

# MIT Pharmacy Change Outcome

Final 2 July 2025

STRICTLY CONFIDENTIAL

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



# Commitment to our Values

**Manawa nui**  
We reach out and welcome in



We actively seek diversity knowing this supports equitable decision making and outcomes.  
We welcome everyone. Your unique worldview makes us who we are.  
We care about each other, demonstrate manaakitanga and gratitude, and create safe spaces where people feel comfortable contributing and sharing.  
We seek the expertise of others, recognising we are part of a bigger picture.  
We call out behaviours that go against our values.

**Manawa roa**  
We learn and achieve together



We embrace opportunities to try new things and learn from our mistakes.  
We work together, always striving for better.  
We are about progress, not perfection.  
We participate proactively and seek input from others.  
We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

**Manawa ora**  
We strengthen and grow the whole person



We remove barriers and acknowledge the needs of others and their wellbeing.  
We empower people to give their best and recognise their unique contributions.  
We encourage initiative and contribution at all levels.  
We are generous with our time and expertise, and we look for opportunities to learn from others.  
We are transparent and open about decisions, and we support the decisions of others.

Our Values are important to all we do – at MIT and within our wider Te Pūkenga whanau. Throughout this change process we are focused on living our collective Values and ensuring you are heard and feel valued.

**MANAAKITANGA**  
We genuinely care for others.  
So we make all people feel welcome through kindness, understanding and respect.  
We make you feel appreciated by acknowledging your contributions. All of which creates an environment where achievement can be nurtured.



We care for others to nurture achievement.

**WE ARE EXCELLENT**  
We aim for the top in everything we do.  
So we push boundaries and exceed expectations. It's how we achieve excellent results and the reason we get to celebrate success.



We get great results and celebrate success.

**WE ARE CONNECTED**  
We build valuable partnerships with individuals, industry and communities, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We are open and approachable. We want our networks to be strong and our relationships to be genuine and long-lasting.



We are connected, open and approachable.

**WE ARE REAL**  
We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.



We are genuine, honest and down to earth.

Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*



**Te Pūkenga**



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

### ***Period of Ongoing Change***

*We acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures. We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each Division.*

*While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our Business Division and the network overall and will also support our Division to respond to future changes as they arise.*

### ***Obligations to the Charter and Te Tiriti***

*Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this includes 3(b) to*

*“operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”*

*Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.*

### ***Our values/principles for change***

*Our values guide all that we do at (business division). We have endeavoured to reflect these within this change proposal.*

*The following principles will be applied during our change process:*

- Uncertainty for kaimahi is minimised by open and transparent communication processes
- We will work closely with our union partners and our kaimahi
- We will honour our commitments to individual and collective employment agreements
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process
  - Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
  - No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

**OFFICIAL INFORMATION ACT 1987**

# Background – Programme Overview (1 of 2)

- NZQA conducted a Targeted Review of Qualifications (TRoQ) together with Health Workforce New Zealand (HWFNZ) to streamline education and training for the allied health, science, and technical workforce. This led to revisions and approval of a new suite of qualifications in 2019 for all Level 1-6 qualifications, including pharmacy qualifications.
- MIT was selected as the only provider for the Level 6 qualification with support from the Pharmaceutical Society of New Zealand (PSNZ) and the Pharmacy ITO (PITO). Lower-level pharmacy qualifications continue to be offered by Open Polytechnic of New Zealand and Academy New Zealand.
- Level 6 Pharmacy Specialist Technician training was identified to provide the pharmacy sector with specialist pharmacy technicians capable of delivering a range of specialist pharmacy services.
- This qualification is designed for current pharmacy technicians who intend to progress into operational, management, or leadership roles within the pharmacy sector.
- MIT committed to explore various delivery methods to address regional and national workforce needs, following discussions with DHB pharmacists and community pharmacists.
- This review of the qualification led by the Pharmaceutical Society of New Zealand resulted in a name change from a certificate to a diploma and updates to the graduate profile outcomes.

OFFICIAL INFORMATION ACT 1982



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Background – Programme Overview (2 of 2)

- School of Health & Counselling began delivering the NZ Diploma in Pharmacy Specialist Technician - NZ4410 programme in 2021.
- Programme Structure: Students must complete 75 credits from compulsory courses and 45 credits from elective courses.
- Being approved as a part-time qualification, minimum time to complete part time: 2 years and maximum time to complete part time: 4 years.
- Qualification Review is scheduled on 31<sup>st</sup> October, 2025. Toitū te Waiora has created a general survey focused on the qualifications and the profession for this qualification review.
- NZQA Consistency review of this qualification is scheduled on 3<sup>rd</sup> July 2025.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



# Background : Key Performance Indicators (1 of 1)

## MIT Programme Evaluation Review

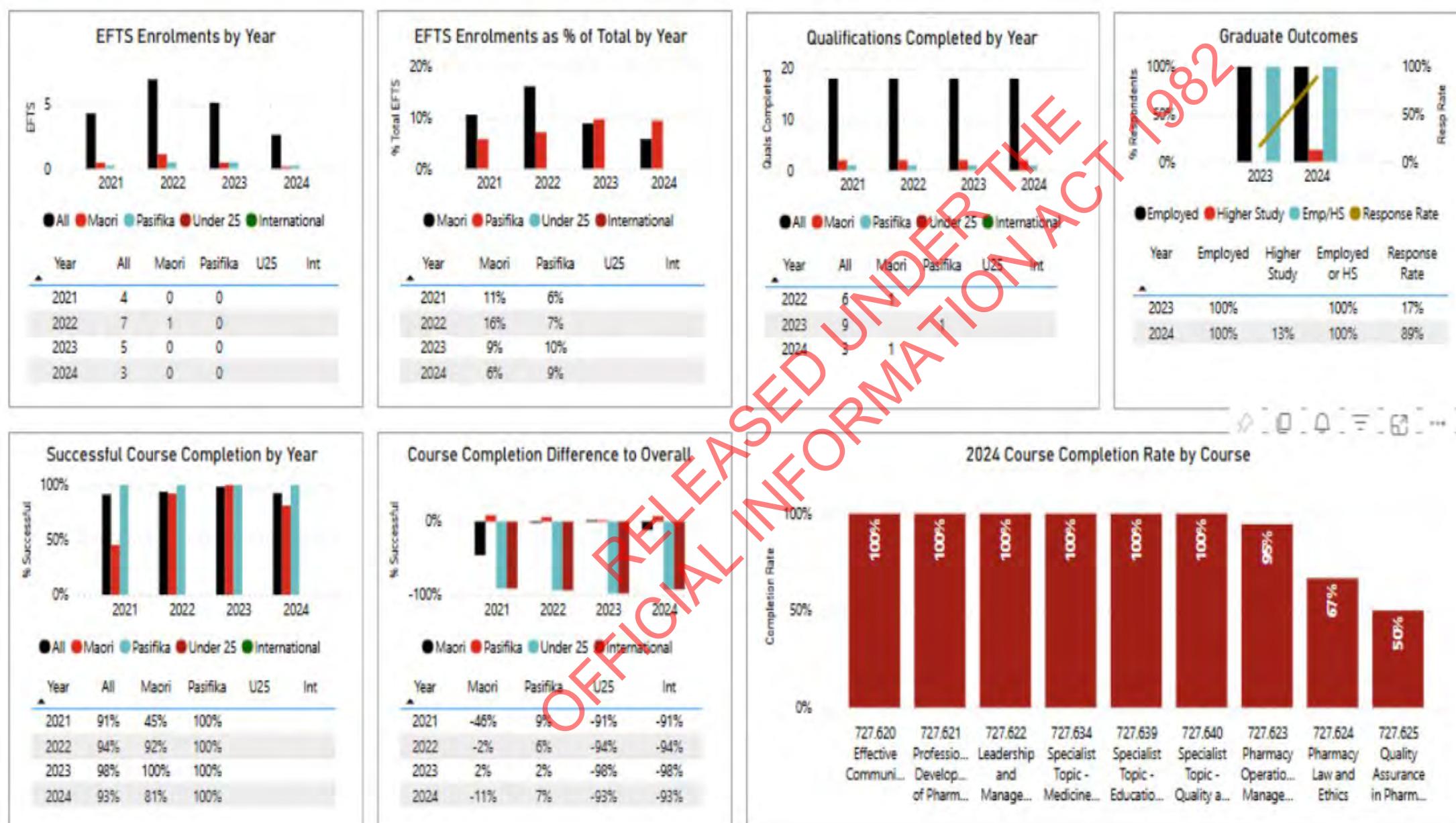


Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*



# Background – Compliance & Marketing (1 of 1)



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

## Programme Quality Compliance

- The programme maintains its quality assurance through oversight by a Programme Committee, regular formal reviews via the Programme Evaluation and Review (PER) process, and it follows MIT's Evaluation, Review, and Monitoring Policy (AC8), which includes student and graduate feedback (Graduate Destination Survey), employer and stakeholder consultation (Pharmacy Advisory Group meetings), consistency checks on graduate outcomes, and academic reviews through External moderation.
- The programme has consistently met and continues to meet all academic quality compliance requirements.

## Programme Marketing

- Multiple strategies have been employed to market the programme:
  - Following up on inquiries about the programme.
  - Regularly updating the MIT programme website with success stories.
  - Posting advertisements on Facebook pages.
  - Distributing flyers at MIT Open Days.
  - Engaging the Advisory Group to promote the programme within the industry.
  - Building connections and presenting programme information to other providers of Levels 3, 4, and 5.
  - Presenting at conferences to spread awareness.
- Approaching industry partners directly to promote the programme and explore whether workplaces can provide funding to support their current Pharmacy Technicians in obtaining a Level 5 qualification.
- All attempts were made to run an article on where our graduates are and the benefits of a level 6 pharmacy technician in Pharmacy Today magazine.

OFFICIAL RELEASED UNDER THE INFORMATION ACT 1982

# Background – Stakeholder Feedback (1 of 2)

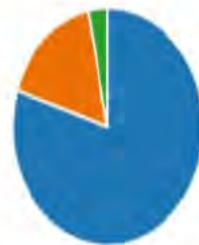
- The programme is currently delivered by two qualified part-time permanent staff, collectively equating to 1.0 FTE (Full-Time Equivalent)

## Lecturer and Student Feedback

- Lecturers of the programme believe that the lack of a fully online delivery option is a barrier and a contributing factor to low enrolment numbers. Increasing travel costs, accommodation expenses, and staff shortages make it challenging for pharmacies to grant technicians leave to attend in-person workshops.
- Online survey response from enrolled students

Do you feel that running the workshops on campus would be a barrier to you enrolling on this programme?

- Yes
- No
- Maybe (Please explain below)



## Summary of Graduate Feedback

- Career Advancement: Graduates secured promotions and leadership roles.
- Increased Pay: Notable salary increases (\$7–\$12/hour).
- Expanded Responsibilities: Greater involvement in audits, SOP management, budgeting, and strategic decisions.
- Improved Confidence: Boost in self-belief and critical thinking skills.

(Refer to Appendix - Graduate Testimonials)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

RELEASED UNDER THE FOIA

# Background – Stakeholder Feedback (2 of 2)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

## Industry Feedback Summary

The survey highlights:

- ✓ the importance of raising awareness, clarifying career pathways, and addressing financial and logistical barriers to increase engagement with the Level 6 qualification.
- ✓ A flexible, well-supported learning structure is key to ensuring both employer buy-in and learner success (unclear career progression).

What are the biggest challenges to enrolling in the Level 6 qualification for pharmacy technicians? Please select the factor that has the greatest influence on your decision.

Cost of tuition	1
Costs associated with attending...	2
Time commitment required for...	2
Lack of support	0
Unclear progression opportunit...	6
Lack of awareness about the q...	1
Other	2



(Refer to Appendix: Industry Feedback - Recent Survey Report)

OFFICIAL INFORMATION ACT 1982

# Rationale – Financial (1 of 4)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

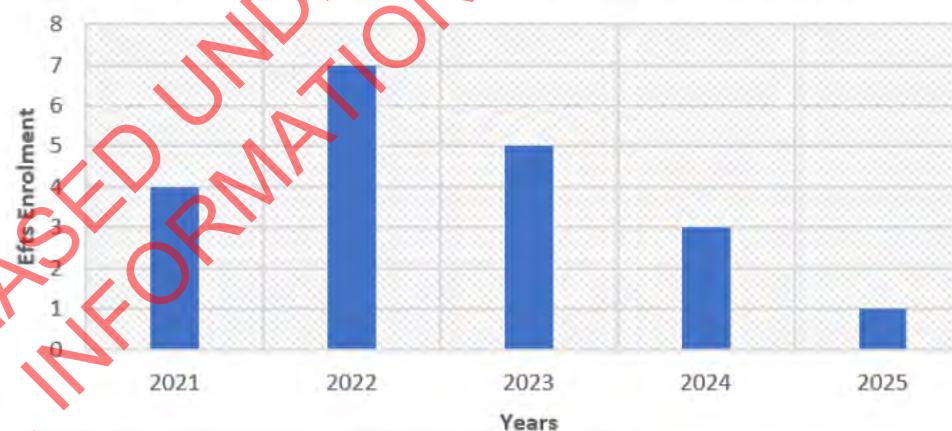
*Te Whare Takiura o Manukau*

## Financial Viability

- Staffing: Since 2021, the programme is being delivered by two qualified part-time permanent staff, collectively equating to 1.0 FTE (Full-Time Equivalent) and one causal staff was engaged in year 2022 to support with the development of resources for the diploma programme.
- Enrolment Trends: Since its launch, enrolment numbers have remained below 7 efts, over the past five years and noted a continuous decline in enrolment since 2022.

NZ4410 - New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist) (Level 6)						
EFTS by Year						
PROG_COMBINED	2021	2022	2023	2024	2025	Total
NZ4410 - New Zealand Diploma in Pharmacy (Pharmacy...	4	7	5	3	1	21

NZ4410 NZ Dip in Pharmacy (Technician Specialist) Level 6- EFTS over the 5 years



- A Finance review was conducted Revenue, Expenditure, and Contribution analysis for NZ4410, over the 5 years. The findings indicate a negative contribution for both the forecast and the budget, as the programme's revenue fails to cover its delivery costs.

OFFICIAL INFORMATION ACT 1987

# Rationale – Financial (2 of 4)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

NZ4410 NZ Diploma Pharmacy Technician Specialist L6 Revenue and Expenditure



# Rationale – Financial (3 of 4)



Te Pūkenga



## Financial Summary

- The revenue has been trending downwards from <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub> in 2021 to <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub> in 2025 - that is a <sup>s 9(2)(b)(ii)</sup>  
<sub>(b)(ii)</sub> decrease over 5 years and has not improved to even cover direct cost of delivery.
- The EFTS have decreased from 4.3 in 2021 to 2.8 in 2024 - that is a 37% (1.6 EFTS) decrease over 5 years.
- None of the years provide a positive contribution - they all provide a negative contribution as the direct delivery expenditure exceeds the revenue for every year.
- The graph shows the general downward trend of the EFTS and revenue and relatively static expenditure across the years.
- Direct delivery expenditure has increased from <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub> in 2021 to <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub> in 2025. That is an increase of <sup>s 9(2)(b)(ii)</sup>  
<sub>(b)(ii)</sub> over 5 years.
- The revenue has decreased by <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub> and the expenditure has increased by <sup>s 9(2)</sup>  
<sub>(b)(ii)</sub>.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Rationale – EFTS (4 of 4)

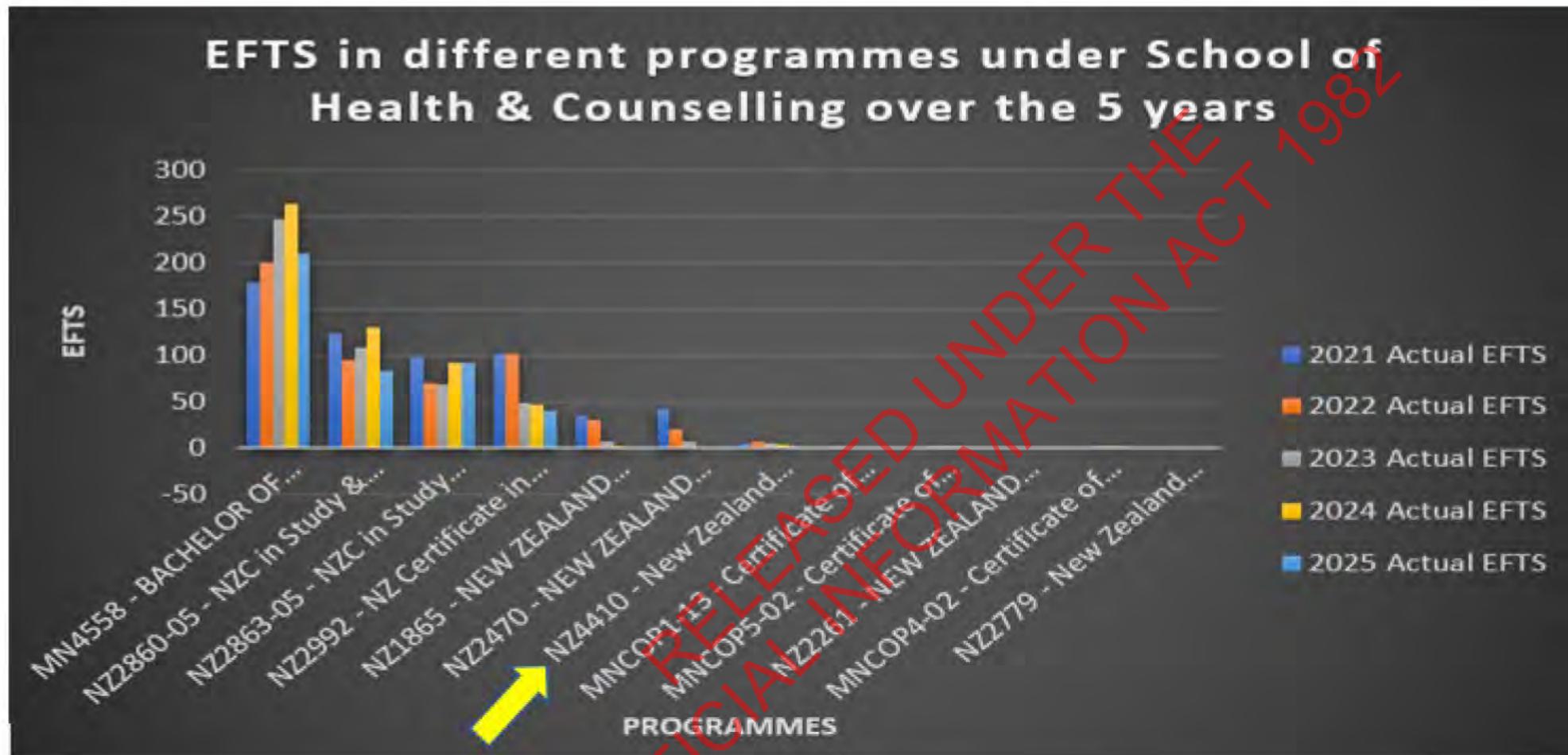


Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*



In conclusion, based on the EFTS, revenue and expenditure trend, to continue delivery in its current form would require other already stretched departments (academic and service centres) to subsidise the Pharmacy programme.

# Proposed Change & Rationale for change (1 of 1)



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

## Proposed Change

NZ4410 NZ Diploma in Pharmacy (Specialist Technician) programme will be closed to all new enrolments for the remainder of 2025.

## Rationale

Despite strong industry relationships, active marketing efforts, and maintaining quality compliance, the NZ4410 New Zealand Diploma in Pharmacy (Specialist Technician) programme remains financially unviable. Declining enrolments, insufficient revenue generation, and rising delivery costs have continued to impact its sustainability, making it challenging to justify ongoing delivery:

- EFTS continue to decline and have dropped by 37% (4.3 in 2021 to 2.8 in 2024).
- Revenue has declined by <sup>s 9(2)</sup> (b)(ii), failing to cover direct delivery costs.
- Direct delivery expenditure has risen by <sup>s 9(2)</sup> (b)(ii).
- The programme has consistently operated at a loss, with expenses exceeding revenue every year.
- The upcoming qualification review will further increase operational costs.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Impact on Ākonga

- (a) This change proposal shall be kept confidential to kaimahi until the outcome is released to impacted kaimahi. All communications with ākonga will be authorised by the Head of School.
- (b) All learners will be consulted regarding the impact of the outcome upon their programme of study.
- (c) Should the outcome entail closing courses, a course that has active enrolments will not be closed from two weeks before the start of its offering until the completion of the offering. However, no new enrolments will be accepted into the programme/courses.
- (d) In the event that a programme is closed priority shall be given to transferring ākonga to United or another division of Te Pūkenga (including Open Polytechnic), with an emphasis upon minimising loss of credit and increased costs to the learner.
- (e) Where the above is not possible, MIT will work with ākonga to transfer them to a non-Te Pūkenga provider.
- (f) Where neither (c) nor (d) is possible, MIT will consider teaching out the programme.
- (g) Where none of the above are possible, MIT will consider refunding the ākonga their fees for 2025.
- (h) In the case of International Students, MIT will abide by all relevant statutory requirements.

Te Kawa Maiorooro 2.32 applies.

RELEASED UNDER THE FOIA 1982  
OFFICIAL INFORMATION ACT



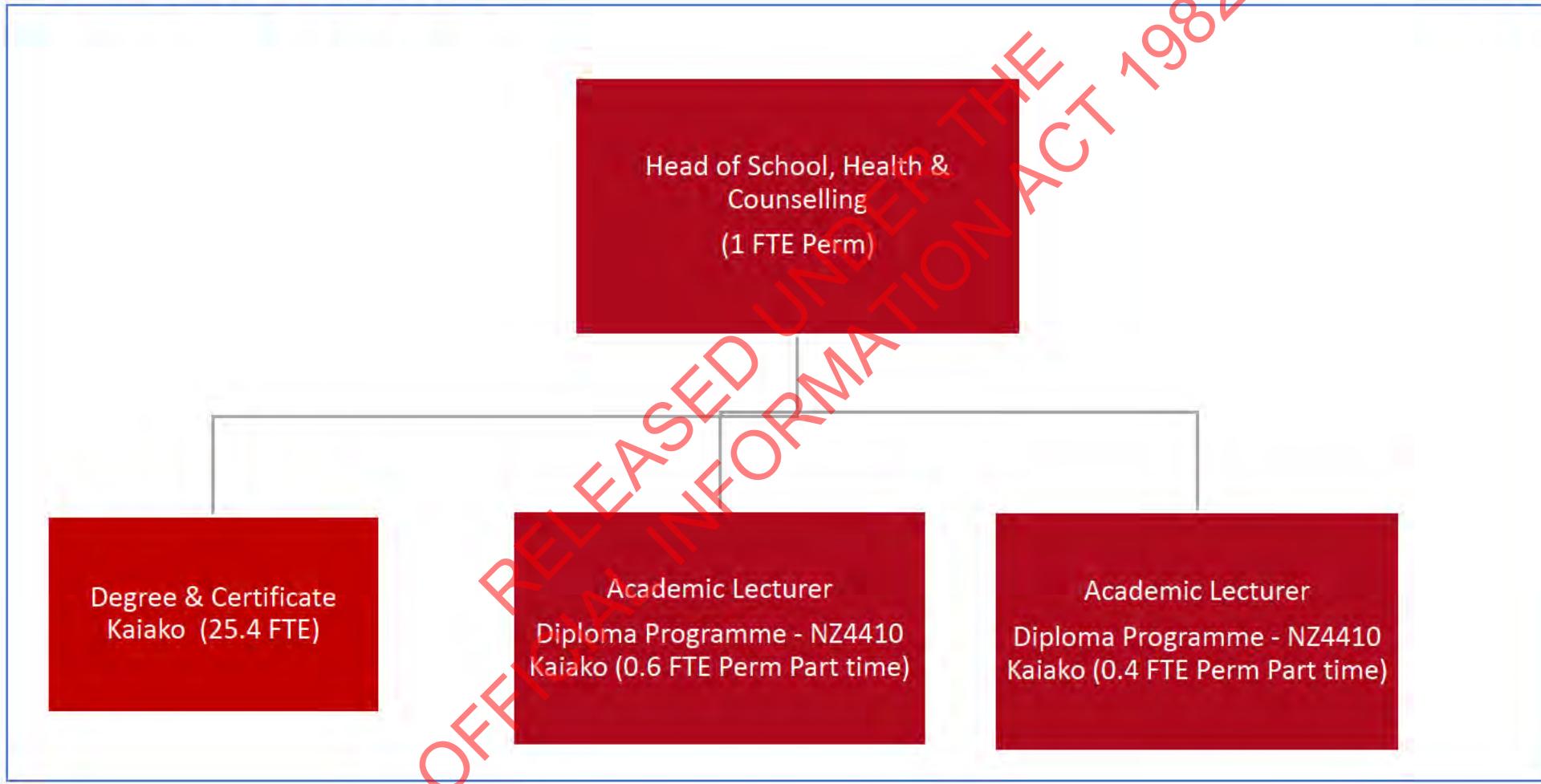
Te Pūkenga



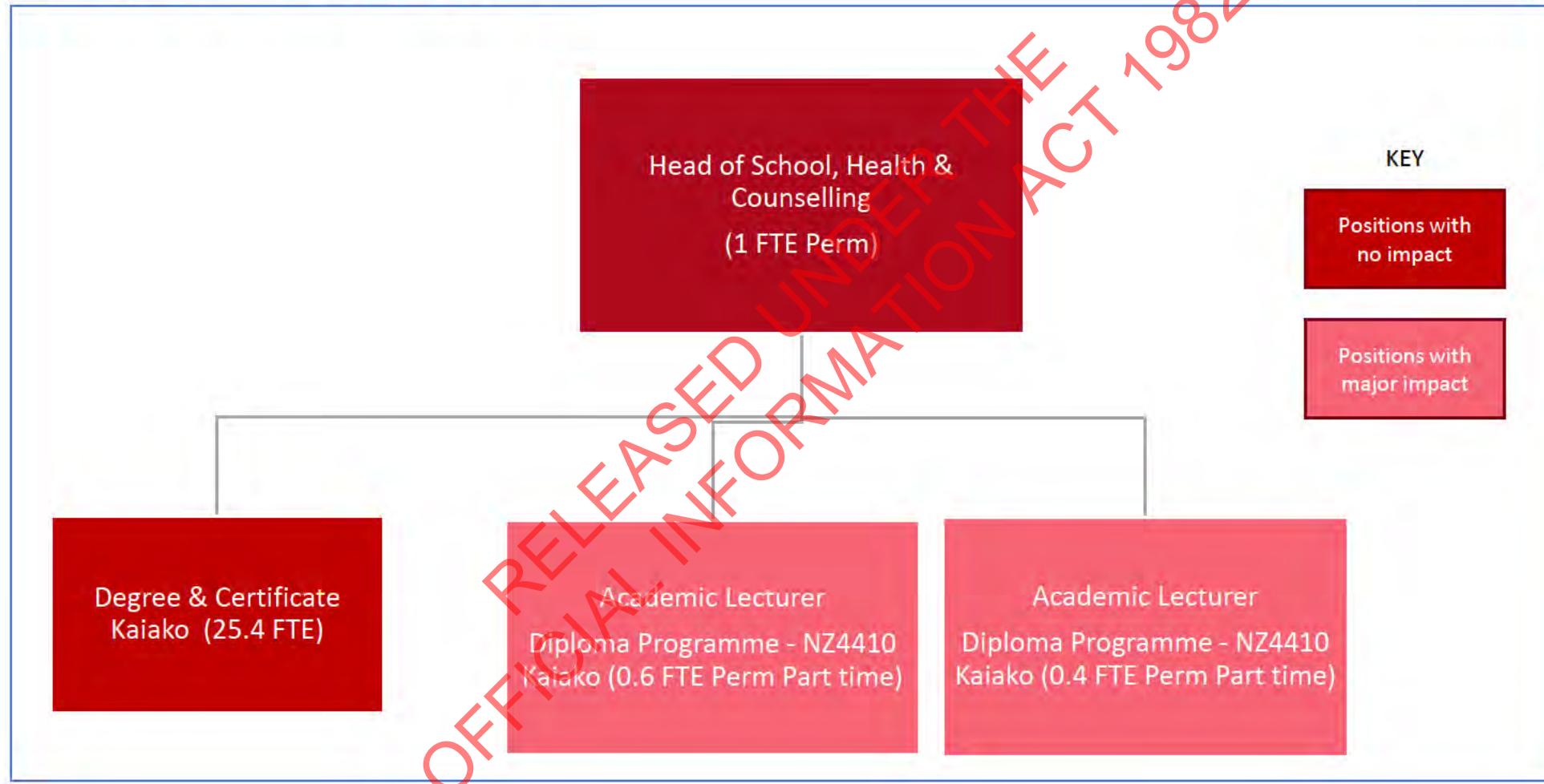
MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

## Current Structure



# Proposed Structure



# Impact to positions of proposed changes



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY  
*Te Whare Takiura o Manukau*

Current Position	Proposed Position Impact
Kaiako on permanent contracts	<ul style="list-style-type: none"><li>0.4 FTE will be disestablished by the end of July 2025</li><li>0.6 FTE will be disestablished by the end of December 2025</li><li>If this proposal proceeds and positions are disestablished, we will work with kaiako to explore redeployment options.</li><li>NZ4410 NZ Diploma in Pharmacy (Specialist Technician) programme will be closed to all new enrolments for the remainder of 2025</li></ul>
Kaiako on fixed term contracts	<ul style="list-style-type: none"><li>No kaiako is currently on fixed term contracts.</li></ul>
Kaiako on casual contracts	<ul style="list-style-type: none"><li>No kaiako is currently on casual contract for this programme.</li></ul>

OFFICIAL INFORMATION ACT 1982



# Change Proposal feedback and outcome – 1 July 2025

slides 19- 27

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Feedback (1 of 3)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

Date received	Feedback Theme	Specific feedback	Feedback Review	Decision from feedback
30 May 2025	Engagement, Marketing, Promotion	The programme faced challenges due to low visibility, limited marketing, and barriers to access. Efforts to enhance and promote it were constrained by inadequate communication, insufficient support, and stalled initiatives.	<p>Thank you for your thoughtful feedback regarding the proposed change. We acknowledge and appreciate the concerns raised about the limited budget allocated for marketing the programme/product. Effective marketing is indeed critical to the success of any initiative, and we understand that insufficient promotion could impact visibility, engagement, and overall outcomes. While current budget constraints have limited our initial allocation, we did actively explore alternative strategies to enhance marketing efforts within existing resources as mentioned on slide 7. These include:</p> <ul style="list-style-type: none"><li>Following up on programme enquiries</li><li>Updating the MIT website with student success stories</li><li>Posting targeted ads on Facebook</li><li>Distributing flyers at MIT Open Days</li><li>Engaging the Advisory Group to promote the programme</li><li>Presenting information to other Level 3–5 providers</li><li>Sharing the programme at relevant conferences</li></ul>	No changes to what was proposed

RELEASED UNDER THE FOIA  
OFFICIAL INFORMATION ACT

# Feedback (2 of 3)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

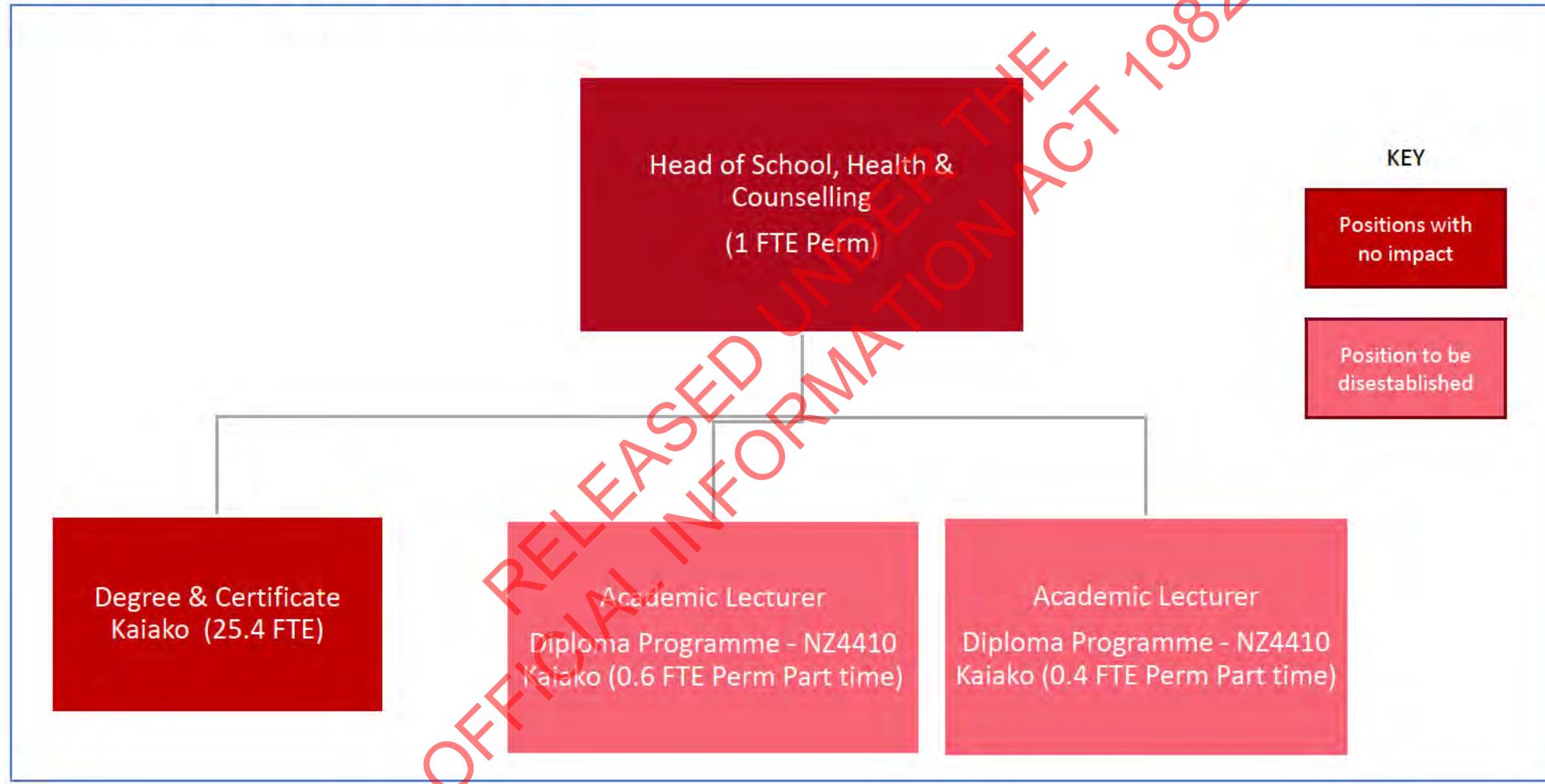
Date received	Feedback Theme	Specific feedback	Feedback Review	Decision from feedback
30 May 2025	Financial Viability	<p>Periodic on-campus workshop requirements impose financial, time, and staffing burdens on learners, affecting enrolment opportunities. We proposed a Type 2 change to transition to a fully online delivery model. Approval to explore this option was granted in October 2023 but was subsequently halted due to internal restructuring.</p> <p>Lecturers promoted the Level 6 diploma at hospital conferences, but high costs and limited reach (hospital technicians make up only 15% of the workforce) restricted impact. Despite these challenges, the programme has delivered strong outcomes:</p> <p><b>96% graduate response rate</b> to the 2025 consistency review</p> <p><b>95% reported significant skill advancement</b></p> <p><b>23% provided testimonials</b> highlighting career growth</p> <p>However, these success stories were never used in formal marketing. A 2025 student survey revealed that many potential learners were unaware of the diploma's career benefits, underscoring a long-standing failure in promotional strategy, as shown in Slide 9 of the proposal.</p>	<p>NZ4410 was approved for blended delivery; however, even with the revised model shifting to fully online as proposed by the team, the financial challenges are expected to persist. With ākonga enrolled on a part-time basis, reaching financial break-even would require a substantial increase in enrolments—specifically, at least 80 part-time learners per semester (based on a 15 credit enrolment). There is no clear evidence that sufficient enrolments can be achieved to make the programme financially viable. The pipeline report showed less than 10 interested applicants at any given time. The proposed closure is driven by financial viability considerations, rather than by issues related to performance, promotion of the programme or quality.</p> <p>We acknowledge the efforts made to promote industry progression, however the pipeline report consistently indicates low student interest.</p> <p>We applied promotional strategy and formal marketing equitably, providing funding and support with consistent with other programmes within the school.</p>	No changes to what was proposed

# Feedback (3 of 3)

Date received	Feedback Theme	Specific feedback	Feedback Review	Decision from feedback
30 May 2025	Disestablishment	<p>The proposed closure results in the disestablishment of both part-time lecturer roles. <sup>s 9(2)(a)</sup></p> <p>(See Appendix 2)</p>	<p>In alignment with Te Pūkenga's values and principles for change, the redeployment of affected kaimahi is prioritised, with redundancy considered only as a last resort.</p> <p>These roles are to be dis-established we will now work with the individual kaimahi to understand their options this may include redeployment into another role.</p>	No changes to what was proposed
30 May 2025	Communication	<p>The prolonged lack of communication over the past two years has deeply affected staff both personally and professionally leading to uncertainty. While the plan to <sup>s 9(2)(ba)(i)</sup></p> <p>Staff want students to know that their concerns were raised with management and that they have been sincerely advocating on their behalf.</p>	<p>We note your feedback and acknowledge that this is an uncertain and unsettling time. We value the care, encouragement, and support that has been consistently extended to our ākonga.</p> <p>Please let us know how we can continue to support you and our ākonga</p>	No changes to what was proposed



# Confirmed Structure



# Confirmed Outcomes:



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

Position	Outcome for Position
Kaiako on permanent contracts	<ul style="list-style-type: none"><li>• 0.4 FTE will be disestablished by 18 July 2025</li><li>• 0.6 FTE will be disestablished by 17 December 2025</li><li>• We will work with kaiako to explore redeployment options.</li><li>• NZ4410 NZ Diploma in Pharmacy (Specialist Technician) programme will be closed to all new enrolments and the programme will move into teach out for the remainder of 2025.</li></ul>

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Disestablishment timeline

Wednesday 2 <sup>nd</sup> July 2025	Advise the kaiako of the outcome
Friday 4 <sup>th</sup> July 2025	Affected akonga will be notified about the programme closure and teach out option
Friday 18 <sup>th</sup> July 2025	0.4 FTE disestablished for the programme NZ4410
Monday 21 <sup>st</sup> July 2025	Teachout delivery commences
Wednesday 17 <sup>th</sup> December 2025	0.6 FTE disestablished for the programme NZ4410

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



**Te Pūkenga**



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Decision Process



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

**Step 1:** Individual and/or group meetings will be held within impacted kaimahi to advise the final decision, any impact on positions and to provide the final decision document and a letter.

**Step 2:** If necessary other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.

**Step 3:** Where roles are confirmed disestablished, redeployment discussions will be initiated where feasible.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Support through change

We recognise that change processes can be challenging and affect individuals in different ways, so we would like to remind you all of the support options you can access at this time and encourage you to utilise them.

You can access MIT's Employee Assistance Programme (EAP) support by:

- Contacting MIT's EAP provider (Telus Health) on phone 0800 360 364 for confidential counselling, support and coaching services.
- Registering with Telus Health to access their online resources (including confidential online chat service). To do this follow the instructions in the following link (under EAP) <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/home/Staff-benefits>
- Checking MIT's MITNet Safety and Wellbeing Hub, which may assist you during this change process. This information can be accessed via - <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/wellbeing>.

For all employees:

- You have the right to independent representation and advice throughout this change process. That representation and advice can be a support person or representative of your choice.
- The TEU and TIASA have been briefed on this proposal and are available to provide support.
- Please also contact your manager and/or relevant People & Culture Business Partner should you wish to discuss these or any other support options. The People & Culture Business Partner contact for this process is <sup>s 9(2)(a)</sup> [REDACTED] @manukau.ac.nz).
- 1737 - Need to talk? is also another free support option that you can access by free calling or free texting 1737.

Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

RELEASED UNDER THE FOIA 20182  
OFFICIAL INFORMATION ACT

# Appendix – Graduate Testimonial (1 of 1)

## Testimonial from Graduates

Graduate A

s 9(2)(a)

Graduate B

s 9(2)(a)

Graduate C

s 9(2)(a)

Graduate D

s 9(2)(a)

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Appendix: Industry Feedback (2 of 3)

Recent Survey data collated from Industry (Unichem, Greencross pharmacy, Chemist Warehouse, Pharmacy Guild, PSNZ, NZHPA pharmacy managers, NZHPA techs, Māori Assoc, Pacific Assoc, community pharmacies)



**Te Pūkenga**



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

## 1. Awareness & Understanding of the Qualification

- There is a lack of awareness among some stakeholders about the Level 6 qualification.
- Information is primarily accessed through professional organizations, workplaces, and conferences.

## 2. Skills & Role Expectations

- Leadership, management, and supervision are seen as essential skills for Level 6 technicians.
- There is a strong emphasis on advanced dispensing, accuracy checking, and medicines use reviews.
- Some respondents believe Level 6 should be targeted at senior technicians taking on greater responsibilities.

## 3. Workplace Integration & Practical Training

- Employers recognise the need for high-risk medication management and supervisory roles.
- Hands-on experience in pharmacies is considered critical for skill development.
- Career progression opportunities and role enhancement motivate some learners.

# Appendix: Industry Feedback (3 of 3)



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

## 4. Barriers to Enrolment & Employer Support

- Cost, return on investment, and time commitment are major concerns.
- Employers' willingness to support staff in enrolling is influenced by uncertainty about the qualification's benefits.

## 5. Qualification Structure & Delivery Preferences

- Mixed opinions exist regarding tiered qualifications vs. a single comprehensive qualification.
- While the current structure meets some needs, there is room for improvement.
- Flexible delivery models, including online learning and hard copy resources, were suggested to support different learning styles.

## 6. Progression & Career Pathway Clarity

- Unclear career pathways create hesitation in enrolling in Level 6.
- There is a need for stronger support systems to guide learners through the qualification and into career progression.

## 7. Accessibility & Flexible Learning

- Flexible learning options are important to accommodate working technicians.
- Online workshops and resources are seen as valuable tools to support learning.

OFFICIAL INFORMATION ACT 1982



# MIT SERCO Decision Document

17 June 2025

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



MANUKAU  
INSTITUTE OF  
TECHNOLOGY  
Te Whare Takiura o Manukau



Te Pūkenga

# Commitment to our Values

Our Values are important to all we do – at MIT and Unitec, and within our wider Te Pūkenga whanau.

Throughout this change process we are focused on living our collective Values and ensuring you are heard and feel valued.



## MANAAKITANGA

**We genuinely care for others.**  
So we make all people feel welcome through kindness, understanding and respect. We make you feel appreciated by acknowledging your contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.



## WE ARE EXCELLENT

**We aim for the top in everything we do.**  
So we push boundaries and exceed expectations. It's how we achieve excellent results and the reason we get to celebrate success.

We get great results and celebrate success.



## WE ARE CONNECTED

**We build valuable partnerships with individuals, industry and communities, where knowledge is shared and created without silos, fences or egos.** When others talk, we really listen. We are open and approachable. We want our networks to-be strong and our relationships to be genuine and long-lasting.

We are connected, open and approachable.



## WE ARE REAL

**We admire people who are genuine and honest.** Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

OFFICIAL RELEASE UNDER THE FOIA 1982

### **Period of Ongoing Change**

*We acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures. We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each Division.*

*While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our Business Division and the network overall and will also support our Division to respond to future changes as they arise.*

### **Obligations to the Charter and Te Tiriti**

*Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this includes 3(b) to*

*“operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”*

*Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.*

### **Our values/principles for change**

*Our values guide all that we do at (business division). We have endeavoured to reflect these within this change proposal.*

*The following principles will be applied during our change process:*

- Uncertainty for kaimahi is minimised by open and transparent communication processes
- We will work closely with our union partners and our kaimahi
- We will honour our commitments to individual and collective employment agreements
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process
  - Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
  - No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

# Background

MIT has been delivering the New Zealand Certificate in Foundation Skills [2862] Level 2 Construction at Serco since 2019. The programme also offers embedded Literacy and Numeracy education inside Auckland South Correctional Facility run by SERCO. The contract for services with SERCO ends in June 2025.

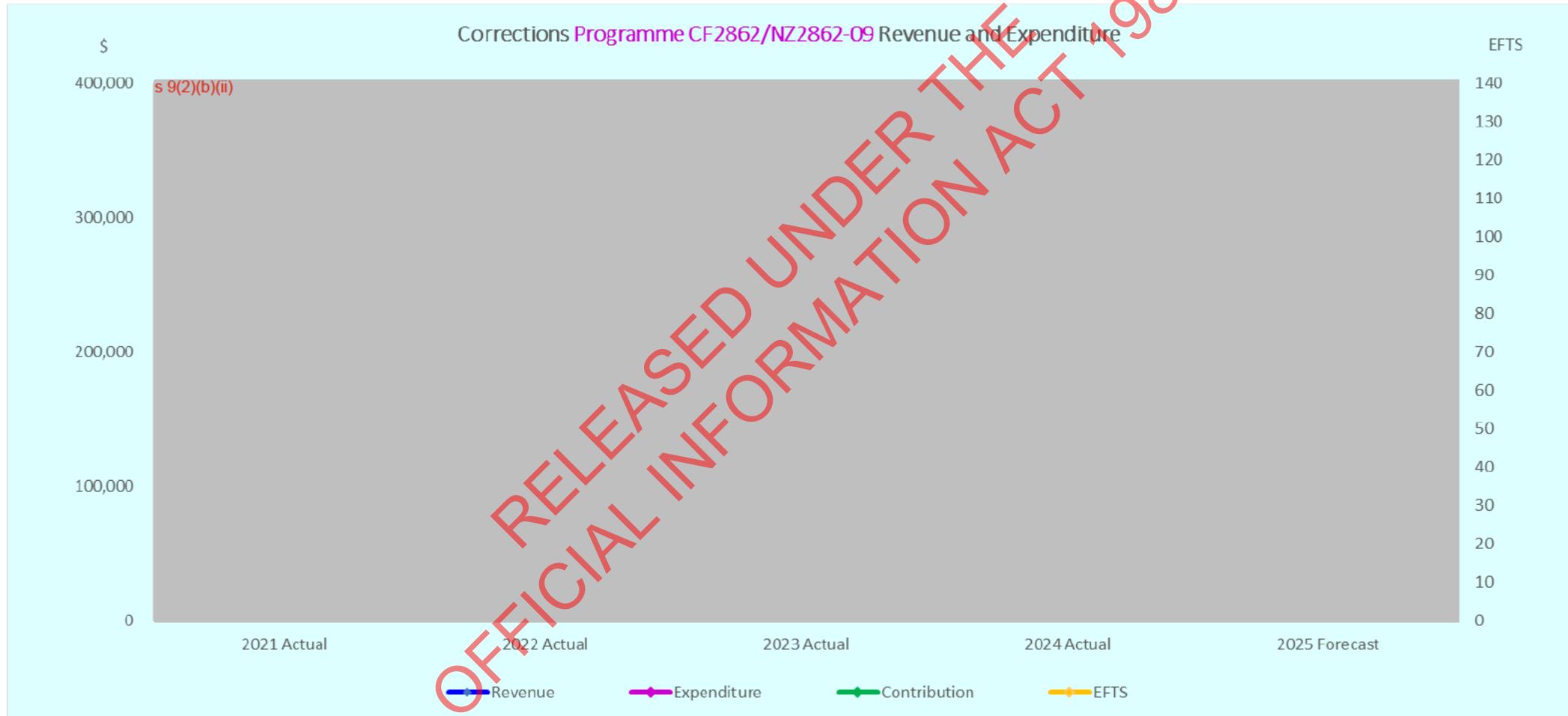
We have reviewed the delivery at SERCO and are proposing to make changes within that area to contribute to improving our financial viability. The regular review of our operations and activities is good business practice and contributes to operating in a financially responsible way.

The programme offered at SERCO is a level 2 certificate and as such, funding is limited. Demand for level 2 training in 2025 has far outweighed the funding allocations. MIT has allocated all level 2 funding for the 2025 year across a number of programmes.

We have thoroughly investigated all alternative funding sources, including increasing Level 2 allocations from TEC and checking whether other Te Pūkenga subsidiaries had any unallocated funds. Unfortunately, neither option proved successful.

OFFICIAL INFORMATION ACT 1982

# Background: Financial



## Background: Financial

- Revenue has been trending downwards from <sup>s 9(2)(b)(ii)</sup> in 2021 to <sup>s 9(2)(b)(ii)</sup> in 2025 - that is a <sup>s 9(2)(b)(ii)</sup> decrease over 5 years (including 2021 - 2022 being impacted by Covid)
- EFTS increased from 14 in 2022 to 20 in 2023 to 23 in 2024 and decreased to 10 in 2025.
  - that is a 49% (10 EFTS) decrease over 5 years.
- Direct delivery expenditure has stayed relatively constant even though the revenue has decreased in 2025.
- Direct delivery expenditure has increased from <sup>s 9(2)(b)(ii)</sup> in 2021 to <sup>s 9(2)(b)(ii)</sup> in 2025. That is an increase of <sup>s 9(2)(b)(ii)</sup> over 5 years. The revenue has decreased by almost <sup>s 9(2)(b)(ii)</sup> the expenditure decrease. The 2025 forecast has a surplus of <sup>s 9(2)(b)(ii)</sup> which provides a significantly low contribution margin of <sup>s 9(2)(b)(ii)</sup>
- Serco opex costs are excluded from this analysis as it covers delivery of all programmes not only NZ2862-09/CF2862.

~~OFFICIAL INFORMATION ACT 1982~~

# Proposed Change & Rationale for change

## Proposed Change

New Zealand Certificate in Foundation Skills [2862] Level 2 (Programme CF2862/NZ2862-09) delivery at SERCO to cease.

## Rationale

- Contribution has decreased substantially over the last five years ( s 9(2)(b)(ii) ).
- The cost to deliver the programme has increased significantly, predominantly due to increases in materials costs.
- There are no funding options to increase contribution, cover costs and maintain the financially viability of the programme.

RELEASER UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Confirmed Outcomes:

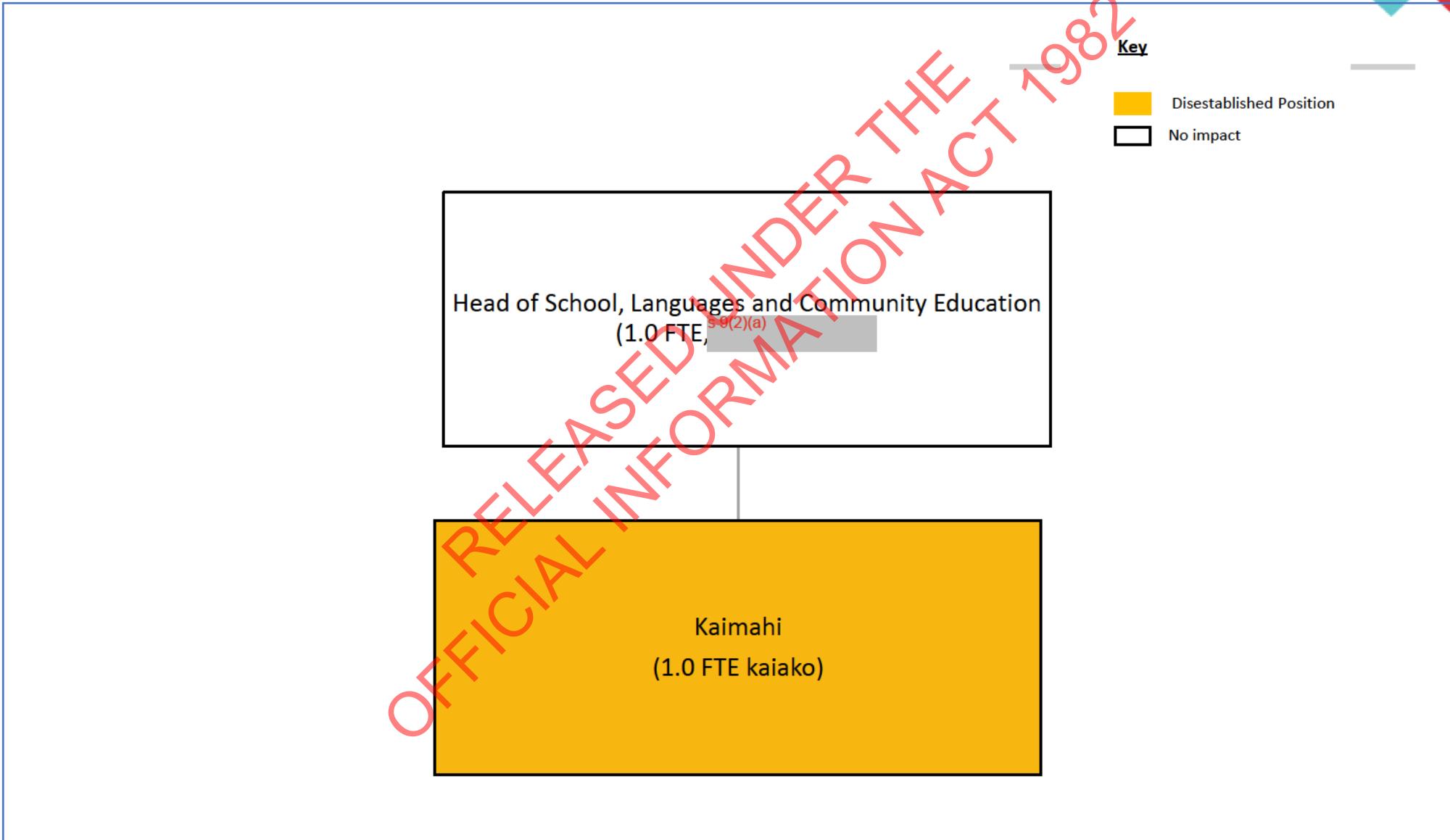
Positions	Outcome for Position
Kaiako on permanent employment contracts	Programme will close at end of Semester One 2025 and kaiako teaching this programme will be disestablished on closure. We will work with kaiako to explore redeployment options.

## Feedback

Kaiako has no feedback and has advised this in email.

RELEASED UNDER THE FOIA 1982  
OFFICIAL INFORMATION ACT

# New Structure



# Timeline to Disestablish

Tuesday 17 June 2025  
Tuesday 17 June 2025  
Friday 11 July 2025

Kaiako notified of outcome  
Advise SERCO  
Final working day

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

## Decision Process

As the decisions have now been made, we intend to:

- **Step 1:** Individual and/or group meetings will be held within impacted kaimahi to advise the final decision, any impact on positions and to provide the final decision document and a letter.
- **Step 2:** If necessary other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.
- **Step 3:** Where roles are confirmed disestablished, redeployment opportunities can be discussed where possible.

# Support Through Change

We recognize that change processes can be challenging and affect individuals in different ways, so we would like to remind you of the support options you can access at this time and encourage you to utilize them.

You can access MIT's Employee Assistance Programme (EAP) support by:

- Contacting MIT's EAP provider (TELUS Health) on phone 0800 360 364 for confidential counselling, support and coaching services.
- Registering with TELUS Health to access their online resources (including confidential online chat service). To do this follow the instructions in the following link (under EAP) <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/home/Staff-benefits>
- Checking MIT's MITNet Safety and Wellbeing Hub, which may assist you during this change process. This information can be accessed via - <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/wellbeing>

For all employees:

- You have the right to independent representation and advice throughout this change process. That representation and advice can be a support person or representative of your choice.
- Please also contact your manager and/or relevant HR Business Partner should you wish to discuss these or any other support options. The PC Business Partner contact for this process is <sup>s 9(2)(a)</sup> [REDACTED]
- 1737 - Need to talk? is also another free external support option that you can access by free calling or free texting 1737.

OFFICIAL INFORMATION ACT 1982



# MIT School of Hairdressing Decision Document

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



MANUKAU  
INSTITUTE OF  
TECHNOLOGY  
Te Whare Takiura o Manukau



Te Pūkenga

### ***Period of Ongoing Change***

*We acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures. We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each Division.*

*While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our Business Division and the network overall and will also support our Division to respond to future changes as they arise.*

### ***Obligations to the Charter and Te Tiriti***

*Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this includes 3(b) to “operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”*

*Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.*

### ***Our values/principles for change***

*Our values guide all that we do at MIT. We have endeavoured to reflect these within this change proposal.*

*The following principles will be applied during our change process:*

- Uncertainty for kaimahi is minimised by open and transparent communication processes
- We will work closely with our union partners and our kaimahi
- We will honour our commitments to individual and collective employment agreements
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
- No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

# Background

MIT embarked on a collaborative journey with HITO. This partnership was founded on a shared vision to elevate the standards of hairdressing and barbering education in New Zealand. Through the years, MIT and HITO have worked hand-in-hand to develop comprehensive training programs that equip apprentices with the skills and knowledge needed to excel in the industry.

This partnership has grown stronger in recent years. When an alternate training provider unexpectedly closed its doors, MIT and HITO stepped up to ensure that the affected apprentices could continue their education without disruption. They welcomed these apprentices into the city campus, providing them with a supportive and resource-rich environment to continue their training.

In February 2025, HITO made the decision to pause all year one hairdressing classes for the remainder of the year effective from March 2025.

OFFICIAL INFORMATION ACT 1982

# Rationale for change

In February 2025, HITO advised the pausing of all Year 1 classes with MIT, resulting in a reduction of four, year one streams over a ten week delivery cycle.

HITO implemented these changes to address declining learner success, retention, and continuation of studies. A key focus was on finding new ways to support first-year learners, aiming to reduce the early termination rate and better retain emerging talent.

The immediate impact is a significant reduction in the contract hours required by HITO and s 9(2)(b)(ii) in 2025.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Current Structure for year 1 HITO classes at MIT



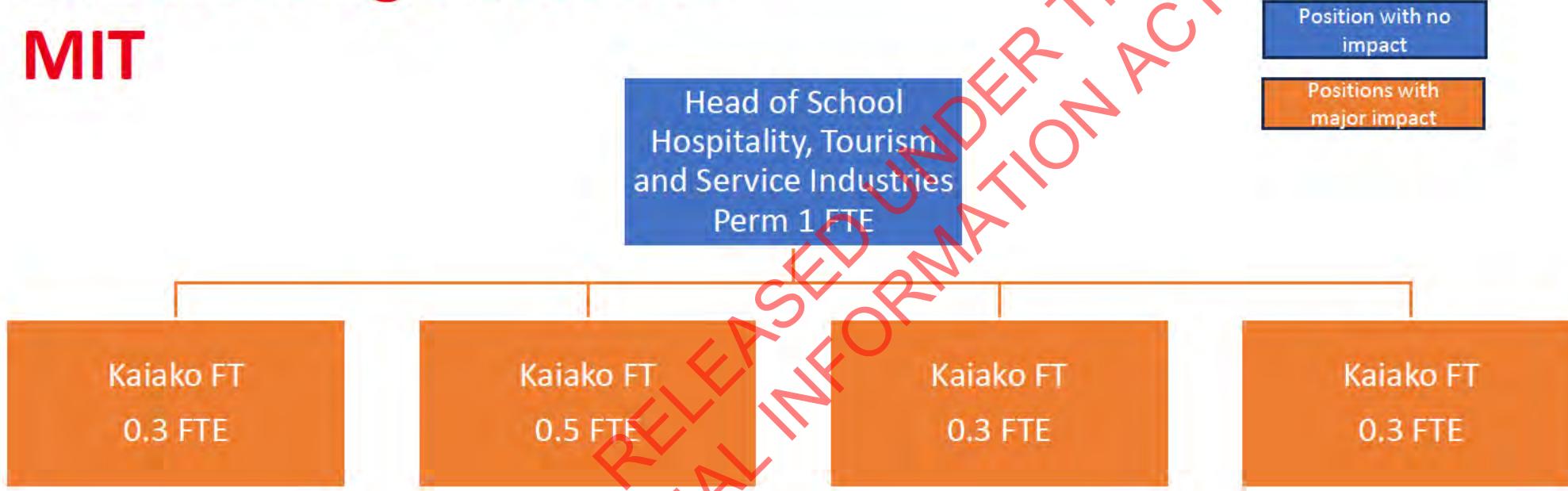
OFFICIAL INFORMATION ACT 1982

# Proposed Change for year 1 HITO off job hairdressing classes at MIT

1. Year 1 HITO off job hairdressing classes will discontinue at MIT and City Campus (Servilles) for the remainder of 2025.
2. 0.8 FTE fixed term to end effective 2 weeks from notice to Kaiako.
3. 0.6 FTE fixed term to continue teaching of Year 2 and 3 HITO off job hairdressing classes till end of November 2025.
4. Redeployment opportunities will be presented to kaiako if available.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1987

# Proposed Structure for year 1 HITO off job hairdressing classes at MIT



OFFICIAL INFORMATION ACT 1982

# Impact to positions of proposed changes

Current Positions	Proposed Position Impact – FTE Reduction
Kaiako on permanent contracts	<ul style="list-style-type: none"><li>No kaiako is currently on permanent contract</li></ul>
Kaiako on fixed term contracts	<ul style="list-style-type: none"><li>0.8 FTE (fixed term) to end effective 2 weeks from notice to Kaiako.</li><li>0.6 FTE to continue teaching of Year 2 and 3 HITO off job hairdressing classes till end of November 2025.</li><li>Background and rationale for closure of Year 1 HITO off job hairdressing classes outlined on slide 3</li></ul>
Kaiako on casual contracts	<ul style="list-style-type: none"><li>No kaiako is currently on casual contract for this programme.</li></ul>
Kaiako/ kaimahi holding Academic Lead roles	<ul style="list-style-type: none"><li>If this proposal proceeds and positions are dis-established, the <small>s 9(2)(a)</small> will not continue beyond two weeks from the hairdressing course closure date.</li></ul>

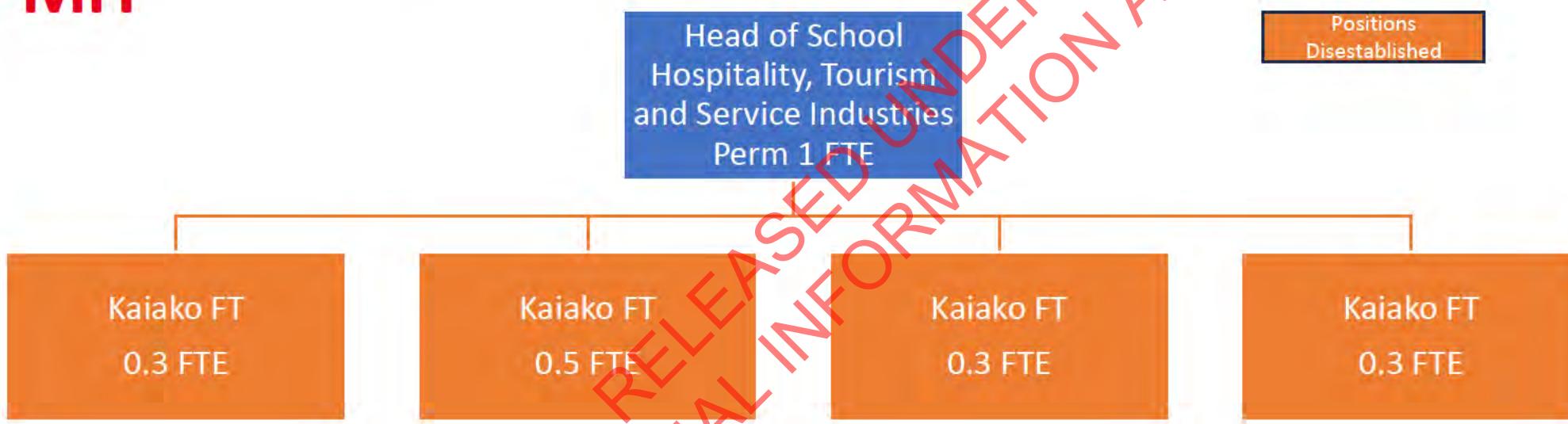
**Decision slides 10 - 19**

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Feedback on teach out

Feedback Theme	From	Specific feedback	Commentary	Decision from feedback
Structure for Efficiency and Flexibility	Group Feedback	<b>Option 1:</b>  Reduce the team from four staff members to three, with each working a 0.2 FTE. This would collectively meet the required 0.6 FTE. The arrangement would allow two tutors to be in class while the third handles administrative responsibilities, providing ongoing support. An added benefit of this model is increased flexibility—should one staff member be unavailable due to illness or other reasons, the remaining two can continue without the need for external cover from MIT South Auckland.	Reducing the team to three kaiako at 0.2 FTE each effectively meets the 0.6 FTE requirement while enhancing flexibility and continuity. The proposed structure allows for consistent in-class support and dedicated time for administrative tasks, minimizing disruption in the event of kaiako absence. This proposal is potentially the best.	This proposal is the best option
		<b>Option 2:</b>  My feeling is 3 tutors at .2 hours would allow for cover if there is 1 staff member off sick and the extra hands would be able to attend to the paperwork. This would be an efficient option, between 9am and 3.30pm each Monday with a 30-minute lunch break. Some of the classes are quite big, so having 3 tutors will split the workload well and as I said, be more efficient and be finished on time.	Same as group feedback	
	Individual Feedback	<b>Option 2:</b>  Reduce the team from four staff members to two, with each working a 0.3 FTE. This approach closely mirrors our current structure. However, a key consideration is that in the event one staff member is unavailable, it may be more challenging to arrange cover.	Reducing the team to two kaiako at 0.3 FTE each limits flexibility and increases vulnerability to disruptions. If one person is unavailable, it places significant pressure on the remaining kaiako and may compromise support for students, especially without readily available cover. This proposal, whilst a good one, could be seen as the best alternative to option 1.	This proposal, whilst a good one, could be seen as the best alternative to option 1 but has been decided against. It wouldn't be in the best interest for consistency with the akonga if we have people off sick, essentially, we will have to cover from Otara campus where we can, and often are, stretched already. Option 1 also allows for paperwork to be done more easily (there is a considerable amount)
		Also, another option, 2 tutors at .3 would allow for 2 Tutors on a Monday + half a day for admin, with no cover for sickness or leave.	Similar to group feedback	
	*No feedback supplied for disestablishment			

# Confirmed Structure for year 1 HITO off job hairdressing classes at MIT



OFFICIAL INFORMATION ACT 1982

# Confirmed outcomes

Current Positions	Confirmed Position Impact – FTE Reduction
Kaiako on fixed term contracts	<ul style="list-style-type: none"><li>• 1.4 FTE (fixed term) to end effective 2 weeks from notice to Kaiako.</li><li>• 3 x 0.2 FTE (fixed term) contracts offered with start dates of 28 July 2025, teaching of Year 2 and 3 HITO off job hairdressing classes till 25 November 2025.</li></ul>

RELEASED UNDER THE OFFICIAL INFORMATION ACT

# Reduction in roles

## Reduction in roles

As we have now confirmed that all position are to be dis-established, we will be ringfencing the impacted kaimahi as outlined in individual letters and the confirmed position changes table.

It is proposed within the selection criteria the following:

A selection process will be followed and kaimahi who fall within this process will be assessed by Head of School and PCBP against **selection criteria** to determine the best fit for the reduced number of positions.

The selection criteria is proposed to be based on the requirements of the position description and the FTE required and is outlined in the table below.

The proposed process for selection is:

- Impacted kaimahi will complete a selection form. The Head of School and PCBP will review and complete the selection form. Each kaimahi's completed selection form will be reviewed against the competency and position criteria set for this process.

Kaimahi will have an opportunity to review their selection form on request.

- For kaimahi who choose not to submit a selection sheet, we will meet with you.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Proposed HITO Selection Criteria

Selection criteria competencies	Weighting	Rating
<b>Qualifications and experience</b> <p>Holds Tertiary Teaching Qualification or equivalent Level 5 teaching qualification</p> <p>Are tertiary-qualified one level above the level required to teach</p> <p>Hold certification / qualification / specialist skill that is essential to the delivery of the programme / module</p> <p>Have relevant industry experience or engagement</p>	10	/ 5
<b>Leadership</b> <p>Engage in peer support, observation, mentoring and/or peer review exercises, and is sought by students/peers for expertise in subject area and/or teaching expertise</p> <p>Actively lead initiatives within the HITO teaching and/or across MIT or the wider sector</p> <p>Contribute positively and appropriately as a recognised academic of MIT and create a supportive learning environment</p> <p>Actively leading Māori and Pacific initiatives within the team and classroom that aligns with MIT's vision and values to improve equitable outcomes for tauira Māori and all learners and demonstrate Te Tiriti o Waitangi partnerships.</p>	10	/ 5
<b>Performance and Learner success</b> <p>Provide high quality pastoral care</p> <p>Demonstrate cultural responsibilities and responsiveness under Te Tiriti o Waitangi</p> <p>Demonstrate teaching and learning capability</p> <p>Demonstrate commitment to personal development and growth</p>	30	/ 5
<b>Collaboration</b> <p>Has highly developed interpersonal and relationship skills</p> <p>Consistently works with colleagues to resolve issues and meet agreed outcomes</p> <p>An effective and responsive communicator</p>	10	/ 5
<b>Technical skills</b> <p>Has experience with students across the range of certificate levels</p> <p>Has in-depth knowledge of all subject topics taught</p>	30	/ 5
<b>Industry activity</b> <p>Is actively involved with industry (can include community groups or professional bodies) or had had relevant industry experience in the last 24 months</p> <p>To remain up to date with contemporary developments in the industry</p> <p>To maintain active membership of the appropriate professional organisations</p>	10	/ 5
	100	/ 30

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

## Rating Scale

0	<b>Does not meet criteria</b> Does not demonstrate or have skill/competency in this area Not applicable or relevant for staff member MIT values are not demonstrated in this competency area and are an area for future development
1	<b>Partially meets criteria</b> Has some skill/competency in this area This skill/competency is predominantly based on relevant experience/examples from more than four years ago MIT values are demonstrated inconsistently in this competency area for most aspects of their work
2	<b>Close to reflecting criteria</b> Displays some skill/competency in this area This skill/competency is predominantly based on relevant experience/examples from more than two years ago MIT values are demonstrated in some aspects of their work in this competency area
3	<b>Adequately meets criteria</b> Regularly demonstrates this skill/competency and has successful outcomes/achievements/results This skill/competency is a mix of recent (within the past 2 years) and past relevant experience/examples Demonstrates MIT values in many aspects of their work in this competency area
4	<b>More than meets criteria</b> Consistently demonstrates and leads in this skill/competency, has successful outcomes/achievements/results and there is evidence (feedback internal and external) of these having a positive impact for MIT and our learners in line with MIT's mission statement This skill/competency is predominantly based on relevant recent experience (i.e. within the past 2 years) and examples Regularly demonstrates MIT values in most aspects of their work in this competency area
5	<b>Outstanding example of criteria</b> More than meets the criteria, numerous or significantly powerful and recent examples within the past 2 years Demonstrable impact of the skill/knowledge/experience or quality Demonstrates MIT's values in all aspects of their work in this competency area

RELEASED UNDER THE  
FOIA ACT 1982

## Selection Sheet Instructions

This selection process applies to kaimahi subject to the closed ring-fenced selection process for the fixed term Hairdressing lecturer Role roles as outlined in the MIT School of Hairdressing decision document.

### Selection Assessment

As outlined in the MIT School of Hairdressing Decision document, the selection assessment will consider the kaimahi's demonstration against the following competencies:

- Qualifications and experience
- Leadership
- Performance and Learner success
- Collaboration
- Technical skills
- Industry Activity

### Scoring

Scoring will be completed on a 0 – 5 rating scale.

- 0 – Being very little / no relevant experience
- 5 – Being extremely experienced (and evidenced)

### Next Steps

Completed selection forms are to be submitted to <sup>s 9(2)(a)</sup> [@manukau.ac.nz](mailto:@manukau.ac.nz)

- 1) Each completed selection form will be sent to <sup>s 9(2)(a)</sup> (Head of School Hospitality, Tourism and Service Industries) who will review with PCBP against the criteria set out for this process.
- 2) For any kaimahi who select not to submit a selection sheet <sup>s 9(2)(a)</sup> will meet with you.

The selection process will take around 1 week and the complete process is expected to take no more than 2 weeks from decision document to receiving decision outcomes.

OFFICIAL RELEASED UNDER THE INFORMATION ACT 1982

## Selection Sheet for fixed term Hairdressing lecturer Role – Self Assessment

Kaimahi Name \_\_\_\_\_  
Current Role Title \_\_\_\_\_

Date \_\_\_\_\_  
Current FTE \_\_\_\_\_

### Scoring Instructions:

- 0 – 5 Rating Scale
- 0 – Being very little / no relevant experience; 5 – Being extremely experienced (and evidenced)

Description	Selection Criteria	Weighting	Score (0-5)	Comments
Qualifications and experience	<p>Holds Tertiary Teaching Qualification or equivalent Level 5 teaching qualification</p> <p>Are tertiary-qualified one level above the level required to teach</p> <p>Hold certification / qualification / specialist skill that is essential to the delivery of the programme / module</p> <p>Have relevant industry experience or engagement</p>	10		
Leadership	<p>Engage in peer support, observation, mentoring and/or peer review exercises, and is sought by students/peers for expertise in subject area and/or teaching expertise</p> <p>Actively lead initiatives within the HITO teaching and/or across MIT or the wider sector</p> <p>Contribute positively and appropriately as a recognised academic of MIT and create a supportive learning environment</p> <p>Actively leading Māori and Pacific initiatives within the team and classroom that aligns with MIT's vision and values to improve equitable outcomes for tauira Māori and all learners and demonstrate Te Tiriti o Waitangi partnerships.</p>	10		

OFFICIAL RELEASED UNDER THE INFORMATION ACT 1982

Description	Selection Criteria	Weighting	Score (0-5)	Comments
Performance and Learner success	Provide high quality pastoral care Demonstrate cultural responsibilities and responsiveness under Te Tiriti o Waitangi Demonstrate teaching and learning capability Demonstrate commitment to personal development and growth	30		
Collaboration	Has highly developed interpersonal and relationship skills Consistently works with colleagues to resolve issues and meet agreed outcomes An effective and responsive communicator	10		
Technical skills	Has experience with students across the range of certificate levels Has in-depth knowledge of all subject topics taught	30		
Industry activity	Is actively involved with industry (can include community groups or professional bodies) or has had relevant industry experience in the last 24 months To remain up to date with contemporary developments in the industry To maintain active membership of the appropriate professional organisations	10		

Please send a copy of your selection form to <sup>s 9(2)(a)</sup> @manukau.ac.nz

# Timeline for next steps

Date	Action
Friday 11 July 2025	Decision Document presented Kaiako notified of outcome.
Friday 11 July 2025	All 1.4 FTE Fixed term roles 2 weeks' notice from today.
Monday 14 to Tuesday 15 July 2025	Kaiako invited to provide feedback on the draft selection process criteria and rating matrix.
Wednesday 16 July 2025	Confirm selection process
Thursday 17 July to Wednesday 23 July 2025	Kaiako submission of selection process
Thursday 24 July 2025	Selection process decision communicated to Kaiako
Friday 25 July 2025	New fixed term agreements offered to 3 x 0.2 FTE effective date 28 July 2025, end date 25 November 2025
Friday 25 July 2025	Effective date - 1.4 FTE fixed term contracts end.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Support Through Change

We recognize that change processes can be challenging and affect individuals in different ways, so we would like to remind you of the support options you can access at this time and encourage you to utilize them.

You can access MIT's Employee Assistance Programme (EAP) support by:

- Contacting MIT's EAP provider (TELUS Health) on phone 0800 360 364 for confidential counselling, support and coaching services.
- Registering with TELUS Health to access their online resources (including confidential online chat service). To do this follow the instructions in the following link (under EAP) <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/home/Staff-benefits>
- Checking MIT's MITNet Safety and Wellbeing Hub, which may assist you during this change process. This information can be accessed via - <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/wellbeing>

For all employees:

- You have the right to independent representation and advice throughout this change process. That representation and advice can be a support person or representative of your choice.
- Please also contact your manager and/or relevant HR Business Partner should you wish to discuss these or any other support options. The PC Business Partner contact for this process is <sup>s 9(2)(a)</sup> [REDACTED].
- 1737 - Need to talk? is also another free external support option that you can access by free calling or free texting 1737.

OFF-RELEASED UNDER THE FOIA

# Commitment to our Values

Our Values are important to all we do – at MIT and Unitec, and within our wider Te Pūkenga whanau.

Throughout this change process we are focused on living our collective Values and ensuring you are heard and feel valued.



## MANAAKITANGA

**We genuinely care for others.**  
So we make all people feel welcome through kindness, understanding and respect. We make you feel appreciated by acknowledging your contributions. All of which creates an environment where achievement can be nurtured.

We care for others to nurture achievement.



## WE ARE EXCELLENT

**We aim for the top in everything we do.**  
So we push boundaries and exceed expectations. It's how we achieve excellent results and the reason we get to celebrate success.

We get great results and celebrate success.



## WE ARE CONNECTED

**We build valuable partnerships with individuals, industry and communities, where knowledge is shared and created without silos, fences or egos.** When others talk, we really listen. We are open and approachable. We want our networks to-be strong and our relationships to be genuine and long-lasting.

We are connected, open and approachable.



## WE ARE REAL

**We admire people who are genuine and honest.** Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.

We are genuine, honest and down to earth.

OFFICIAL RELEASE UNDER THE FOIA 1982



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

Logistics

Organisational Structure Change Proposal

Outcomes

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

# Background

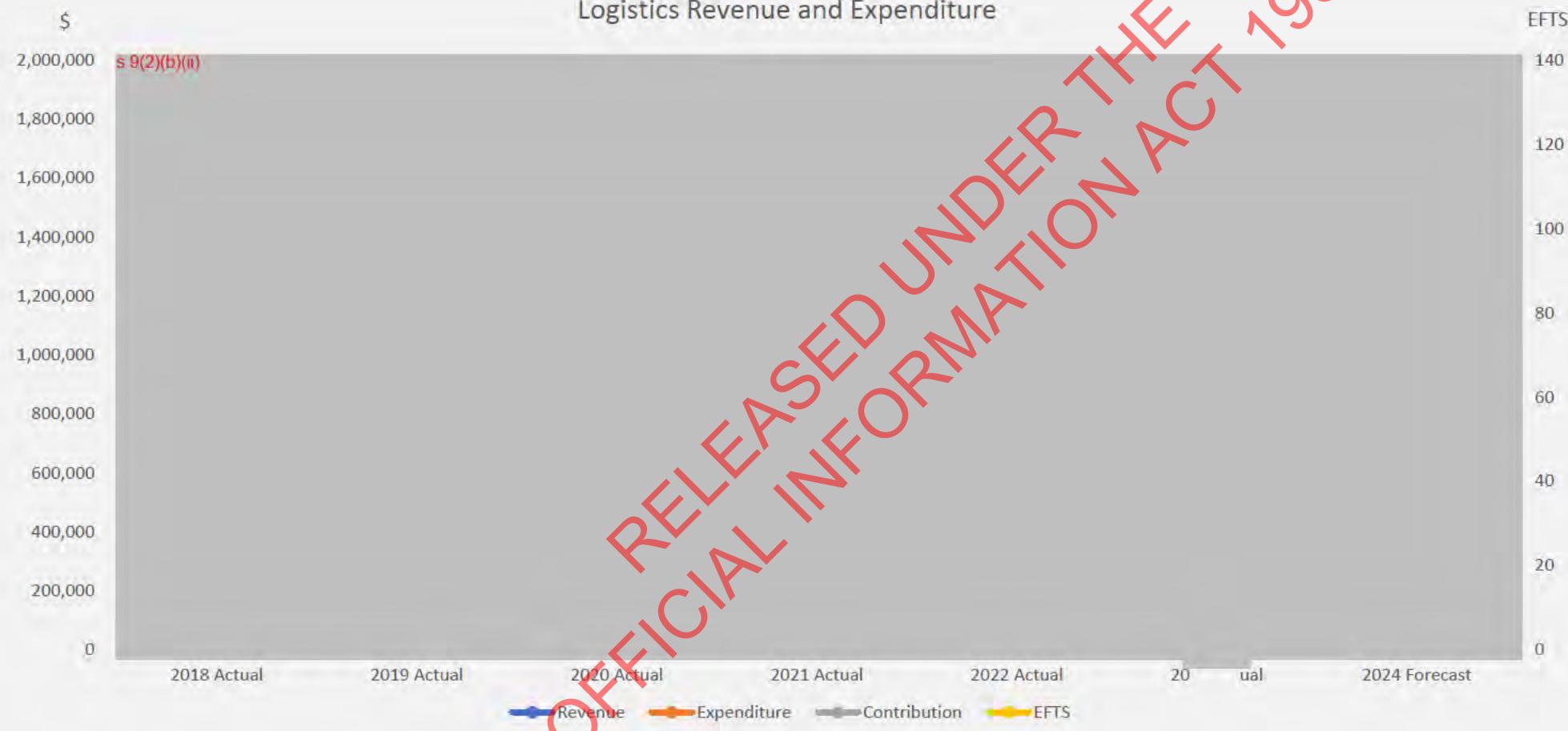
MIT's Dept portfolio.

Prior to 2021 the School of Logistics was an independent school of MIT. In 2021 The School of Logistics was re-integrated into the New Zealand Maritime School where the Logistics programmes and staff were originally located. This relocation of Logistics was due to a rationalization of schools in response to falling student numbers across programmes. Through this time there has been a reduction in FTE in the Logistics team through attrition and restructure. Since 2019 enrolments into the school have reduced year on year and continued to do so after the changes in 2021. There has been a small increase of enrolments 2024, but this has not addressed the overall drop of enrolments over the past five year period. This situation can be attributed to:

- Heavy reliance on international students, COVID has a high impact on enrolments when borders closed in 2020 and 2021.
- During the COVID lock down period the school lost connection and continuity to pathway international students into the Graduate Diploma.
- Changes to Immigration New Zealand post study work visa settings in 2022 made the programmes unattractive to international students who wished to stay in New Zealand to work post graduating from the Graduate Diploma Programmes.
- Domestic enrolments have remained static with many enrolments being part time vs full time enrolments. The current contribution margin is 27.6% at time of writing



# Background (FINANCIALS)



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Background (FINANCIALS)

Contribution Margin Actual Versus Required



*Te Whare Takiura o Manukau*

# Proposed Change



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY  
*Te Whare Takiura o Manukau*

CONCO>  
TŪHURA

The Next Generation Of Construction  
& Infrastructure Vocational Education

(a) That all logistics programmes currently delivered at Maritime School and MITM are closed with a view to teach out or transfer existing learners to another Te Pukēnga division.

These programmes are:

- MN4547 - Graduate Diploma in Supply Chain and Shipping Management
- NZ2811 - New Zealand Certificate in Supply Chain Management (Level 5)
- NZ2914 - New Zealand Certificate in International Freight and Logistics (Level 4)
- NZ2915 - New Zealand Diploma in International Logistics (Freight Forwarding) (Level 5)

(b) If this proposal proceeds and positions are dis-established, we will work with kaimahi to explore redeployment options.

(c) That the Academic Lead s 9(2)(a) will not continue beyond two weeks from the logistics programmes closure date.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982

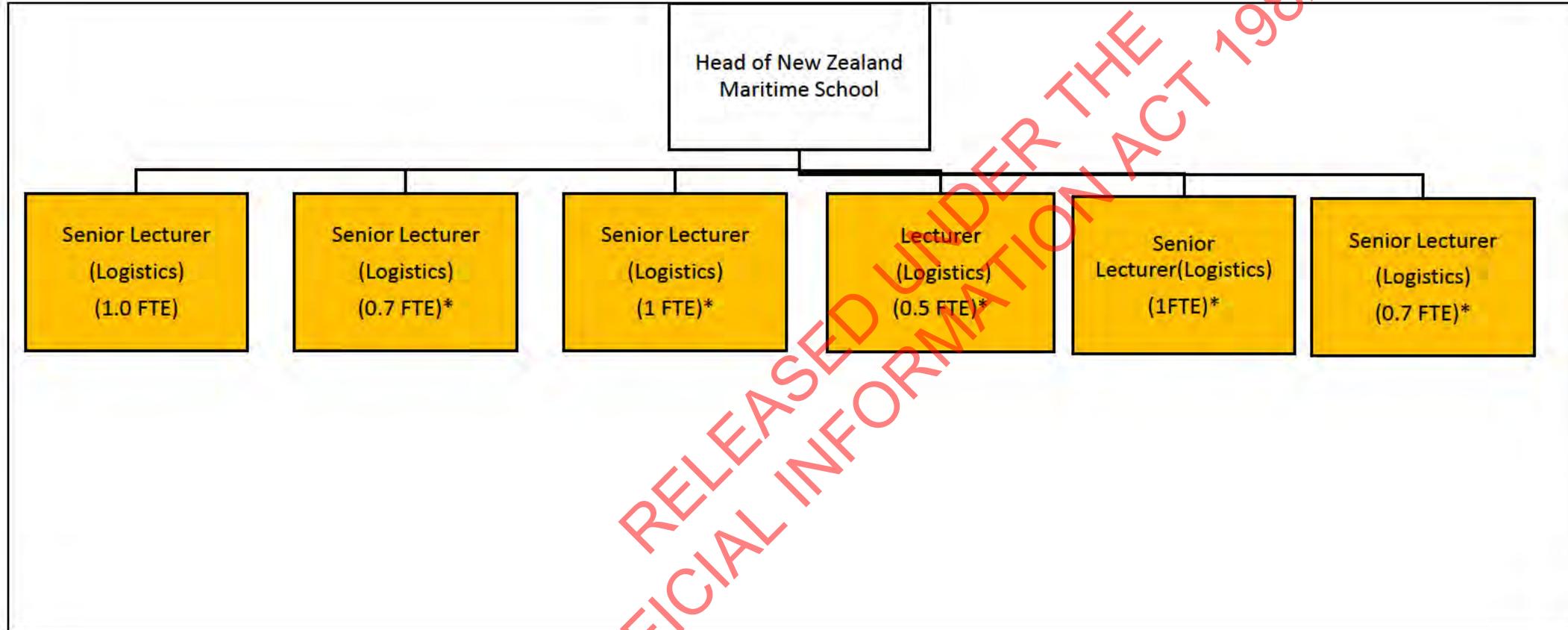
# Current structure



Te Pūkenga



**MANUKAU**  
**INSTITUTE OF**  
**TECHNOLOGY**  
*Te Whare Takiura o Manukau*



# Impact to positions of proposed changes

Current Position	Proposed Position Impact – FTE
Kaiako on permanent contracts	<ul style="list-style-type: none"><li>• All 4.9 FTE to be disestablished.</li></ul>
4.4 FTE Senior Lecturer – Logistics	<ul style="list-style-type: none"><li>• If this proposal proceeds and positions are dis-established, we will work with kaiako to explore redeployment options.</li></ul>
0.5 FTE Lecturer - Logistics	<ul style="list-style-type: none"><li>• All work will cease as it is proposed to close all Logistics programmes.</li></ul>
Kaiako/ kaimahi holding Academic Lead roles	<ul style="list-style-type: none"><li>• The background and rationale for the proposed structure changes and associated FTE reduction are outlined in this pack, in particular slides 3 – 6.</li><li>• If this proposal proceeds and positions are dis-established, the Academic Lead <small>s 9(2)(a)</small> will not continue beyond two weeks from the Logistics programmes closure date.</li></ul>



Te Pūkenga



**MANUKAU**  
**INSTITUTE OF**  
**TECHNOLOGY**  
Te Whare Takiura o Manukau

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1382

# Summary of Feedback (1 of 4)

Feedback Theme	Key Points	Management Response
Revenue	<ol style="list-style-type: none"> <li>1. The Logistics School has always had a symbiotic relationship with the Maritime School. Worked together to develop short courses for the Shipping Industry. Have arranged training for Shipping, NZ Defence, The Interislander Line and its parent company KiwiRail. Note: This has captured in excess of \$160K in additional revenue during the last 10 years.</li> <li>2. Redeveloping the level 7 diploma into a level 8 diploma Confident that, based on pre-covid data – funding from international student enrolments would increase funding to more than cover any incurred costs.</li> <li>3. Believe that funds from the new PGD international students would be sufficient to assist the L5 programme and can be managed by the same smaller cohort of lecturers also undertaking the L7 upgrade, each potentially on slightly reduced FTE levels to ensure viability until income from international enrolments starts to come in in 2026.</li> <li>4. Immigration NZ requires international students to be full time, face to face, in a classroom. Additional to part time domestic students.</li> <li>5. Due to 2022 immigration policy changes, prospective immigrants must study Level 8 Logistics programmes (MIT offers Levels 4, 5, 7). This caused student numbers to drop off, meaning less revenue. MIT Logistics should create Level 8 to fall within NZ immigration criteria; can be achieved within 2025 academic year. Funding from international student enrolments would increase funding to more than cover any incurred costs.</li> <li>6. Transition Level 7 SCM programme to Level 8 to meet the requirements for international students. Historically significant for financial sustainability.</li> </ol>	<p>Responses 3-6</p> <p>The timeframe to redevelop the existing level 7 programme into a new level 8 programme is prohibitively long. As the resulting enrolments and overall success of the programme is uncertain. MIT does not have the financial resources to support this type of programme development at this time. No work has been undertaken to verify the potential additional students this redevelopment could attract. Rebuilding the international student market for this programme would require significant resource and investment. The Maritime School and MIT are not financially positioned to invest in this development work</p>



Te Pūkenga



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Summary of Feedback (2 of 4)

Feedback Theme	Key Points	Management Response
Marketing	<p><b>Marketing Strategies to increase revenue</b></p> <ol style="list-style-type: none"> <li>1. Expand Social media promotion</li> </ol> <p><b>Domestic Students</b></p> <ol style="list-style-type: none"> <li>1. As the economy tightens in 2025, Anticipate a rise in domestic enrolments, with more students looking to improve their skills and job prospects. Capitalise on this increase in potential students through effective marketing.</li> <li>2. With this work completed over 2025 , this will also give us time to work with the Academic Centre to achieve this new qualification and MIT's marketing team to promote this programme both domestically and internationally, as they used to do so.</li> <li>3. The Learning Commons used to be full to capacity and can be again! For much of the early period, marketing of courses was undertaken locally with staff input and appeared successful.</li> <li>4. The change to generic MIT marketing has not provided any benefit to this small team.</li> </ol>	<ol style="list-style-type: none"> <li>1. MIT has a dedicated marketing team with a strategy which is based on data and research.</li> <li>2. 2025 enrolments have in all programme excluding NZ2811 NZC Supply Chain Management have declining enrolments.</li> <li>3. This proposal is not about new programmes but review of existing programmes.</li> <li>4. MIT has a dedicated marketing team with a strategy to market all schools. As a school we all need to be promoting opportunities available to our networks.</li> <li>5. MIT marketing practice is not generic. It has a strategy which is based on data, research and brand health.</li> </ol>
Financial Viability	<ol style="list-style-type: none"> <li>1. Collaborate with EIT for L8; and MIT Business School.</li> <li>2. Transition Business School L3 students into logistics</li> <li>3. programmes - industry relevance.</li> <li>4. Continue providing Industry training as supplemental revenue currently s 9(2)(b)(ii)</li> </ol>	<ol style="list-style-type: none"> <li>1. Strategic Partnerships and Sponsorships - MIT acknowledges these, but it's not relevant to the proposal.</li> <li>2. Transitioning students that want to staircase their study across schools is an option that is currently available to students</li> <li>3. Maintaining industry relevance is critically important and also a requirement of our programme approval and quality assurance</li> <li>4. Non-Base revenue generation is a good option to increase revenue and viability. Logistics would need a substantial increase in non-base revenue to have a meaningful impact on viability</li> </ol>



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY

*Te Whare Takiura o Manukau*

# Summary of Feedback (3 of 4)

1. Feedback Theme	1. Key Points	1. Management Response
1. Employer reliance on MIT Logistics Programme	<ol style="list-style-type: none"> <li>[NB: 22 submissions – mostly student and employer stakeholder – in this area]</li> <li>Employer groups and industry including "shipping lines", "Freight Forwarders" and "Warehousing, Land Transport and Distribution Companies" rely heavily on supply of high standard students from the Logistics program(s) and the proposed closure of logistics is an "example of a bureaucracy completely out of touch with reality".</li> <li>High Industry Trust for MIT Logistics Programme</li> <li>Leverage relationships with "CBAFF" and "Hanga Aro Rau" to increase pipeline</li> </ol>	<ol style="list-style-type: none"> <li>We acknowledge industry feedback, however, this has not translated to enrolments to ensure financial viability</li> <li>Employer and industry groups reliance on student graduates is not in itself currently sufficient to support the viable delivery of the full suite of logistics programmes. The reality is the delivery of these programmes must be financially viable to be sustainable</li> <li>MIT appreciates the high level of trust and support for the delivery of logistics programmes, however this is not reflected in enrolments.</li> <li>The role of Workforce Development Councils (WDCs) is to ensure the vocational education system meets industry needs and gives a stronger voice to Māori business and iwi development. Hanga Aro Rau will give industries and employers greater leadership and influence across vocational education. This is about programme development, review, compliance and stakeholder engagement. While our relationship with the WDC is important, it is not directly related to student recruitment and retention. WDC's do not provide a pipeline of students to tertiary providers</li> </ol>
1. Reconfigure MIT Logistics Programme	<ol style="list-style-type: none"> <li>Reduce offering and FTE</li> </ol>	<ol style="list-style-type: none"> <li>Considered as part of consultation process. With the current level of enrolments in each programme it is not possible to achieve both a sustainable financial position and a viable staff to student ratio</li> </ol>



Te Pūkenga



MANUKAU  
INSTITUTE OF  
TECHNOLOGY  
Te Whare Takiura o Manukau

RELEASED UNDER THE ACT 2002  
OFFICIAL INFORMATION ACT REQUEST

# Summary of Feedback (4 of 4)

Feedback Theme	Key Points	Management Response
The Proposal is in breach of Te Pūkenga's charter (The Charter).	<p>1. <b>s 9(2)(ba)(i)</b> The Proposal is in breach of Te Pūkenga's charter (The Charter). States that Te Pūkenga will be responsible to the needs of all regions of New Zealand, their learners, industries, employers and communities.</p>	<ul style="list-style-type: none"> <li>Nothing in the TP Charter abrogates its fiduciary responsibility to operate in a prudent manner.</li> </ul>
Good faith obligations require genuine consultation	<p>1. Proposal of two days to consider feedback is insufficient and inconsistent with the employer's obligation to genuinely consider kaimahi views. <b>s 9(2)(ba)(i)</b> can't help but feel that the outcome is predetermined when genuine consideration and accommodation of views require considerably more time than two days.</p>	<p>1. We acknowledge and feedback time has been extended</p>
NZ economy reliance on Logistics	<p>1. NZ economy's / the Government's aim to grow exports is hugely dependent on exporting and having competent / trained people to work in this area is essential.</p> <p>2. Every facet of life revolves around logistics and the domestic and global supply chain.</p> <p>3. The closure of the school would be a loss to its students &amp; also to the regional economy and workforce development in a sector that is vitally important both domestically and globally.</p> <p>4. Every facet of life revolves around logistics and supply chain.</p>	<p>1. Responses 1 – 4 MIT acknowledges however MIT are not the only providers of logistics training in Tamaki or across the country</p>



# Outcomes (1 of 2)

- All programmes will close and staff teaching these programmes will be disestablished on closure:
  - MN4547 – Graduate Diploma in Supply Chain and Shipping Management (31 July 2026)
  - NZ2811 – New Zealand Certificate in Supply Chain Management (Level 5) (4 July 2025)
  - NZ2914 – New Zealand Certificate in International Freight and Logistics (Level 4) (28 November 2025)
  - NZ2915 – New Zealand Diploma in International Logistics (Freight Forwarding) (Level 5) (31 July 2026)
- There will be no new enrolments for S2, 2025, effective immediately.
- Kaiako will be met with individually to take into account any personal circumstances regarding the teach out of programmes.
- Akōnga will be contacted individually to provide detailed communication on the teach out process.
- Akōnga enrolled to NZ2811 NZC in Supply Chain Management (Level 5) will be transferred to Toi Ohomai from S2, 2025 for online delivery of learning.
- This proposal does not change the Head of School, Maritime School.

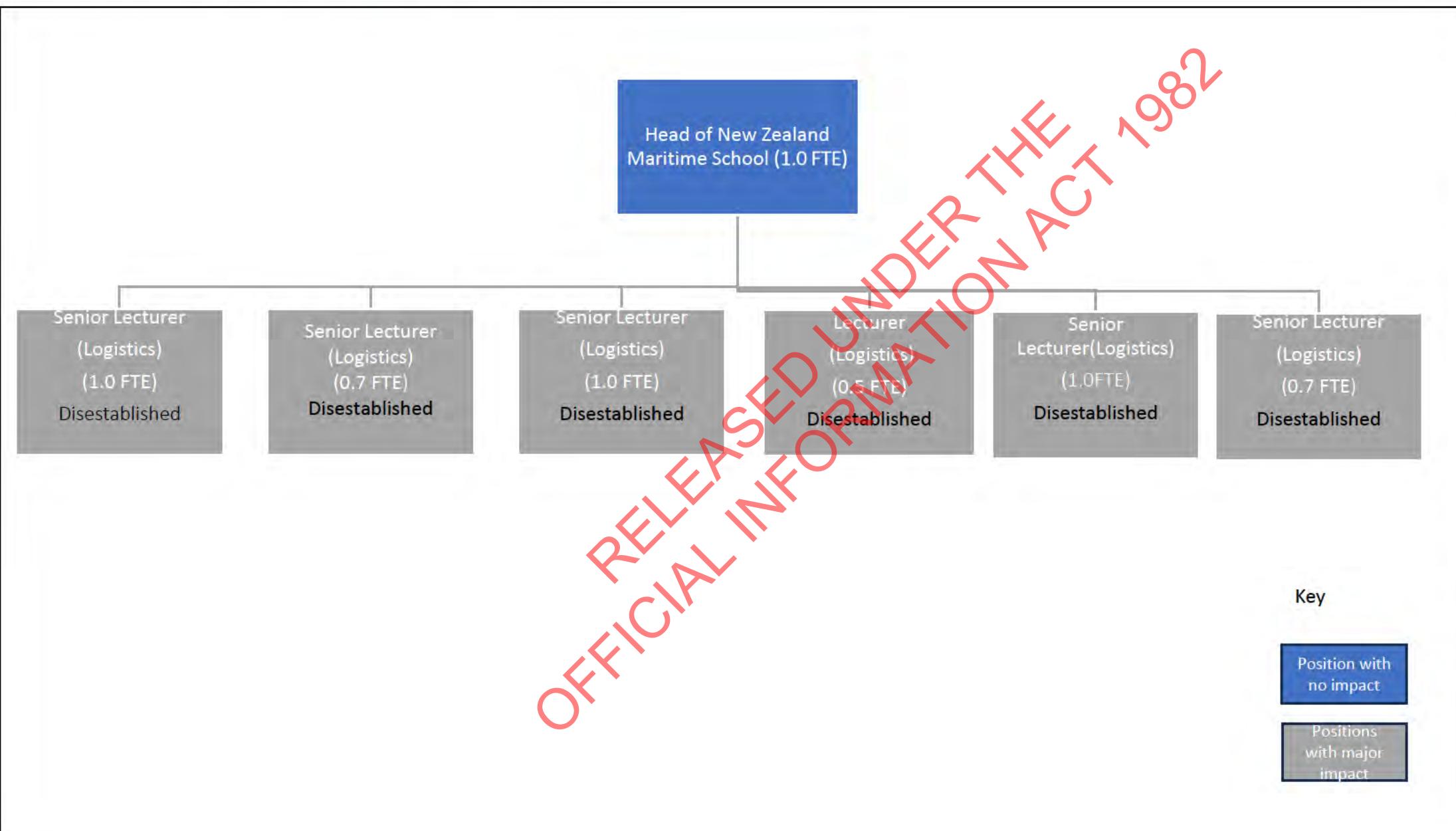


**Te Pūkenga**



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**  
*Te Whare Takiura o Manukau*

# Confirmed new structure



**Te Pūkenga**



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

*Te Whare Takiura o Manukau*

# Confirmed Outcomes:

Position	Outcome for Position
Kaiako on permanent contracts	Major Impact All 4.9 FTE positions will be disestablished. We will work with kaiako to explore redeployment options.
4.4 FTE Senior Lecturer – Logistics	
0.5 FTE Lecturer - Logistics	
Kaiako holding Academic Lead roles	Major Impact The Academic Lead <small>s 9(2)(a)</small> will not continue beyond two weeks from the Logistics programmes closure date.

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



# Timeline to disestablish

Thursday, 11 April 2025

Tuesday, 15 April 2025

Thursday, 17 April 2025 - Friday 2 May

Monday, 21 July 2025

Head of School to notify Union

Advise Kaiako of the outcome

Kaiako will be met with individually regarding the teach out of programmes

Teach out delivery commences

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982



**MANUKAU  
INSTITUTE OF  
TECHNOLOGY**

Te Whare Takiura o Manukau

# Support through change

We recognize that change processes can be challenging and affect individuals in different ways, so we would like to remind you all of the support options you can access at this time and encourage you to utilize them.

You can access MIT's Employee Assistance Programme (EAP) support by:

- Contacting MIT's EAP provider (Telus) on phone 0800 360 364 for confidential counselling, support and coaching services.
- Registering with Telus to access their online resources (including confidential online chat service). To do this follow the instructions in the following link (under EAP) <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/home/Staff-benefits>
- Checking MIT's MITNet Safety and Wellbeing Hub, which may assist you during this change process. This information can be accessed via - <https://mitnet.manukau.ac.nz/home/safety-and-wellbeing/wellbeing>

Outplacement support services will be provided to impacted kaimahi.

For all employees:

- The relevant union (TEU) has been briefed on this Outcome and are available to provide support.
- Please also contact your manager and/or relevant HR Business Partner should you wish to discuss these or any other support options. The PCW Business Partner contact for this process is s 9(2)(a) [REDACTED] @manukau.ac.nz.
- 1737 - Need to talk? is also another free support option accessed by free calling or free texting 1737.



# Commitment to our Values

**Manawa nui**  
We reach out and welcome in



We actively seek diversity knowing this supports equitable decision making and outcomes.  
We welcome everyone. Your unique worldview makes us who we are.  
We care about each other, demonstrate manaakitanga and gratitude, and create safe spaces where people feel comfortable contributing and sharing.  
We seek the expertise of others, recognising we are part of a bigger picture.  
We call out behaviours that go against our values.

**Manawa roa**  
We learn and achieve together



We embrace opportunities to try new things and learn from our mistakes.  
We work together, always striving for better.  
We are about progress, not perfection.  
We participate proactively and seek input from others.  
We provide feedback that is honest, constructive and respectful in order to elevate each other's greatness.

**Manawa ora**  
We strengthen and grow the whole person



We remove barriers and acknowledge the needs of others for their well-being.  
We empower people to give their best and recognise their unique contributions.  
We encourage initiative and contribution at all levels.  
We are generous with our time and expertise, and we look for opportunities to learn from others.  
We are transparent and open about decisions, and we support the decisions of others.

RELEASED UNDER THE  
INFORMATION ACT 1982

Our Values are important to all we do – at MIT and our wider Te Pūkenga whanau. Throughout this change process we are focused on living our collective Values and ensuring you are heard and feel valued.

**MANAAKITANGA**  
We genuinely care for others. So we make all people feel welcome through kindness, understanding and respect. We make you feel appreciated by acknowledging your contributions. All of which creates an environment where achievement can be nurtured.



We care for others to nurture achievement.

**WE ARE EXCELLENT**  
We aim for the top in everything we do. So we push boundaries and exceed expectations. It's how we achieve excellent results and the reason we get to celebrate success.



We get great results and celebrate success.

**WE ARE CONNECTED**  
We build valuable partnerships with individuals, industry and communities, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We are open and approachable. We want our networks to be strong and our relationships to be genuine and long-lasting.



We are connected, open and approachable.

**WE ARE REAL**  
We admire people who are genuine and honest. Down to earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world.



We are genuine, honest and down to earth.

RELEASED UNDER THE  
INFORMATION ACT 1982

