation, (4) mediates the inequality within society, and (5) mediates the underperformance the compulsory schooling sector and other pathways, especially for underserved peoples. This funding system should also allow for healthy competition that supports all actors to better serve their communities.

Te whakautu ki te pātai tuawhā | Response to question 4

It is not only the universities that need to work more cooperatively but the whole tertiary education system. During the 52nd and 53rd New Zealand Parliament the Review of Vocational Education (RoVE) was undertaken which provided a systems response to vocational education which provides some guiding principles to how the tertiary education system and universities can function more holistically. At its core RoVE articulated a systems approach that: (1) encouraged collaboration across all vocational education providers, (2) provided direct industry voices into what is taught, (3) provided regional voices for how the system should respond to regional interests, (4) provided incubator space for educational, research and scholarship innovation and excellence, (5) provided expert advice to support the Māori-Crown relationship, and (6) a more strategic and resilient funding system. We encourage the Advisory Group to consider these principles and how they may apply directly to how universities work together amongst themselves and with other actors within the tertiary education system.

Te whakautu ki te pātai tuarima | Response to question 5

Research engagement is a critical aspect of good pedagogy, and we believe that all people delivering educational programmes should be research engaged. It is also our view that research engagement sits on a scale – at one end people use and consume research, and at the other end, they produce and create advanced research and scholarship. From a system perspective, that is resource-constrained, not all universities need to be research-intensive in all programmes.

There are likely to be efficiency and effectiveness gains from prioritising research resources however this prioritization needs to be mediated and balanced **with the equitable distribution of resources across system actors**, career development opportunities, and supporting all actors within the system to meet their potential and maximise the contribution that they make to the advancement of Aotearoa New Zealand.

Consideration needs to be given to the development of virtual networks that allow for the confluence of expertise across institutional boundaries both domestically across the tertiary education system, and internationally with other research experts.

A shift away from all institutions being research-intensive in all subjects will be a huge cultural shift for universities and significant consideration will need to be given to career progression and rewards for academics.

Te whakautu ki te pātai tuawhītu | Response to question 7

Teaching, research, knowledge transfer and community engagement are best served by an integrated systems approach that leverages the distinctive competencies of all the actors within the tertiary education system. Te Pūkenga and its Business Divisions are located within every community across Aotearoa New Zealand and can support, the system, as a conduit, to engage communities with teaching and research. The universities are mostly located within metro areas and do not have the same degree of connectivity to the broad range of communities that the tertiary education system needs to serve. Universities have a limited presence in rural and regional Aotearoa New Zealand, however, actors such as Te Pūkenga and its business divisions can support the system with physical, community and relational infrastructure that can better support community engagement. We encourage the Advisory Group to consider how this can be better utilised across the tertiary education system.

Te whakautu ki te pātai tuawaru | Response to question 8

To advance all segments of New Zealand society, universities need to be engaged and relevant to all segments of New Zealand society. This is not the sole responsibility of the universities and is rather a systems-wide responsibility that is best achieved by utilizing the physical, cultural and relational infrastructure of the whole tertiary education system.

Public Investment into advancing Aotearoa New Zealand should seek to utilise the skills, knowledge and collective ability of the whole tertiary education system rather than encouraging individual and weakly co-ordinated responses from individual entities.

Solving the complex and wicked problems that Aotearoa New Zealand faces requires interdisciplinary responses that consider political, economic, sociocultural, technological, legal and environmental factors to produce more effective solutions. It is our view that excellence is enhanced by a more responsive system that works more collaboratively domestically and with international partners.

Te whakautu ki te pātai tuaiwa | Response to question 9

This will always be population dependent and rather than attributing a number, the tertiary education system should seek to balance the goal of accessibility and distribution with meeting the needs of industry, regions, tangata whenua and the public more generally.

Two of the principles of RoVE have been to elevate industry and regional voices. The university system would be a more responsive actor within the wider tertiary education system by strengthening their effectiveness at incorporating industry and regional perspectives into their teaching, research and scholarship.

Moreover, we encourage universities to go one step further and in addition to strengthening industry and regional voices, they should strengthen tangata whenua voices and perspectives in their decision-making processes.

Instead of considering absolute numbers for the domestic student population, we encourage the Advisory Group to consider how the funding and policy system can be designed to be more responsive to skill shortages. In doing this we caution the Group to consider the value that graduates of humanities, social science and creative industries bring to society and to understand the value that graduates bring that go beyond traditional employability and economically focused metrics.

For this to happen effectively, the system needs improved data infrastructure that provides more accurate and timely labour market demand forecasts. If this can be achieved then the funding system should balance system stability with responsive incentives that allow tertiary education providers to respond to the structural changes expected to impact New Zealand society through things such as artificial intelligence, climate change, geopolitical instability, immigration, a reduction in economic opportunity, failing infrastructure, natural disaster, disruptive technology and so on.

Te whakautu ki te pātai tuangahuru | Response to question 10

Universities, alongside the other actors within the tertiary education system, must continue in their role as critics and consciences of society. This is an important function that must be preserved.

Whilst, this is a right, it is also a privilege. It does not come without responsibility. In being the critic and conscience of society, protected by academic freedom, academics need to ensure that their views must meet the scholarly standards expected of them by society, and that university, public and private interests do not bias the expression of this privilege.

Cancel culture is also an issue within the public sphere. Within the context of tertiary education, cancel culture inhibits the expression of critical thinking and is detrimental to a healthy democracy and the advancement of education, research and scholarship.

Academic freedom should be seen as a privilege that comes with responsibility. Universities need to respect the expression of academic freedom and academics need to respect the privilege. It requires a constant balancing of rights and morals – just because an academic has the right to say something, that does not mean they should. Nor does it mean that people have to listen or that institutions need to provide them with a platform, but equally, institutions should not limit freedoms when scholarly standards are met.

A society that provides space for academics, across the tertiary education system, to act as the critic and consciousness of society provides the conditions to advance knowledge, research and scholarship. We cannot waste the training and skills of Aotearoa New Zealand's most educated people by limiting this responsibility to universities or muting its expression. It is the responsibility of the tertiary education system to provide the freedom and responsibility to extend

the boundaries of education, research and scholarship and academic freedom and the responsibility for being the critic and conscience of society is critical to its success.

Te whakautu ki te pātai tuangahuru mā tahi | Response to question 11

The tertiary education system has uneven expectations of its actors when it comes to honouring Te Tiriti. Te Tiriti is not something that universities or publicly funded institutions should seek to comply with, they should be effective actors in supporting the Crown to honour its relationship with Māori.

S315(f) of the Education and Training Act 2020 creates a statutory responsibility for Te Pūkenga to ‘improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies’, and Schedule 13 4(d)(i) requires Te Pūkenga to ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi.

These statutory requirements to work in collaboration with Māori partners and to give effect to Te Tiriti in governance, management and operations are standards **we encourage all tertiary education providers to adopt as a baseline.**

Kōrero whakakapi | Final remarks

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review

Ngā mihi nui,

Jamie Smiler

Pounuku Rangahau | Director Rangahau and Research



Te Ohu Whakahaere Rangahau, Research and Postgraduate o Te Poari Akoranga Meeting

Resolution to exclude the public

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Item	General subject of each matter to be considered	Section(s)
5.	Administration	
5.1.	Action list	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
6.	Research Productivity and Compliance Risk Assessment Tool	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
7.	Update from Te Poari Akoranga – public excluded	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

Interests

Section	Interest
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(i) OIA	To enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.

Karakia whakakapi

Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.

I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.

May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.

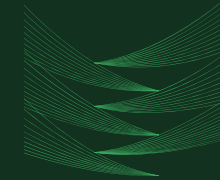
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (*everybody*)
Hui e, Tāiki e!

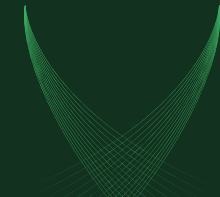
Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



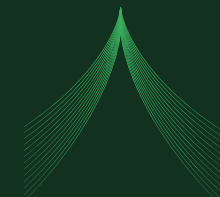
Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person