



ACADEMIC BOARD MEETING

Wednesday, 26 August 2026, 1.30pm



Academic Board Meeting Part I - 26 August 2026

26 August 2026 01:30 PM - 03:30 PM



TE KUNENGA | **MASSEY**
KI PŪREHUROA | **UNIVERSITY**
UNIVERSITY OF NEW ZEALAND

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**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
ON
WEDNESDAY 22 JULY 2026 AT 1.30PM**

PART I

Present: Professor Fiona Te Momo (Chair), Provost Professor Giselle Byrnes, DVC Māori Paora Ammunson, Dr Maria Borovnik, Te Tira Ahu Pae student representative Ayla Brook, Professor Darryl Cochrane, Professor Naomi Cogger, PVC Massey Business School (MBS) Professor Jonathan Elms, Professor Bill Fish, Ngā Haumi Ki Te Ao Kaiwhakahaere o Manawatahi Joseph Freeman, PVC College of Sciences (CoS) Professor Ray Geor, Dean Pacific Professor Tasa Havea, Dr Simon Hills, PVC College of Health (CoH) Professor Jill McCutcheon, DVC Students and Global Engagement (SaGE) Dr Tere McGonagle-Daly, Associate Professor Tara McLaughlin, Professor Hatice Ozer Balli, Professor Diane Pearson, Associate Professor Sam Richardson, Dr Marta Rychert, Professor Rochelle Stewart-Withers, Professor Kaye Thorn and PVC College of Humanities and Social Sciences (CoHSS) Professor Cynthia White.

In Attendance: Chancellor Alistair Davis, Chief Information Officer Martin Catterall, Governance Advisor Christabelle Marshall and three members of the public.

Apologies: Vice-Chancellor Professor Pierre Venter, Te Tira Ahu Pae appointed student representative Mary Ieremia-Allan, Professor Huia Jahnke, Te Tira Ahu Pae General President Takunda Mabonga, PVC College of Creative Arts (CoCA) Professor Margaret Maile, Ngā Haumi Ki Te Ao Co-Tumuaki o Ōteihā/Pāmamao Mathew Rope, Professor Nicolette Sheridan, Pūkenga Tiriti Associate Professor Veronica Tawhai, Rongomaiaia Te Whaiti, and Matt Tini.

1. PROCEDURAL MATTERS

1.1 Welcome/Karakia

The Chair opened the meeting with a karakia and welcomed all members present.

1.2 Apologies/Quorum

The apologies were received and accepted, with quorum confirmed.

1.3 Declaration of Interests

No declarations of interest were noted.

1.4 Meeting Agenda Review

The Agenda Part I was received and confirmed with all papers taken as read.

1.5 Confirmation of Minutes of Meeting held on 24 June 2026 – Part I (AB26/07/105)

AB26-33 RESOLVED:

(Agreed)

“THAT the Academic Board adopts the minutes of Part I of the meeting held on 24 June 2026 as a true and correct record”

CARRIED

1.6 Matters Arising

There were no matters arising.

1.7 Action Schedule – Part I

Nil.

1.8 Academic Board Workplan 2026/2027 - Part I (AB26/07/106)

The Board noted the workplan for 2026/2027.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair noted that there were opportunities for Board members to stand on Doctoral Research Committee, University Academic Promotions Committee and Honorary Awards Committee. Board members were encouraged to contact the Governance Advisor with expressions of interest.

The Chair further noted recent events, including orientation week, and the International Communication Association's 2026 Conference hosted on the Manawātū campus, and acknowledged staff for their commitment to teaching and research.

2.2 Vice-Chancellor's Report (AB26/07/107)

The Board noted the Vice-Chancellor's report.

2.3 Provost Report (Verbal)

The Provost provided an update on curriculum transformation and changes in the external operating environment, including research funding, academic quality assurance, and Universities New Zealand discussions on generative AI. The Board discussed the Transition Research Fund 2027 and the limit on proposal submissions for organisations.

2.4 Student Report (Verbal)

The student representatives provided an update on the recent orientation events and noted that Te Tira Ahu Pae elections would commence next month.

2.5 Update on Generative AI – Policy and Readiness (AB26/07/108)

Professor Naomi Cogger joined the meeting at 1.48pm.

The Chief Information Officer introduced himself and provided an overview of the IT Governance Board and the University's exploration of technology partnerships. Professor Cogger provided an overview of the paper and noted work underway to uplift the University's AI Readiness Baseline. The Board discussed risks and opportunities related to GenAI use and noted that an AI policy and guidelines for general use would be tabled at a future Board meeting for consultation and feedback. The Board discussed staff capability development, graduate attributes, curriculum integration, assessment and assurance of learning, and plagiarism detection in the context of GenAI. Student representatives highlighted evolving expectations and varying levels of AI literacy, noting the need for greater clarity on appropriate AI use, and opportunities to incorporate student perspectives into the University's approach to AI. A Board member proposed a dedicated future discussion on GenAI, including a presentation from student representatives. The Chancellor noted that Council would value Academic Board advice on the academic risks and opportunities associated with GenAI.

ACTION: Schedule a deep dive on GenAI for a future Board meeting, with advice to be presented to Council.

ACTION: Student representatives to share student voice around Gen AI at a future Academic Board meeting.

Professor Naomi Cogger, Chief Information Officer Martin Catterall and one member of the public left the meeting at 2.44pm.

2.6 Inherent Requirements of Qualifications Policy (AB26/07/109)

The Provost spoke to the paper and sought Board approval for the new Inherent Requirements of Qualifications Policy.

AB26-34 RESOLVED: (Agreed)

THAT the Academic Board approves the Inherent Requirements of Qualifications Policy.

CARRIED

2.7 Verified Assessment Policy (AB26/07/110)

The Provost spoke to the paper and sought Board approval for the new Verified Assessment Policy.

AB26-35 RESOLVED: (Agreed)

THAT the Academic Board approve the Verified Assessment Policy.

CARRIED

3. ACADEMIC PROGRAMMES

3.1 CUAP Proposals (AB26/07/111)

AB26-36 RESOLVED: (Agreed)

THAT the Academic Board recommends the CUAP proposals to the Vice-Chancellor for approval and forwarding to CUAP for approval/noting.

CARRIED

4. PAPERS FOR NOTING

The Board noted the papers as listed.

- 4.1 URC Minutes Part I – 28 May 2026 (AB26/07/112)
- 4.2 CoH CB Minutes Part I – 15 May 2026 (AB26/07/113)
- 4.3 CoHSS CB Minutes Part I – 12 June 2026 (AB26/07/114)
- 4.4 CoS CB Minutes Part I – 16 April 2026 (AB26/07/115)
- 4.5 CoS CB Minutes Part I – 18 June 2026 (AB26/07/116)
- 4.7 AC Minutes Part I – 2 June 2026 (AB26/07/117)

5. DECISION RELEASED FROM PART II

4.1 Conferment of Degrees and Awarding of Diplomas and Certificates (AB26/07/121)

AB26-39 RESOLVED: (Agreed)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in the report, with the university seal affixed to the parchments.

CARRIED

6. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB26/07/118)

AB26-37 RESOLVED: (Chair)

THAT the Academic Board exclude the public from the papers as noted in the table below.

General subject of each matter to be considered	Reason	Section 48(1) grounds
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AB26/07/119	Confirmation of Minutes Academic Board Meeting 24 June 2026 - Part II	For the reasons set out in the Part I minutes of 24 June 2026 held with public present	
AB26/07/120	Action Schedule – Part II	Improper gain or advantage	s7(2)(j)
AB26/07/121	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Noting Papers			
URC Minutes Part II – 28 May 2026 (AB26/07/122)			
CoHSS College Board Minutes Part II – 12 June 2026 (AB26/07/123)			
CoS College Board Minutes Part II – 16 April 2026 (AB26/07/124)			
AC Minutes Part II – 2 June 2026 (AB26/07/125)			

This resolution was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

CARRIED

Two members of the public left the meeting at 3.05pm.

Part I of the meeting closed at 3.05pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

Item	Action	Responsibility	Meeting Date & Ref	Status	Due Date
1.	Schedule a deep dive on GenAI for a future Board meeting, with advice to be presented to Council.	Governance	22/07/2026 AB26/07/108	Scheduled for October Board meeting, with additional paper to be presented to the November Board meeting for finalisation prior to Council submission.	21/10/2026 18/11/2026
2.	Student representatives to share student voice around Gen AI at a future Academic Board meeting.	Governance	22/07/2026 AB26/07/108	Scheduled for October Board meeting.	21/10/2026

Academic Board 2026/2027 Workplan

	22 JULY 2026	26 AUGUST 2026	23 SEPTEMBER 2026	21 OCTOBER 2026	18 NOVEMBER 2026
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Strategic Discussion	<i>TBC</i>	• <i>TBC</i>	• <i>TBC</i>	• <i>TBC</i>	• <i>TBC</i>
Strategic Items	• GenAI Use Guidelines	• Research Rankings Update • Subcommittee General Report (<i>performance review under current ToR</i>) • Human Ethics Committees Annual Report	• MBS General Report 2026 ★	•	• AB Approved Policies Update (<i>6-monthly</i>)★ • Te Ara Paerangi & Te Pou Rangahau Update (<i>6-monthly</i>)
Operational Items	• Chair's Report • VC's Report • Provost Report • Student Report • CUAP Proposals (Round 2) • Qualification Review Reports • Conferment of Degrees and other qualifications	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications • Graduating Year Reviews	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications	• Chair's Report • VC's Report • Provost Report • Student Report • Qualification Review Reports • Conferment of Degrees and other qualifications
Papers for Noting★	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes	Subcommittee minutes

Note: All ★starred items are for noting.

Academic Board 2026/2027 Workplan

	24 FEBRUARY 2027	24 MARCH 2027	21 APRIL 2027	12 MAY 2027	23 JUNE 2027
Location	Zoom	Zoom	Zoom	Zoom	Zoom
Strategic Discussion	• TBC	• TBC	• TBC	• TBC	• TBC
Strategic Items	•	Subcommittee Annual Reports★	•	• AB Approved Policies Update (6-monthly)★	• Animal Ethics Committee Annual Report★ • Te Pou Rangahau and Paerangi Update ★
Operational Items	- Chair's Report - VC's Report - Provost Report - Student Report - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 1) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 1) - Qualification Review Reports - Conferment of Degrees and other qualifications	- Chair's Report - VC's Report - Provost Report - Student Report - CUAP Proposals (Round 2) - Qualification Review Reports - Conferment of Degrees and other qualifications
Papers for Noting	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes	• Subcommittee minutes

Please Note: All ★starred items are for noting.

Part I: Paper for Information

MEETING DATE:	26 August 2026
AUTHOR:	Vice-Chancellor Professor Pierre Venter
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: July – mid-August 2026

Recommendation

- That Academic Board note this update on current issues, key achievements and highlights arising during the reporting period.

Executive Summary

This report provides a high-level overview of the period, highlighting how activity and achievements align with the university's strategy and offering links for further detail. While it cannot capture all the outstanding mahi of Massey staff, students and partners, it records key accomplishments and points readers to [Massey News](#) and other internal channels where many additional stories can be found.

Vice-Chancellor's Insights and Outlook

With the University's refreshed strategic direction now complete, our attention is turning to how we translate our ambitions into tangible outcomes for learners, research, communities and New Zealand. A consistent theme throughout the strategy has been the need to build on Massey's distinctive strengths while responding to a rapidly changing higher education environment. This includes a renewed focus on learner success and access, research with real-world impact, deeper engagement with industry and communities, and ensuring that our academic offerings remain relevant, innovative and responsive to future needs.

As we begin the next phase of this work, a series of events across our three campuses will provide an opportunity to bring our university community together around a shared sense of purpose and direction. The success of the strategy will ultimately depend not on the document itself, but on our collective ability to embed its priorities in the decisions we make, the programmes we deliver, the research we undertake and the partnerships we cultivate.

While challenges across the tertiary sector remain, I am confident Massey is well positioned for the future. Our distinctive strengths, national reach and commitment to delivering meaningful impact provide a strong foundation for the journey ahead. The work of our staff, students, researchers and partners continues to demonstrate the difference a university can make when it is connected to the needs of society and focused on areas where it can lead. I look forward to working with you all as we bring our strategy to life and realise the opportunities it presents for learners, communities and New Zealand.

Part I: Paper for Information

Te Pou Rangahau – Research

Examples of the delivery of research excellence and its impact include:

- *Innovation with impact recognised in 2026 KiwiNet Awards*
The university is showcasing its entrepreneurial talent with three finalists being named in the 2026 KiwiNet Research Commercialisation Awards. [Read more.](#)
- *Landmark protein study reveals food quality*
Protein expert Dr Suzanne Hodgkinson, Riddet Institute, has won *The Journal of Nutrition's* inaugural Teresa A. Davis Award in Growth and Protein Nutrition from the American Society of Nutrition. She heads to the United States shortly to receive the prize. [Read more.](#)
- *Health Research Council (HRC) Explorer Grants 2026*
Of 10 Massey University applications submitted to the 2026 HRC Explorer Grants round, one was successful. Dr Ying Jin, School of Health Sciences, was awarded funding for *REST-Māmā: Restoring Circadian Sleep through Technology-Enhanced Midwifery*, receiving up to \$150,000 over 24 months. The result highlights innovative health research at Massey and supports the development of new approaches to improving maternal wellbeing. [Read more.](#)
- *Applied Doctorates Scheme (ADS) - Massey University*
The Applied Doctorates Scheme (ADS) is a five-year, \$20 million MBIE-funded initiative launched in 2025 to strengthen partnerships between universities and industry while developing doctoral researchers with strong industry engagement and research translation skills. The scheme supports up to 30 PhD candidates nationally each year, providing tuition fees and a three-year stipend. In the first ADS funding round, which was focused on energy research, Massey University secured four doctoral projects, demonstrating strong research capability in a highly competitive national programme. The projects cover sustainable energy systems, thermal energy storage, UV disinfection technology, and reducing energy use in meat cold storage, in partnership with organisations including Verdi New Zealand, Sustainable Engineering Ltd, NovoLabs Ltd, and the Meat Industry Association.

Beyond funding, ADS students participate in a national professional development programme and annual conference, helping them build industry connections, interdisciplinary skills, and research leadership experience. Massey's Dean Postgraduate Research, Professor Tracy Riley, is also a member of the scheme's governance team.

A second funding round, focused on Aerospace, Defence, and Security, has recently closed, with Massey outcomes pending.

- *Massey University-CSC PhD Scholars Programme*
The China Scholarship Council (CSC)-Massey PhD Scholars Programme continues to deliver strong outcomes, with 18 students awarded fully-funded PhD scholarships from 34 nominees in 2026, forming Massey's largest CSC-funded doctoral cohort to date.

Through a cost-sharing partnership, CSC funds students' living and travel costs while Massey provides tuition scholarships and research support. The programme enables Massey to attract high-calibre doctoral candidates, strengthen research capacity, and support research across eight academic disciplines.

Part I: Paper for Information

This success enhances Massey's international research profile, strengthens strategic partnerships and collaborations, and supports the university's goals of research excellence, internationalisation, and real-world impact.

- *Outstanding contributions to chemistry and physics*
Distinguished Professor Peter Schwerdtfeger, NZ Institute of Advanced Studies, College of Sciences, has been honoured by the international journal Molecular Physics, which has published a special issue celebrating his 70th birthday and recognising his outstanding contributions to chemistry and physics. The articles featured in the special issue reflect the breadth of Professor Schwerdtfeger's scientific influence. [Read more.](#)
- *Staff and students celebrated at food science and technology conference*
Staff and students from the School of Food Technology and Natural Sciences have been recognised for their contributions to food science and innovation at the 2026 New Zealand Institute of Food Science and Technology Conference. [Read more.](#)

Te Pou Ako –Learning and Teaching

Mahi undertaken to foster, support and enable an excellent learning environment. Examples include:

- *Te Ara ki Pūrehuroa marks the next chapter in Massey's student success initiative*
While building on the foundations established through Pūrehuroatanga, Te Ara ki Pūrehuroa will place greater emphasis on what happens within the classroom. In particular, this new phase intentionally aligns student success with the implementation of our Curriculum Framework, a multi-year programme focused on how the curriculum supports excellent quality learning and teaching experiences. This greater alignment will ensure that the evolution of Massey's student success approach is grounded in academic quality, student wellbeing and teaching practices that work together to support learner success. [Read more.](#)
- *New course to strengthen support for consumers experiencing vulnerability*
Massey Business School is launching a new course designed to help professionals better support people experiencing consumer vulnerability. Working with Consumers in Vulnerable Circumstances: Principles and Professional Practice is set to go live next month. [Read more.](#)
- *Course Health Checks launching after Semester One*
Following the approval of the Qualification Lifecycle Review Process (QLRP) Policy and Procedures last year, Massey is introducing the first phase of implementation with the launch of Course Health Checks (CHCs). [Read more.](#)

Te Pou Tangata – People

Celebrating our People

- *Outstanding achievements recognised in Alumni Excellence Awards*
This year's recipients, Master of Advanced Leadership Practice (with Distinction) graduate Dan Te Whenua Walker and Bachelor of Arts in Linguistics and Massey Scholar Ellen Dixon, represent the breadth and diversity of the Massey alumni community, with each demonstrating excellence in their field while embodying the university's values of innovation, leadership and making a positive difference. [Read more.](#)

Part I: Paper for Information

- [*Massey researcher receives international honour for leadership on academic freedom*](#)
Professor Mohan Dutta, Dean's Chair in Communication, Center for Culture-Centered Approach to Research & Evaluation, has been recognised with one of the highest service honours in communication, receiving the Presidential Citation from the National Communication Association (NCA). [Read more.](#)
- *Professor Tracy Riley elected Chair of Fulbright New Zealand*
Dean of Postgraduate Research at Massey, Professor Tracy Riley, has been a member of the Fulbright New Zealand Board and was elected as Chair by her fellow board members. [Read more.](#)
- *Senior tutor edits feature documentary selected for NZ International Film Festival*
A music video shoot at the Great Hall on the Pukeahu Wellington campus has led to the biggest editing project of Senior Tutor in the School of Music and Screen Arts Ross Dredge's career: a feature-length documentary. [Read more.](#)
- *Ian Shirley Award winner passionate about advocacy and empowering whānau*
Bachelor of Social Work graduate Emma Hammelburg has been awarded the Ian Shirley Award for outstanding academic achievement in social policy. [Read more.](#)
- *Emerging leader earns international recognition at global symposium in Switzerland*
Master of Arts in Defence and Security Studies graduate Francesca Fisher has gained international recognition after winning a highly competitive essay competition, securing a place at the prestigious Leaders of Tomorrow Symposium in Switzerland. [Read more.](#)

Te Pou Hono – Connection

Mahi undertaken to create, honour and sustain meaningful connections and partnerships, and addressing the world's big problems, matters of national interest, and promoting leadership. Examples include:

- *Partnership to advance Food Technology research and education*
Massey University has strengthened its international collaboration in food science and technology through a new Memorandum of Understanding (MoU) with India's National Institute of Food Technology Entrepreneurship and Management, Kundli (NIFTEM-K). [Read more.](#)
- *Partnership helps elite swimmers in sport and study*
Massey has partnered with Northern Arena to help talented swimmers combine high-performance sport with tertiary study, creating a pathway that supports them to train, compete and achieve academically. [Read more.](#)
- *Partnership powers Massey-led disaster resilience training for Manaaki scholars*
The Ministry of Foreign Affairs and Trade (MFAT)-funded programme is one of two Manaaki New Zealand Scholarships Thematic Short Term Training Scholarships delivered by Massey. It combined classroom learning with hands-on experiences designed to show how communities, agencies, scientists and Indigenous leaders work together before, during and after disasters.

Delivered by the Joint Centre for Disaster Research (JCDR) in partnership with Te Tumu Whakatipu, the programme brought together academic expertise, applied learning, cultural engagement and extensive sector connections to support scholars working to strengthen disaster preparedness and resilience in their home countries. [Read more.](#)



Part I: Paper for Information

- *Learning from communities to better serve communities*
Future clinical psychologists at Massey are learning directly from Pasifika communities as part of a unique annual event designed to strengthen culturally responsive mental health care in Aotearoa. [Read more.](#)
- *Massey's centenary – A year to celebrate, connect and look forward*
As we approach 2027, we will celebrate [Massey University's centenary](#), a significant milestone represents for our university.

This celebration provides a unique opportunity to recognise Massey's contribution to Aotearoa New Zealand and the world over the past 100 years, while also looking ahead to the impact we will continue to make in the future. The theme of our centenary is '100 Years of the University of New Zealand', and a key part of this will be the sharing of stories that showcase the people, innovation and achievements that have shaped Massey and our communities. [Read more.](#)

MEETING DATE:	26 August 2026
AUTHOR:	International Research Rankings Advisor, Dr Anita Muthukaruppan
SUBJECT:	International research rankings 2025-2026 update

Recommendation

- Academic Board **notes** this Research Rankings update.

Purpose

This paper provides an update to Academic Board on Massey's international rankings performance in 2025-2026. Strong international rankings enhance Massey's ability to attract students, staff, research partnerships and external investment.

New Zealand universities current ranking performance

- The New Zealand (NZ) University sector continues to perform strongly in the QS World University Rankings, with all eight universities ranked in the global top 450. NZ remains one of only five higher education systems in which every university in that country is ranked in the top 500.
- NZ universities ranked first globally on average for sustainability and second globally for international faculty ratio (among countries with at least five ranked institutions in QS).
- Reputation indicators improved across the NZ universities, with six of eight (75%) recording gains in Academic Reputation, Employer Reputation and Employment Outcomes.
- Despite all eight universities being in the top 450, six declined in the overall rankings as international competitors advanced more rapidly; Massey and Canterbury were the exceptions.
- Research citations remain the New Zealand university's key weakness. Citations per Faculty (CpF) was the lowest-performing indicator when compared against the results of other countries, declining for seven of eight universities, with no institution recording an improvement. This should not be surprising given the multiple and complex research funding changes happening across the NZ research sector with associated destabilising impact on researchers.
- While Massey's total citations increased by 12% for a second consecutive year, a reduction in academic staff numbers contributed to a lower CpF score.

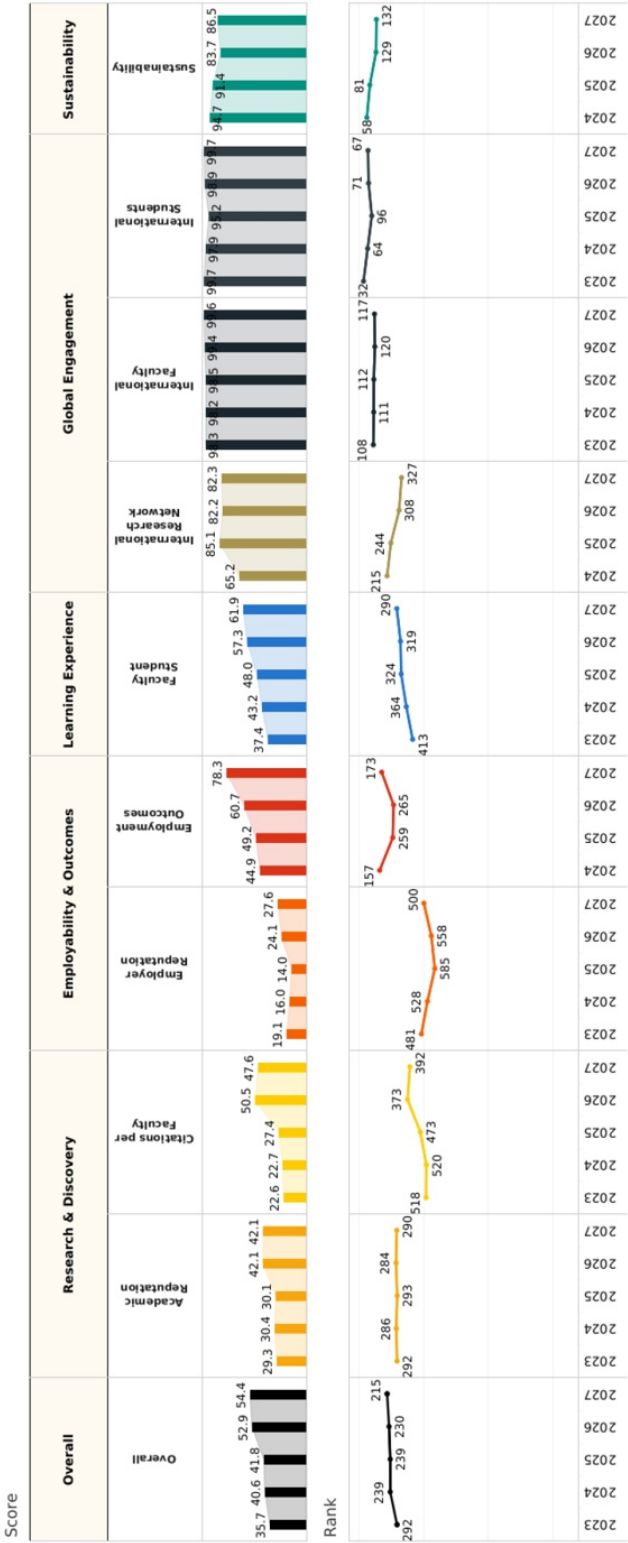
Understanding the QS Citations per Faculty (CpF) Indicator

- CpF measures research productivity and quality, reflecting research capacity including research funding, staffing and the time available for research.
- NZ universities generally have significantly fewer research-only positions and invest less in research support per academic FTE, than many international competitors, limiting direct comparability of results.
- Year-to-year fluctuations are expected, as scores are influenced by changes in funding, staffing and research activity.



QS World University Rankings

QS World University Rankings 2027



Source : QS World University Rankings

Massey's research rankings¹ highlights (Refer to previous QS figure for trends since 2024)

- In the latest available 2027 QS World University Rankings (released in 2026), Massey rose 15 places to a record 215th globally, retained its 3rd in NZ ranking, and remained within its *Te Pou Rangahau* 2024-2027 target band (200-250) for a fourth consecutive year.
- Massey is ranked in the world's top 14% of universities (215th of 1,504 ranked; 8,808 assessed).
- QS remains Massey's strongest global ranking, compared with 501-600 in THE and 801-900 in ARWU (Shanghai).
- Massey's improved QS performance was driven by:
 - Employment Outcomes: up 92 places to 173rd globally.
 - Employer Reputation: up 58 places, building on a 27-place gain in 2026.
 - Academic Reputation: maintained a top 300 global ranking.
- Recent gains in Academic and Employer Reputation reflect several years of improvement in Massey's QS engagement activities, supported by a 45% increase in academic contacts and an 85% increase in employer contacts last year.

QS Subject Rankings

Massey had 22 subjects ranked globally, including 18 in the top 500 and two in the top 50, nearing its *Te Pou Rangahau* targets of 20 in the top 500, and five in the top 50. Highlights include:

- Veterinary Science: 14th globally (+5 places), 1st in Oceania and Asia, and 1st globally for Employer Reputation.
- Agriculture & Forestry: 49th globally and 1st in NZ.
- Development Studies: top 100 globally and 1st in NZ.
- Three subjects ranked in the global top 150 and 1st in NZ: Art & Design, Communication & Media Studies, and Architecture & Built Environment.
- One subject ranked in the global top 150: Sports-Related Subjects.
- Accounting & Finance: 151-200 globally and 2nd in NZ.

QS Subject Rankings combine academic standing via reputation and employability, and research performance indicators, while Shanghai Subject Rankings are based almost exclusively on research excellence and impact measures providing a more research-intensive assessment of subject strengths.

Shanghai Subject Rankings

Massey has 12 subjects in the global top 500 (16 previously), with six subjects ranked 1st in NZ.

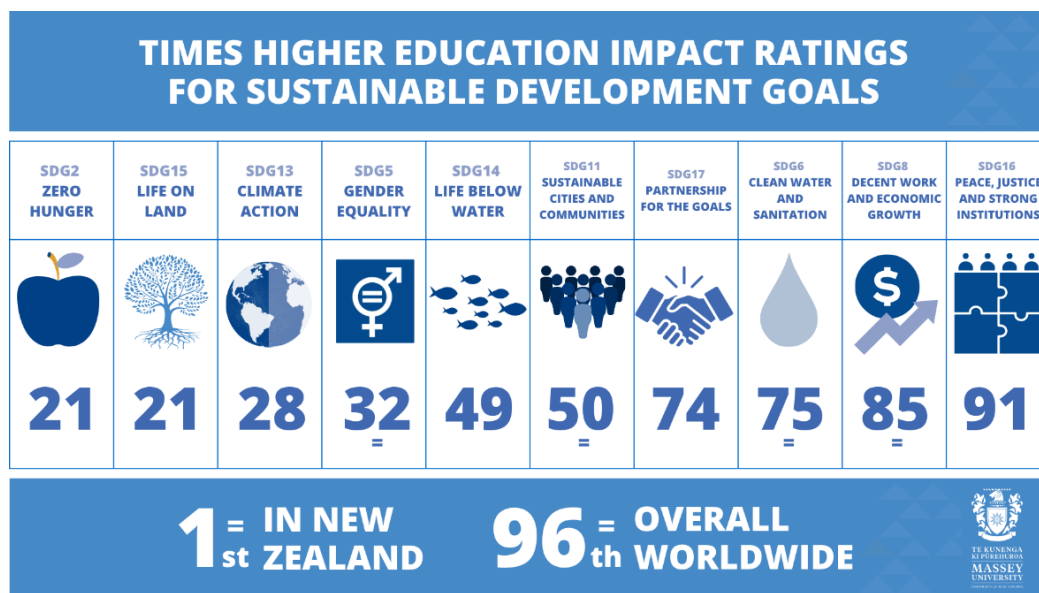
Subject	World Rank	NZ Rank
Food Science & Technology	43	2
Veterinary Sciences	76-100	1
Communication	76-100	1
Agricultural Sciences	101-150	1
Business Administration	101-150	2
Finance	151-200	1

¹ All of Massey's rankings results are available on our [Rankings webpage](#).

Biotechnology	201-300	1
Nursing	201-300	2
Psychology	201-300	3
Economics	301-400	1
Public Health	401-500	4
Education	401-500	6

Times Higher Education (THE) Impact Ratings

Massey ranked equal 96th globally and joint first in New Zealand with the University of Auckland, meeting its Te Pou Rangahau target and recognising its contribution to the UN Sustainable Development Goals (SDGs).



Rankings initiatives and outcomes

Examples of key outputs of rankings initiatives and amended processes are tabulated below:

Key Output	Evidence Example:
Massey-wide rankings communications plan	Coordinated communications across news, marketing, alumni and stakeholder channels. Includes QS contact collection campaign.
Research metrics capability building	Training and guidance on citations, profiles, affiliations, SDG tagging, and collaboration.
Rankings resources	Developed repositories, slide decks, roadshow materials and researcher guidance.
National benchmarking network	Established regular engagement with rankings advisors from all 8x NZ universities.
External engagement	Supported QS visits, international QS Summit participation, and THE engagement through the Aotearoa SDG Summit that Massey hosted in September 2025.

Strategic Implications

- QS remains Massey's priority ranking, with a global rank of 215th and the strongest potential for improvement through reputation and research indicators.
- QS subject rankings remain a key strength, with two subjects in the top 50, three in the top 100, seven in the top 150, and 18 in the top 500 globally.

- The ranking components where Massey's scores could be improved to achieve higher rankings include:
 - Academic reputation (30% of the ranking score) – based on survey responses of external academics citing universities that they consider are demonstrating academic excellence,
 - Citations per Faculty (20%) – constraints already described, and
 - International Research Network (5%) – based on authorship of publications with other countries that result in three or more joint papers published in a five-year period. This means sustained, long-term, quality research partnerships.
- THE Impact Ratings continue to differentiate Massey internationally, reinforcing sustainability as an institutional strength.

Massey University Rankings Advisory Group

The Advisory Group provides advice around university-wide rankings activities, with a primary focus on QS Rankings following the move of rankings functions to Research Operations in 2026. This supports improved performance, sector benchmarking, and alignment with University and Tertiary Research Excellence Fund (TREF) priorities.

Next Steps for Massey

- Prioritise QS World University and Subject Rankings in 2026-27, focusing on initiatives that will have the greatest impact on ranking outcomes.
- Target investment into areas of established research strength and capability.
- Support citation impact through high-quality research, sustained international collaboration, and initiatives that strengthen research capacity.
- Strengthen engagement with colleges, employers, alumni and external stakeholders to support reputation indicators.
- Establish new rankings targets aligned with the University Strategy, Research Plan and supporting the Field-Weighted Citation measure of the TREF.

Conclusion

Massey's international rankings performance remains strong, particularly in QS Rankings, THE Impact Ratings, and several globally recognised subject areas. These results enhance the University's ability to attract high-quality students and staff, strengthen international partnerships, and reinforce its reputation for research excellence.

Future gains will increasingly depend on strengthening research impact, international collaboration, and reputation measures, while building on areas of established research strength.

While improvements remain possible through targeted rankings initiatives, NZ's funding and research environment presents significant constraints that should be considered when interpreting citation-based measures and future ranking performance.

Part I: Paper for Decision

MEETING DATE:	26 August 2026
AUTHOR:	Director, Office of Academic Quality, Reporting and Assurance
SUBJECT:	CUAP Proposal Summary Report

Recommendation

- THAT Academic Board recommends the below CUAP proposal to the Vice-Chancellor for approval and forwarding to CUAP for approval/noting.

CUAP Qualification Amendment for CUAP approval

- [Master of Business Administration \(AC26-08-365\)](#)



Te Kūnenga ki Pūrehuroa

University Research Committee August 2025
Massey University Human Ethics Committee Annual Reports 2025

For Part I (Public) of the URC Meeting

Purpose: This paper presents the annual report of the Human Ethics Committees for 2025, for noting at the University Research Committee on 27 August 2026.

Actions: As part of its role in overseeing the work of the Ethics Committee Chairs' Committee, of which the Human Ethics Committees Ohu Matatika 1, Ohu Matatika 2 and Ohu Matatika 3 are sub-committees, the University Research Committee is asked to note the annual reports of the Human Ethics Committees submitted to the Health Research Council Ethics Committee.

Appendix: Massey University Human Ethics Committees Annual Reports 2025 submitted to the Health Research Council.

Discussion: Under the terms and conditions of accreditation, Massey University is required to report annually to the Health Research Council Ethics Committee (HRECEC). These reports include a summary of committee business for 2025 and information pertaining to Massey's low risk pathway.

The reports provide a summary of the relevant committee's business for the year including:

- Composition and membership of the committee, incorporating membership throughout the reporting period (new, resignations and retiring members), experience and expertise of members.
- Training opportunities for committee members.
- Committee operations outlining attendance and number of applications considered per meeting, assessment times, and reporting requirements.
- Successes and challenges in relation to cultural responsiveness.
- Complaints, incidental findings and unexpected events.
- Details of all applications reviewed by the committee containing application number, title, name of researcher(s), date received and reviewed, the review outcomes, final outcomes, funding and consultation undertaken.

Please note that the information contained in the three reports remains, for the most part, unchanged, as it pertains to the overall functioning of the committees and is consistent across all three human ethics committees.

URC 26-073



Associate Professor Nicky Stanley-Clarke
Chair, Ethics Chairs' Committee

Name:

Title:

College/School/ Business Unit:

ANNUAL REPORT FROM AN ETHICS COMMITTEE

The HRC Ethics Committee (HRCEC) is established under the Health Research Council Act (1990) as a committee of the Health Research Council. Section 25 of the Act covers the Committee's functions. Set out below are the functions relevant to the approval of ethics committees:

- To ensure that, in respect of each application submitted to the Council for a grant for the purposes of health research, an independent ethical assessment of the proposed research is made either by the Ethics Committee itself or by a committee approved by the Ethics Committee (section 25(1)(c)).
- To give, in relation to ethics committees established by other bodies, advice on –
 - i. the membership of those committees; and
 - ii. the procedures to be adopted and the standards to be observed, by those committees (section 25(1)(f)).

Approved ethics committees are able to undertake independent assessment on behalf of the HRCEC.

Health and Disability Ethics Committees (HDECs) are established as Ministerial committees under Pae Ora (Healthy Futures) Act 2022, section 87. The function of an HDEC is to secure the benefits of health and disability research by checking that it meets or exceeds established ethical standards. The HDECs act in accordance with procedural rules contained in *The Standard Operating Procedures for Health and Disability Ethics Committees (the SOPs)*.

Institutional Ethics Committees (IECs) are established by organisations, such as universities or private companies and review research applications directly related to the organisation or their agent. Often the research that they review is not health related and they have policies and procedures that reflect the nature of the research that they review.

NOTE:

In compiling this report, ethics committees should not provide information which would breach the Privacy Act 2020 and/or the Health Information Privacy Code 2020.

SUBMISSION

Please complete the annual report electronically and email to the Secretary of the HRCEC:

ethicsinfo@hrc.govt.nz

Relevant declaration page with signatures may also be submitted electronically via email.

INQUIRIES

If you have any queries, please contact the Secretary of the HRCEC at the above e-mail address or by telephone on (09) 303 5221.

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Section 1	General information
Section 2	Chairperson's report
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SECTION 1: GENERAL INFORMATION

1.1 Name of Ethics Committee (EC)

Massey University Human Ethics Committee – Ohu Matatika 1

1.2 Dates of current HRCEC approval

January 2026 – December 2028

1.3 Reporting period

January 2025 – December 2025

1.4 Lead Administrator of Ethics Committee

Name	Ms	Patsy	Broad
	Title	First Name	Last Name

Phone	(06) 9516840
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E-mail	humanethics@massey.ac.nz
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1.5 Chairperson

Name	A/Prof	Louise	Brough
	Title	First Name	Last Name

Phone	(06) 951757
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E-mail	L.Brough@massey.ac.nz
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SECTION 2: CHAIRPERSON'S REPORT

2.1 The HRCEC requests that the Chairperson of the approved EC provide a report which includes the following information:

1. Please summarise the main progress, changes, and any issues for the committee from the last reporting year.
2. Topics often mentioned are:
 - workload
 - resources
 - changes to committee policies
 - changes to structure of review (e.g. introduction of low risk expedited review)
 - any other substantive changes which the committee or its Chair wishes to note institutional climate (e.g. undergoing restructure)
 - areas or kinds of review that were challenging to assess, and why
 - requests for advice to the HRCEC on how to review particular topics or matters

Introduction

Ohu Matatika 1 (OM1) is one of the three Massey University Human Ethics committees and has expertise in health, nutrition, exercise and psychology. The majority of the applications reviewed are from postgraduate researchers in the Colleges of Health and Humanities and Social Sciences. In 2025, the Dean Postgraduate Research, Professor Tracy Riley, continued as Acting Chair, Ethics Chairs' Committee, providing oversight of ethics matters and guidance to the Chairs of the three human ethics committees during what was a busy year of change in policy and procedural matters.

Following a period of parental leave, Dr Ute Kreplin returned to the committee in 2025 and agreed to continue in the role as Deputy Chairperson. In this role, Dr Kreplin chaired the July meeting. In April and May, with a large number of applications for the committee to review, A/Prof Brough and Dr Kreplin acted as Co-Chairs to help manage the workload both during and after the committee meetings. This worked very well and ensured researchers received their meeting outcomes in a timely manner.

Videoconferencing

In 2025, all committee meetings were held via videoconferencing. This allowed researchers to join the meeting during the discussion of their application. While this option to attend meetings is often requested by researchers, it also supports the committee deliberations in the case of applications that may be unclear, or where the committee wish to raise significant concerns. Researchers, and the committee, continue to find the opportunity to speak directly of great benefit.

Committee Membership

In late 2024, we held interviews to recruit new community members. Two new community members, Dr Annie van Bysterveldt and Ms Veena Patel, joined the committee at the beginning of 2025.

In mid- 2025, we received two resignations, one from a community member (Dr Brian Adams) and another from our student member (Mr Julian Shields). A call was made to recruit new members from both categories, and a new community member (Mr Arama Tairea) was appointed at the end of the year.

While a new student member was considered for the position, the appointment did not proceed. In 2026 a new student member was appointed. Details will be provided in the 2026 annual report.

Dr Ute Kreplin, academic member and Deputy Chair, whose first term on the committee was due to expire in June 2025, was reappointed for a second term, from 7 June 2025 to 6 June 2028.

In addition, a call for academic members with expertise in ethics and moral reasoning was undertaken in the latter part of the year, with a new academic ethicist appointed (Dr Stephen Chadwick) whose membership commenced in December 2025.

I am very pleased with the current membership of the committee and feel the committee works well together. The committee has an excellent breadth of expertise with all members contributing to the deliberation of each application.

Applications

In 2025, the committee received 83 new applications for review, which represents an increase of 14 applications (20%) from 2024. The increase in the number of full applications can largely be attributed to an increase in ethics applications from Master's students in the School of Psychology.

While no applications were declined in 2025, thirteen applications were deferred. Reasons for deferral included a lack of consideration, clarity and detail around the ethical principles required for research, including autonomy, beneficence, conflict of interest, questions around data collection and storage, recruitment procedures, mitigation of risk of harm (including confidentiality), consent, and clarity around health and safety plans. When an application is deferred, researchers (and supervisors in the case of student research) are encouraged to contact the committee Chair who is available to further discuss reconsideration of ethical issues prior to the resubmission of an application.

Where appropriate, the committee will request reports for projects where there is more than minimal risk (e.g., invasive procedures). When received, these reports are included in the agenda of the next meeting and are available to all members of the committee for discussion and noting. In 2025, two such reports were received.

Twenty five minor amendments were approved by me as the Chair under the delegated authority of the committee. Major amendments require a full application to be submitted for review by the committee at a monthly meeting.

Administration team and the Chair

The Chair and the ethics administration team are regularly contacted for advice and clarification of queries prior to the submission of applications, and after researchers receive feedback from the committee. These meetings are usually undertaken via zoom or teams.

The ethics advisors and team leader also provide support to postgraduate students and academic staff in the preparation of ethics applications and conduct a pre-review upon submission of applications to check for completeness and ensure appropriate public documentation has been uploaded.

MUHEC Chairs, the Research Ethics Advisor and Team Leader Research Ethics attended the Joint Institutional Ethics Committees' (IEC) meeting held on 25 July. We are grateful for the continued opportunity to meet with colleagues to discuss the work of the human ethics committees and discuss current issues that face the IECs.

The Team Leader and Ethics Advisor also regularly attend the informal zoom sessions for the IEC Secretariats arranged by the Health Research Council.

SECTION 3: POLICIES AND PROCEDURES

A. CHANGES IN POLICIES AND PROCEDURES

3.1 Please provide details of any changes in EC policies, procedures or Ethics Application forms since the last report.

- Please attach any amended documents/procedures/policies
- For each change, please include the specific section and/or page number in the materials attached to this annual report.
- If there are no changes within the reporting period, please indicate “No changes” and proceed to Section 4.

Policy

As reported last year, Massey University has been focusing on the review of the university's policies, procedures, regulations and codes relating to academic and research integrity. A thorough consultation process was undertaken with university stakeholders.

Review of the Code of Responsible Research Conduct (CRRC) and the Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants (MUHEC Code) have been updated simultaneously to meet internal and external requirements to ensure alignment of definitions and procedures. For example, there were inconsistent classifications of breach levels and related procedures for each code, which causes complexity, misunderstanding, and significant procedural risk for the University. The simultaneous review of these Codes and other related policies (for example, the Code of Academic Integrity) also presents the opportunity to align not only the content of those documents, but the timing of future reviews. This reduces the risk of misalignment and complexity that staggered reviews may cause.

MUHEC Code

The Code has been revised and updated as follows:

- Clarification of purpose: ensuring that all University research, teaching and evaluations involving human participants conforms to high ethical standards.
- Inclusion of the National Ethics Advisory Committee National Ethics Standards for identifying, managing and minimising risks (2019).
- Confirmation of Massey University's commitment to Te Tiriti o Waitangi and its related principles at Massey University as outlined in the University's Kaupapa Here Tiriti o Waitangi – Tiriti o Waitangi Policy.
- Application of the provisions and principles of Te Tiriti Articles 1-4 to ethical conduct.
- Inclusion of relevant and up-to-date legislation, legal compliance, policies and procedures.
- Adherence to Massey policy structure/presentation style.

The Code articulates the principles and requirements for the ethical conduct of research, teaching and evaluations with human participants, and is thereby obliged to adhere to the guidance provided in the Massey University Council Statute on Policy Development and Review.

The MUHEC Code was reviewed by the Chairs Committee before consultation with the University Research Committee (URC) and relevant committees across Massey (e.g., Doctoral Research Committee, college committees). Following consultation, it

was submitted to Academic Board and approved at their meeting in April 2026. A copy of the revised MUHEC Code is attached.

Code of Responsible Research Conduct (CRRC)

The CRRC was last updated in 2015 and contains a complex mixture of policy, procedures, expectations, and guidance relating to research conduct. In addition to the complexity, parts of the policy are now dated and misaligned with current good practice and requirements. Additionally, the process outlined for managing possible non-compliant research conduct is perceived as complex and time-consuming and no longer aligns with similar procedures relating to possible breaches of academic integrity.

The rationale for the proposed changes to the current CRRC is multi-faceted, and the proposed changes are therefore designed to:

- Ensure better alignment with current research practices.
- Acknowledge the diversity of researcher profiles at the University (within both staff and students).
- Embed an educative approach to problem resolution, as and when appropriate.
- Reflect Massey University's commitments to Te Tiriti o Waitangi by incorporating, for example, Māori data sovereignty and engagement with Māori communities within the CRRC.
- Provide a clearer categorisation of breaches of the CRRC.
- Strengthen institutional integrity through the inclusion of research misconduct in the same Misconduct Register currently used for recording academic and non-academic misconduct.
- Better align with external policies.
- Offer clarity, consistency and efficiencies of process.

The changes are substantive and include the separation of the current CRRC into two documents: 1) the Policy which sets out the principles and 2) Procedures which explain the processes for managing responsible research conduct.

The CRRC was reviewed by the University Research Committee (URC) prior to consultation across the University with key stakeholder groups. It was submitted to Academic Board at their meeting in April 2026. At that meeting members raised some concerns that needed further discussion. The CRRC and accompanying Procedures documents were resubmitted to Academic Board and approved at its May meeting. A copy of the documents is now attached.

Procedures

E-form

Ethics applications at Massey are submitted using an online e-form, and in 2024 work commenced to review it to better reflect the Code, Te Tiriti commitments and the University's statutory and legislative obligations. The ability to provide better mechanisms for internal and external reporting was also taken into consideration. For example, in order to ensure we can accurately report on project funding, a question was added to the e-form that asks whether the research is internally, externally, scholarship or self-funded.

As part of this project, the Human Ethics Chairs revised the questions within the e-form, in consultation with ethics committee members, and other key stakeholders internally. We also consulted with the Health Research Council Ethics Committee during this process, particularly with respect to low risk notifications. It was agreed that a process for approving low risk research would be included as part of the redevelopment of the e-form.

Work progressed steadily over 2024 and 2025 with the newly enhanced form published for use in August 2025.

Opportunities to understand engagement with the new form were offered through workshops and learning sessions that were well attended by staff and student researchers. The revised e-form has been well received by all users, including the human ethics committees with only a few minor changes required following its implementation.

Low Risk Research

As mentioned above, and as agreed with the Health Research Council Ethics Committee, the new process for low risk research changed from an immediate notification (with no way to rescind or intervene in the case of ethical concerns) to an approval process that includes the continuation of our current practice of a review by ethics advisors, with a recommendation sent to the Chair of the Ethics Chairs' Committee from the advisor. The Chair then reviews the application and recommendation to grant approval; engage in further questioning/information of the applicants or seek advice from the other Chairs to determine an appropriate pathway; or advise the applicant to proceed with a full human ethics application. The Chair has the low risk application, public documentation, and the ethics advisor's recommendation, upon which to make their decision.

The new process has been welcomed by the university community and we wish to thank the Health Research Council again for their feedback and consultation during this process which was very beneficial.

Working collaboratively

We continue to work collaboratively with researchers and educators across the university to manage processes in a way that is appropriate to them.

In addition to managing ethical processes, we have also worked with areas of the university to provide learning and development opportunities for staff and students. To continue on from the work we have undertaken to update policies, procedures and e-forms, work is now underway to provide a more asynchronous learning platform. This will include general guidance on the Code of Ethical Conduct and associated principles along with guides on submission of applications and best practice. These will be supplemented by small engagement activities to encourage the reader to formulate high quality responses to the questions in the application.

Ethics Chairs' Committee

A new service role of Chair, Ethics was established in March 2024 to replace the Director, Ethics position that was disestablished in 2023. Prof Tracy Riley resumed the role as Acting Chair in March 2024 to oversee the changes being implemented to policies and processes.

In addition to meetings undertaken to support the implementation of the new e-form, the ethics chairs met twice in 2025 (April and October) to discuss issues of common concern and decide on matters in relation to the learning and development of researchers and ethics committee members. Importantly, the Chairs were actively engaged in the re-development of the e-forms and processes, which was a key focus of both Chairs' meetings. Coming together as a committee twice a year enables the chairs to actively share their own learning, problem solve and think constructively about future initiatives. The work undertaken by the Chairs' committee throughout 2024-2025 has resulted in strong, trusting relationships.

The Chair, Ethics role was advertised in the latter part of 2025. In March 2026, A/Prof Nicky Stanley-Clarke was appointed to the position. Nicky has a long connection to the University, that spans three decades as a student, social work practitioner and academic. She has a strong interest in ethics, developed through clinical social work practice, teaching and service roles, which has shaped her commitment to

responsible, socially just and ethically grounded research. Nicky has been an active member and contributor in Ethics Committee Ohu Matatika 3 (OM3) since 2019, including as Deputy Chair for the committee. Since starting in the Ethics Chair's role, Nicky has engaged with researchers across the university, including participating in an online training for PhD students and their supervisors. Having received support to become familiar with the low-risk approval process, Nicky is now reflecting on ways to further support the ethics team, ethics chairs, and researchers.

Low Risk Notification Audits

The MUHEC accepted low risk notifications (LRNs) up to the end of July 2025. Because of this, only one of the typical twice-yearly audits was undertaken, with researchers notified in advance of review. This audit reviewed approximately 10% of submissions received since the last LRN audit and contained LRNs: 1) Flagged by the Research Ethics Advisors as being incomplete, lacking in information or requiring further information; 2) referred through monitoring or 3) a random selection of LRNs chosen to complete the audit set.

Up to the end of July 2025, 453 LRNs were received from researchers, of which only one was withdrawn. A total of 17 LRNs were audited (as per the approximately 200 applications received by the start of June 2025). Following the audit, researchers are provided with feedback that either 1) confirms the LRN pathway was appropriate for the submission (7/17), 2) indicates that insufficient information was provided (1/17), or 3) advises submission of a full ethics application should have been considered (8/17). In 2025, one applicant was advised the low risk notification did not fit within the scope of the code (1/17).

Following notification to researchers of the audit outcomes, many responded that while the study covered by the LRN had already been completed, they would ensure that a full application was submitted for similar projects in future.

Low Risk Approvals

The MUHEC transitioned away from the LRN pathway to the Low Risk Approval pathway in August 2025. This transition enabled the MUHEC to move away from the twice-yearly audits to an approval process which included screening by a Research Ethics Advisor, a recommendation to the Chair of the Ethics Chairs Committee, and a final outcome assigned by the Chair of the Ethics Chairs Committee.

From August to December 2025, 190 applications were submitted for Low Risk Approval. Of these applications, three outcomes were assigned: Low Risk Approval (169/190), Full Application Required (3/190), and Out of Scope (9/190). Of the 190 applications, nine were withdrawn.

The new approval pathway has been generally well received by researchers, noting a greater certainty regarding their projects falling under the low risk criteria compared to the previous notification and auditing system. Additionally, this process has allowed the Ethics Office to ensure greater quality control of the low risk applications that are improved, with 104 of the 190 applications having been returned by a Research Ethics Advisor for corrections, additions, etc. before an outcome recommendation was sent to the Chair of the Ethics Chairs Committee. With the addition of the "Full Application Required" outcome, applicants are given the opportunity to reconsider their projects to ensure that it either falls within the low risk approval criteria or submit a full application to be considered by a full committee review. Being able to return out of scope applications is also useful for applicants and the MUHEC.

Terms of Reference – Human Ethics Committees

As advised in the previous report to the Health Research Council, in early 2025, work progressed to revise the terms of reference alongside a set of committee procedures. The revised terms of reference were presented and approved by the University Research Committee at their meeting held on 24 July 2025.

Of note, the revised Terms of Reference reflect changes to:

- Appointment Procedures with the inclusion of student members in Section 3, Item 3.35.
- Clarity in the process of seeking extensions in time, over and above the standard three (3) year approved period (refer to Section 4, Items 4.16 and 4.17).
- Clarity in regard to the conflict of interest of committee members (refer to Section 4, Item 4.21 and Section 7).
- Minor changes to align closer with the committee membership outlined in the HRC Guidelines for Approval of Ethics Committees.
- Alignment of Complaints Procedures (Section 5, Items 5.1 to 5.4) for research that may not be in accordance with or compliant with the Code of Responsible Research Conduct or the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants.

The revised Terms of Reference are now attached.

Supporting the Ethics Committees

In 2025 changes were made to allow a more flexible model of workload for the ethics advisors. Whereas historically, an ethics adviser was attached to a particular committee, the committee work is now shared by two members of the secretariat who are able to consistently and efficiently support the committees. This has worked well, with a significant reduction in the time it takes for meeting outcomes to be returned to researchers.

This change in workload allocation of secretariat support to the committees also enabled the smooth implementation of the new low risk approval process. The review of low risk applications is now allocated across the three ethics team members who regularly (3-4 times per week) review the low risk submissions, which takes into consideration other work priorities. The new process allows for a 7-10 business day turn around for low risk submissions. We are very pleased to report that the secretariat is able to work within those deadlines, and feedback has been very positive.

SECTION 4: COMPOSITION OF COMMITTEE AND MEMBERSHIP

TO NOTE:

1. Abbreviations:
L = lay person
NL = non-lay person
2. A "lay person" is a person who:
 - has no affiliation to the institution that sponsors, funds, or conducts research reviewed by that committee; and
 - is not a registered health practitioner, and has not been a registered health practitioner at any time during the five years preceding the date of their appointment; and
 - is not involved in conducting health or disability research, or employed by an organisation whose primary purpose relates to health and disability research; and
 - may not otherwise be construed by virtue of employment, profession, and relationship or otherwise to have a potential conflict of bias with the work of the committee.
3. Understanding 'qualified Health Practitioner':
 - Clinically trained: has completed the necessary education and training to work in their field (e.g., medical, nursing, allied health), but they are not currently engaged in the direct provision of healthcare services or clinical work. While they may still hold the qualifications and competence to practice, they are not actively using those skills in a clinical setting.
 - In active practice is currently and regularly engaged in the practice of their healthcare profession. They should hold a current practising certificate (i.e. be both legally registered and engaged in ongoing professional activities that involve the provision of healthcare services).

4.1 List of EC members throughout the reporting period.

NOTE:

1. All members attending at least one meeting need to be listed. Please include both new and retired members.
2. An "*" after a name indicates Māori member (see definition at 4.6 below).
3. Gender is defined as per Statistics New Zealand guidelines (i.e., male, female, another gender, prefer not to say)

#	Name of member	Gender	Membership Category (L/NL)	Short biography of expertise and experience	How Appointed	Start - finish date	Number of meetings attended
1	Dr Brian Adams	M	L	Health, safety & wellbeing promotion	By the Director Research Ethics under delegated authority of the University Research Committee	06/09/23-25/08/25	7

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2	A/Prof Louise Brough	F	NL	Human health and nutrition	By the Vice-Chancellor on the recommendation of Academic Board	01/06/21-31/05/27	10
3	Dr Shemana Cassim	F	NL	Community Psychology, health and data sovereignty	By the Director Research Ethics under delegated authority of the University Research Committee	01/02/23-31/01/26 (co-opted member 1/2/2026 to 10/03/2026)	10
4	Dr Stephen Chadwick	M	NL	Social Work; Philosophy; Ethics	By the Vice-Chancellor on the recommendation of Academic Board	1/12/25-30/11/28	1
5	Mr Jerry Hubbard (co-opted from OM3)	M	L	Law, compliance, privacy	By the Vice-Chancellor on the recommendation of Academic Board	1/02/22-31/01/28	2
6	A/Prof Inga Hunter	F	NL	Medical expertise, digital technology, health service management, use of health data in research	By Council on the recommendation of the Vice-Chancellor	7/08/23-6/08/26	11
7	Dr Ute Kreplin	F	NL	Psychology and cognitive science; health and wellbeing	By the Vice-Chancellor on the recommendation of Academic Board	7/06/22-7/06/28	11
8	Ms Veena Patel	F	L	Law, compliance, policy setting	Appointed by the Chair, Ethics Committee Chairs Committee under delegated authority of the University Research Council	1/02/25-31/01/28	9
9	Dr Michael Pye	M	L	Health practitioner	By the Vice-Chancellor on the recommendation of the Appointments Committee	09/07/21-08/07/27	8
10	Dr Savern Reweti*	M	NL	Te reo, tikanga, civil aviation, information systems and technology	By the Director Research Ethics under delegated authority of the University Research Committee	03/07/23-03/07/26	10
11	Mr Julian Shields	M	NL	Student and ethicist	Appointed by the Dean Research under delegated authority of the University Research Committee	9/09/24-8/09/25	8
12	Dr Annie van Bysterveldt	F	L	Early childhood education, human development,	Appointed by the Chair, Ethics Committee Chairs	1/02/25-31/01/28	11

IEC Annual report form 2026

				speech & language therapy, previous human ethics committee membership	Committee under delegated authority of the University Research Council		
13	Mr Arama Tairea	M	L	Religion, philosophy, previous human ethics committee membership	Appointed by the Ethics Committee Chairs Committee under delegated authority of the University Research Council	1/12/25-30/11/28	1

4.2 No. of members in the following core membership categories.

(Each member should only be listed under one core membership category: For Māori member, only list as Māori. For other members, only list under L/NL. Gender is defined as in the notes section above).

<i>Māori</i>	<i>Gender</i>	<i>L</i>	<i>NL</i>	<i>Total members</i>
1	M: 7 F: 6	6	7	13

4.3 Provide a short biography for each NEW member on the list.

(New member means a member who has not previously been included in an annual report to the HRCEC)

#	Name of member	Short biography
1	Dr Stephen Chadwick	Dr Stephen Chadwick holds a PhD in social and political philosophy, an MA in social work and has previous experience as a human ethics committee member.
2	Ms Veena Patel	Ms Veena Patel has a Bachelor of Laws with a BA (Hons) in politics and English literature. Ms Patel has experience as a Senior Policy Advisor for government.
3	Dr Annie van Bysterveldt	Dr Annie van Bysterveldt is a retired Speech and Language Therapist and academic with previous committee membership experience.
4	Mr Arama Tairea	Mr Arama Tairea has an academic background in the study of religion and philosophy and has experience as a Research Ethics Advisor and student representative on a human ethics committee.

4.4 Indicate all retirements / resignations of members within the reporting period.

<i>Name of Member</i>	<i>Retirement / Resignation date</i>
Dr Brian Adams	25 August 2025
Mr Julian Shields	8 September 2025

4.5 Include any additional comments specific to the list of membership.

(For example: "Clarify members seconded to the EC or acting as consultants".)

IEC Annual report form 2026

Mr Jerry Hubbard Mr Jerry Hubbard was co-opted from Ohu Matatika 3 for the February and April meetings to support the integration of the new community member with legal expertise (February) and to ensure a quorum of lay members was present in April as one lay member could not attend due to illness.

4.6 Summary of experience and expertise of members.
(A single member may fall under more than one category.)

	Yes	No
Person with a recognised awareness of te reo Māori and the understanding of tikanga Māori (Māori member)	☒	☐
Person with experience and expertise in ethical and moral reasoning	☒	☐
Lawyer (in active practice)	☒	☐
Person from the wider community Persons with experience and expertise in law, privacy, compliance, medical practitioner, nursing, health safety & wellbeing, early childhood education, human development, speech & language therapy, religion & philosophy	☒	☐
Person with experience and expertise in the design and conduct of intervention studies	☒	☐
Person with experience and expertise in the design and conduct of observational studies	☒	☐
Person with experience and/or expertise in the provision of health and disability services	☒	☐
Person with experience and expertise to review either qualitative or quantitative research	☒	☐
Person from student community	☒	☐
Other experience and expertise (specify) Psychology and cognitive science, human health and nutrition, medical expertise, digital technology, health service management, use of health data in research, community psychology, health and data sovereignty, social work, Te reo & tikanga Māori, civil aviation, information systems and technology		

4.7 If a category above is selected as 'No' please clarify why, and how this perspective has been accounted for in review:

N/A

FOR HEALTH ECS ONLY

4.8 For an EC that reviews health research, identify the members who are qualified health professionals and note their affiliations.

	Name of qualified health professional	Affiliation
<i>Clinically trained</i>	A/Prof Inga Hunter	MPhil (Information systems), FRNZCGP, FHiNZ, FAIDH

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<i>In active practice</i>	Dr Michael Pye	NZ RGN, ADN, BSocSci, Postgrad Hons Social Science (First Class), MSc Human Resource Management
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- 4.9 If there were limitations to the number of qualified health professionals (i.e., one category above was not retained), explain how the EC ensured that the review of health research was carried out appropriately.**

N/A

**SECTION 5:
TRAINING FOR COMMITTEE GOVERNANCE**

5.1 Specify the training undergone by new members.

Date (dd/mm/yyyy)	Details of training for new members
Ongoing	Prior to their first meeting new committee members are invited to attend an induction session conducted by the Research Ethics Secretariat. At these sessions, members are introduced to the MUHEC Terms of Reference, the Guidelines for Committee Members, and an introduction into the meeting procedures and processes. Members are also given access to the committee SharePoint site and provided with guidance in its use. The site is used to share all meeting documentation (including applications and meeting documentation), reference materials and items of educational interest. While new members are required to read and familiarise themselves with all applications, they are not assigned as the reviewer of a specific application for the first two or three meetings. New members join the discussion on applications after the lead reviewer has presented their review and are invited to comment and ask questions relevant to the discussion and deliberation of applications. When members indicate they are confident to do so, they are included as a reviewer of an application (usually after 2 to 3 meetings). Members are also able to contact the Chair or Secretary of the committee at any time with any concerns/queries they may have.

5.2 Specify any new or on-going training for EC members.

Date (dd/mm/yyyy)	Details of on-going training for EC members (This includes seminars and conferences that EC members attend.)	No. of attendees
Ongoing	Human Research Ethics articles are circulated to members, when relevant and also uploaded to the committee SharePoint site. In 2025 the following documents were uploaded to committee SharePoint sites for members: - The new Massey University Research Data Management Policy - The new Human Ethics Committee Terms of Reference (2025) The Chairperson updates members on items of interest in the Chairperson's report at each committee meeting (when relevant).	

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	In addition, members are circulated with information about external learning opportunities that may be of interest to them, e.g., the National Health Research Ethics Committee Conferences and the 6 th Australian and New Zealand HREC Conference.	
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5.3 Specify any new or on-going training for Chairs of the EC:

Date (dd/mm/yyyy)	Details of on-going training for Chairs (This includes seminars and conferences that EC members attend.)
Ongoing	Chairs have access to the ongoing IEC meetings (if they are available to attend), and the Annual meetings convened by the HRC for HRC, IECs and HDECs. The Ethics Chairs meet twice per annum to discuss any issues, opportunities, improvements, or queries that arise out of monthly committee meetings. Chairs were provided with the opportunity to attend the 6th Australian and New Zealand HREC Conference (25-27 November 2025) online. Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. This includes training in leadership and other skills relevant to the role of Chairs.

5.4 Specify any new or on-going training for members of the Ethics Secretariat (Team)

Date	Details of on-going training for Ethics Secretariat (This includes seminars and conferences that EC members attend.)
Ongoing	The Massey University Ethics Chair's Committee meetings take place twice-yearly and provide ongoing discussions between the secretariat and the committee chairs. These discussions form a basis for developing skills and understandings. The Massey research ethics advisors are active participants in the HRC/IEC meetings. These informal meetings are attended by members of the Secretariat on a regular basis and are invaluable for information sharing and learning. Two members of the Ethics Secretariat attended the 6th Australian and New Zealand HREC Conference held online in November 2025. HRC Communities of Practice – We see the introduction of this forum for members of ethics as a great benefit to the research ethics community allowing members to discuss items of interest and collaborate on matters of shared importance such as the development of education and training for new committee members. Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. As part of the Graduate Research School and Ethics (GRSE) team, the secretariat has had opportunities for strengths

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	development and training, discussions on wellbeing in the workplace, Te Tiriti learning and visits to different research teams and facilities across campus. In 2025, the GRSE had the opportunity to work with an external consultant to review processes and to learn about different technologies. For the ethics team, there has been growth in the development of skills for presentations, the use of genAI, and the development of online courses using the University's student management system.
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5.5 If no training was undertaken, provide reasons below.

N/A

SECTION 6: OPERATIONS OF COMMITTEE

A. MEETING QUORUM

NOTE:

- In the HRC Ethics Committee guidelines, quorum means at least half of the appointed members of the committee were present at the meeting.
- However, the HRCEC understands an EC may have additional criteria for meeting quorum at their institution.
- Please defer to your institutional policies when considering if quorum was reached at each meeting

6.1: Attendance Grid

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Meeting in quorate	\	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11/11
Māori member present	\	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	9/11
Total no. of members present	\	11	9	10	10	9	7	10	8	7	7	10	98
No. of applications considered	\	7	8	14**	12*	10**	7**	11*	8	5	4*	7*	93

* Total applications considered includes one deferral from a previous meeting

** Total applications considered includes two deferrals from previous meetings

6.2 Define what 'quorum' is for your EC.

In 2025 the Human Ethics Committee Terms of Reference were revised to reflect the quorum for meetings shall be at least half of the appointed members (see attached ToR, Item 4.2).

6.3 If a meeting was not in quorate (at quorum), please explain why and describe how the EC managed the inclusion of the member perspective not present, particularly prior to a final decision on an outcome being reached.

All meetings were quorate.

B. ASSESSMENT TIME

6.4 Indicate the average assessment time for ethics approvals and provide an explanation for review timelines.

(Assessment time is the time the EC starts the review process of the application to the time a decision is made.)

Massey maintains one deadline date each month for all three committees. This deadline is two weeks prior to the meeting dates for Ohu Matatika 1 and 3 and 3-4 weeks prior to the meeting date for Ohu Matatika 2. Researchers are usually advised of the outcome of their application within a two-week period following the meeting. Therefore, the total maximum assessment time usually falls within a 4-6 week period. There are months when assessment times may not fall within the average assessment time above (due to

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workload, annual leave or illness) however, the Ethics team endeavours to keep researchers informed of any delays and works hard to limit any delays that may occur. During 2025, assessment times fell within the 4-6 week time frame.

C. DELEGATION

6.5 Indicate the scope of the Chairperson's delegation to consider applications on behalf of the EC.

Under delegated authority by the committee, the Chairperson can provide final approval on submissions that have received "approved with conditions" and "provisional approval" outcomes from committee meetings.

During committee deliberations, if the Chairperson considers additional expertise is needed to make a final decision on an application that has been "provisionally approved" (one that does not require resubmission to a full committee), a sub-committee comprising the Chairperson and one or two committee members with the necessary additional expertise may be deemed appropriate. In an instance such as this the response and updated documentation from the researcher will be circulated to all sub-committee members for consideration. The Chairperson will provide final approval when all members agree the researcher has considered and responded properly to the committee's concerns.

The Chairperson can also approve minor amendments under delegated authority. Final approvals and minor amendments are monthly agenda items and ratified by the full committee at the next monthly meeting.

6.6 Indicate the scope of the Ethics Secretariat/Team/Office delegation to consider applications on behalf of the EC.

The Secretariat works on behalf of the committee in the following areas:

Information and Advisory Service for Applicants by:

- Using knowledge of all relevant codes, policies, procedures and guidelines deliver information, advice and guidance to researchers, teachers and students.
- Providing advice on specific requirements on other procedural and process-based queries, and support applicants with the submission of ethics applications.
- Keeping up to date with ethics trends and considering any implications for policy-setting, service design and human ethics administration.
- Facilitating online learning and development sessions for staff and students.

Committee Administration to:

- Coordinate, arrange and manage committee meetings, inclusive of agenda preparation, correspondence and distribution of meeting papers.
- Receive, evaluate and pre-review all applications for completeness.
- Provide comprehensive minutes and records of key discussions, committee decisions and outcomes.
- Inform applicants of committee requirements and recommendations following committee review.
- Facilitate payment of external committee members.
- Support the Chair and Team Leader in the administration and learning and development in the appointment of new committee.

Systems Support

The Ethics team main records that reflect the work undertaken by the committees for annual reporting and records management purposes.

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In addition, the team reviews human ethics submissions in the research management system (RIMS) and liaises with applicants and/or RIMS administrators to maintain the integrity of the records.

Low Risk Research

Review low risk research to ensure researcher adherence to low risk criteria and provide an outcome recommendation to the Chair of the Ethics Chair's Committee for their formal review and outcome.

D. CONSULTATION OUTSIDE THE COMMITTEE

6.7 List and provide details of any occasions in which the EC has consulted with experts or groups outside the EC during the reporting period.

Chairs may consult with the other Massey committee Chairs to seek advice on issues. The Chairs meet twice per year to discuss broader ethical issues. Outside of these meetings, Chairs may consult with the other Massey committee Chairs to seek advice on issues.

The Chair may also seek legal advice from the wider Provost portfolio on matters pertaining to conflict of interest, whether research comes under the Massey remit and queries in relations to funding or contract research. Chairs can also seek guidance from the Governance and Assurance Office for matters in relation to research being undertaken overseas, privacy and Massey remit.

The Ethics Secretariat take part in regular IEC/HRC/HDEC sessions in which common issues are regularly discussed and considered.

E. REVIEW OF APPLICATIONS

6.8 Summary of applications received by full EC.

No. of applications approved at first review	0
No. of applications approved subject to conditions	0
No. of applications which requested further information prior to granting approval (provisional approval)	70
No. of applications deferred/asked to resubmit and subsequently approved	9
No. of applications currently seeking further information/deferred/asked to resubmit as at time of report	2
No. of applications that were declined	0
No. of applications which do not require ethics committee approval	
No. of studies withdrawn by researcher	2
No. of studies terminated by sponsor	0
No. of studies transferred to another EC	
(extra category for committee use)	
Total number of applications received by full EC	83

6.9 Summary of applications received under expedited / low risk review.**(All outcomes refer to outcome of first review.)**

No. of applications approved	N/A
No. of applications approved subject to conditions / seeking further information / pended / asked to resubmit	N/A
No. of applications which do not require ethics committee approval	N/A
No. of applications referred for full committee review	N/A
(extra category for committee use)	N/A
Total number of applications received under expedited / low risk review	N/A

6.10 Total number of applications received (combine the total number of applications in 6.7 and 6.8).

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6.11 If any applications were declined briefly outline the reasons for declining approval for these applications.

N/A

6.12 If any applications were transferred to another EC, briefly outline the reason for the transfer.

N/A

F. REPORTING**6.13 Describe the requirements for researchers to report upon the status or outcomes of their research and how those reports are reviewed.**

In some instances, the committee may request reporting, e.g., research (including research conducted overseas) of a highly sensitive nature; or where there may be an element of risk. The committee will deliberate on the nature of reporting required during the review process, e.g., 3 or 6 monthly, yearly, or final reporting and the researcher is informed of the need for reporting in the meeting outcome.

Researchers are asked to provide details on the number of participants, and a summary (since the last review) of any unanticipated problems, withdrawal of participants, complaints, recent literature that may be relevant to the research, amendments/modifications, significant new findings (that may relate to the willingness of participants to continue in the research) and any other useful information (e.g., information about risks associated with the research). Reports received are reviewed by the full committee during monthly meetings. Further clarification may be requested, if it is deemed necessary.

In 2025 reports were received from two research teams. No unanticipated issues or serious adverse events were reported. One report noted additions had been made to the risk assessment template and information sheet in respect to motion sickness in studies using virtual reality (VR) headsets.

In addition, to permit Massey University researchers to comply with federal funding conditions in the USA, the Ethics Office maintains Federal Wide Assurance (FWA) and Institutional Review Board (IRB) status for HEC: Ohu Matatika 1. Researchers submitting applications to OM1 under this status, must submit reporting to meet with

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the terms and conditions required by the Office for Human Research Protections.
During the reporting period no research was submitted for review under this status.

G. AUDIT

6.14 Describe any auditing of research undertaken by, or for, the EC.

N/A

SECTION 7: CULTURAL RESPONSE

A. RESPONSE TO CULTURAL ISSUES

7.1 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with Māori/whānau/iwi/hāpu.

While OM2 has been constituted to support the submission of Māori and Pasifika research, some Māori focused research also has a health basis and is required to be reviewed by OM1.

Researchers at Massey are supported by very experienced and knowledgeable Māori academic colleagues in considering te tiriti principles in their applications and ensure that appropriate health tikanga is observed. Where an application relates to working with an iwi or a Māori organisation, we ask researchers to provide us with evidence of consultation prior to approval. We can also ask researchers to consult or seek advice from the Research Development Advisor Māori.

Māori consultation, especially lack of appropriate consultation, continues to be an area that is often included in feedback to applications. However, the committee ensures this has been undertaken, and evidence of consultation is received, prior to the approval of an application.

Researchers are advised cultural consultation is expected to take place in advance and they should read and consider Te Ara Tika Guidelines for Māori research ethics and ensure reference is made to this resource when responding in their ethics application.

7.2 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with other cultural groups.

Research applicants that desire to research other cultural groups are required to:

- Show they, or the supervisors and/or research team, have access to cultural experts to provide appropriate consultation.
- Show they have undertaken a process to learn about the cultural they intend to research.
- Show by evidence in writing or attendance at EC meetings, support from members that research the culture under study.

7.3 Briefly outline any challenges and/or successes the EC has with regard to ensuring the affected communities have a voice within their EC and how they have managed this challenge/achieved this success.

Research applicants, their supervisors, or research team who do not show how the affected communities have a voice, or that they have access to cultural expertise the applications are not approved. Usually, the research applicant provides relevant documentation and evidence where the affected communities are consulted, have a voice, and ways in which the research outcomes are reported back to them. Also, there are cases where the research applicants, and/or supervisors/research team meet with the chair, application reviewer, and academic research advisor to discuss the issues.

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The research applicants then show those in the meeting how they will ensure the affected communities will have a voice in their research. Once the issues are resolved the application is approved.

SECTION 8: COMPLAINTS AND INCIDENTAL FINDINGS

A. COMPLAINTS

8.1 List and provide details of any complaints received during the reporting period. Describe how the complaints were dealt with.

- Please include the nature of the complaint (e.g., administrative, or regarding process or decision-making), actions taken to resolve the complaint, and a comment on the outcome.
- Please ensure that no individuals/participants are identified.

Complaint regarding timeframes for ethical review

In June 2025 an email was received noting concern around timeframes for ethical review and the risks to timely completion. The Acting Chair, Ethics Chairs Committee reviewed the submission process. It was noted the applicant had initially submitted a low risk notification in April 2025. Due to the subject matter and nature of the questions the applicant was advised a full ethics application was required. The application was submitted in time for review at the June meeting of OM1 and feedback was provided within 7 business days. Given the application was deferred and required extensive reconsideration to a number of aspects including recruitment, cultural safety, time commitment, sharing of findings, and support for vulnerable participants, the applicant was provided with an extension to submit the application to the next available meeting of the committee (July).

The Acting Chair, Ethics Chairs' Committee responded to the applicant outlining the points above, noting that when the application was submitted through the appropriate pathway every endeavour was made by the Ethics team to alleviate any further delays and undue stress for the researcher.

The applicant and supervisor attended the July meeting of Ohu Matatika 1 to address any further concerns the committee had with the research which was provisionally approved at the meeting. Final approval for the research was granted on 30 July, and the researcher thanked the Ethics team for their support and guidance during the process. Following this, the complaint was closed.

While **not** the business of Ohu Matatika 1, the following was received:

Complaint regarding research undertaken by a Massey University researcher

The Ethics office received a complaint from a person regarding the accuracy of information in a publication. It was noted that an information request of the same nature was also received by the University's Privacy Officer. The matter was therefore managed through the Privacy Office, on behalf of the University.

B. UNEXPECTED EVENTS**8.2 List and provide details of any incidental findings/unexpected events that occurred during research within the reporting period. Describe how the events were dealt with. (Please ensure that no individuals/participants are identified.)**Accidental Privacy Breach #1

In August 2025, the ethics secretariat accidentally copied a request for an amendment to another institutional ethics office (accidental use of a generic email address). Upon being advised of the error, we asked for the email to be deleted from the records of the other ethics office (confirmed as deleted same day). The Massey Privacy Officer was advised of the error and responded noting the breach had been effectively mitigated with no actual or likely serious harm resulting as confirmed by the recipient acting ethically by notifying us immediately and promptly confirming deletion. The Privacy Officer advised that under these circumstances there was no requirement to notify the applicant or the Privacy Commission.

Research undertaken without final ethical approval

(Initially reported in the annual report for 2024 as an ongoing item)

At the end of 2024 the Ethics Secretariat and Chair of Ohu Matatika 1 were made aware of research that had been undertaken without ethical approval being granted. This application was reviewed and granted provisional approval in 2022. While the application was resubmitted for consideration of final approval, it was returned for further work as the resubmission had not been completed in accordance with the concerns raised in the meeting outcome. Note: An email was sent to applicants from the e-form portal after 28 days reminding applicants to complete their submissions. Further reminders would usually be sent manually, however in this instance it was unclear whether one was sent. The applicant has completed the research degree, and the supervisor had been approached with a formal investigation underway in 2025 to analyse the completed thesis in relation to ethical requirements in order to determine the extent and impact of the breach.

The Ethics Chairs' Committee met for discussion noting the Massey University Code of Ethical Conduct for Research, Teaching and Evaluation involving Human Participants (MUHEC Code) applied and that ethics approval was required. Therefore, there had been an ethical breach as the research proceeded without ethics approval.

The Committee concluded that according to the Code of Responsible Research Conduct, Part 2 section b, this was a breach of research conduct and recommended the case be referred to the Head of Unit as referred to in the Code of Responsible Research Conduct Appendix 2, Schedule 1 Procedures (1.1a) which indicates that a referral to the Head of Unit should be made for dealing with minor breaches and research misconduct. In doing this the committee noted that according to Part 2, Section C, "the distinction between a Breach of Research Conduct and Research Misconduct is not sharp and will depend upon the experience of the researcher, the impact of the breach and whether the breach has occurred only once or has been repeated."

The researchers were informed of the outcome and actions required to mitigate risks, namely asking the researchers to remove the approval statement from public documentation and notifying participants.

The Head of Unit confirmed the matter had been resolved with the applicant who had committed to ensure this will not happen again.

Please note systems improvements have been implemented with reminder emails at 30 and 90 days. In addition, the Terms of Reference were updated in 2025 (refer to Item 4.15 in the attached ToR) and contain a clause stating an ethics application may be

withdrawn by the Secretariat if it remains inactive and unapproved after six months. In such circumstances the Secretariat will contact applicants prior to final withdrawal of an application.

C. ASSOCIATED ETHICAL ISSUES

8.3 Describe in broad terms any issues your EC has encountered associated with research involving the following topics, and how these have been managed:

- Vulnerable populations (as per section 6 of NEAC Standards)
- Data pertaining to humans (including databanks)
- AI and/or machine-learning
- Intervention studies not related to health and disability research
- Research conducted overseas
- Other trends you believe are relevant/of interest

For research which is conducted overseas we recommend that applicants adhere to legal, ethical and data protection obligations to ensure application comply with the relevant countries' requirements and legislation. Staff and students need to submit safety plans if they are carrying out research overseas.

We have previously received feedback from some researchers regarding participants signing up to research projects solely to receive reimbursement. Sometimes the participants request reimbursement before taking part or they take part, but it becomes clear they have no knowledge of the research subject yet still request payment. There have also been issues with BOTs taking part in online surveys multiple times, with the aim of those involved to receive reimbursement and not contribute to the research. In 2025 researchers did not provide specifics regarding reimbursement in their initial advertising, with the details only included in information sheets to minimise the instance of this happening.

We continue to refer researchers, where appropriate to seek advice from the Governance and Assurance Office on matters of privacy and if using Massey data, whether a Privacy Impact Assessment is required. Also, when data is being stored in regard to vulnerable populations to ensure safety protocols to protect identifiable data.

SECTION 9: DETAILS OF APPLICATIONS

NOTE:

1. Please provide details of all protocols considered by the EC in the reporting period.
2. In the “outcome of first review” and “status at time of report” columns, please use the categories (as indicated in 7.6 and 7.7) “Approved/ Approved subsequent to conditions/ Declined/ Deferred/ Transferred”.
(For outcome category “transferred”, please include the name of the committee the proposal was transferred to or from.)

Ref no.	Protocol title	Name of principal investigator	Date received	Date of first review	Outcome of first review	Status at time of report	Date of final outcome	Indicate if HRC funded	Describe any consultation undertaken with relevant communities.
OM1 25/01	Freshening recipes to enhance sustainable hospital menus (FRESH) - phase 2	Ms Garalynne Stiles, Jorja Collins	27/01/2025	11/02/2025	Provisional approval	Approved	1/05/2025	No	Internal consultation, tertiary institution
OM1 25/02	Effect of alternative carbohydrate blends on performance	Prof David Rowlands, Timothee Bojou, Boris Clark, Dr Patrick Rodrigues	25/01/2025	11/02/2025	Provisional approval	Approved	19/03/2025	No	Internal consultation, tertiary institution
OM1 25/03	Temperature and food choice	Dr Alexandra Hess, Prof Jonathan Elms	24/01/2025	11/02/2025	Provisional approval	Approved	21/05/2025	No	No consultation undertaken
OM1 25/04	HeadSmart Programme: A Pilot Prevention Intervention with New Zealand High Performance Athletes	Sara Winther, Dr John Sutherland	24/01/2025	11/02/2025	Provisional approval	Approved	2/07/2025	No	Internal consultation, tertiary institution
OM1 25/05	Survey of diet and lifestyle services available for people with a history of gestational diabetes mellitus (GDM) in New Zealand	Dr Robyn Lawrence, Katrina Crisford, Charlotte Oyston	16/01/2025	11/02/2025	Provisional approval	Approved	25/03/2025	No	External consultation, healthcare professional

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OM1 25/06	Explore the role of coping constraints and coping flexibility in managing workplace bullying among nurses in New Zealand	Dr Vasudha Rao, Beth Tootell, Dr Daniel Duan	14/01/2025	11/02/2025	Deferred	Approved	10/07/2025	No	Internal consultation, tertiary institution
OM1 25/07	Ngā Pānga o te Whakamahia i te Formaldehyde: Evaluating the Health Impacts of Formaldehyde Exposure Among Embalmers in Aotearoa, New Zealand (A Qualitative Study).	Jeshurun Chandra	27/01/2025	11/02/2025	Deferred	Approved	18/07/2025	No	External consultation, tikanga specialist
OM1 25/08	Exploring women's use of fertility hormone tracking apps while trying to conceive.	Isabel Huyser Pearson	24/02/2025	11/03/2025	Provisional approval	Approved	13/05/2025	No	Internal consultation, tertiary institution
OM1 25/09	Qualitative research exploring the lived experience of Māori pakeke living in Pāharakeke Flaxmere accessing health care in Te Matau a Māui Hawke's Bay for odontogenic pain and infection; An exploratory study	Jen Ward	25/02/2025	11/03/2025	Provisional approval	Approved	19/05/2025	No	External consultation, Te Whatu Ora Māori Health, Te Taiwhenua o Heretaunga, and Te Whatu Ora Community Oral Health Services
OM1 25/10	An explorative study on how Needle Exchange Programme service users construct health	Zoe Knudsen	24/02/2025	11/03/2025	Provisional approval	Approved	1/05/2025	No	No consultation undertaken
OM1 25/11	Evaluating the Use of Generative Artificial Intelligence (GenAI) Communication Campaign Assignment	Prof Darryl Cochrane	24/02/2025	11/03/2025	Provisional approval	Approved	15/04/2025	No	Internal consultation, tertiary institution
OM1 25/12	How can the Māori Health Protection workforce be nurtured and expanded by understanding the experiences of past and present kaimahi Māori, including pathways to the role, key factors for retention and an analysis of the criteria for appointment of a statutory officer.	Renee Cubitt	24/02/2025	11/03/2025	Deferred	Approved	3/09/2025	No	Internal consultation, tertiary institution
OM1 25/13	A Framework for Measuring the Productivity of Rural Hospitals in New Zealand	Sarah Clarke, Tom Love	23/02/2025	11/03/2025	Provisional approval	Approved	3/10/2025	No	External consultation, Hauora Māori partners and Māori health providers

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OM1 25/14	Temporal relationships between caffeine consumption and sleep health in working adults	Dr Karyn O'Keeffe	19/02/2025	11/03/2025	Provisional approval	Approved	17/04/2025	No	Internal consultation, tertiary institution
OM1 25/15	Athletes' Perceptions of Mental Health Stigma and its Impact on Career Prospects.	Sophie Williamson	22/02/2025	11/03/2025	Provisional approval	Approved	19/05/2025	No	Internal consultation, tertiary institution
OM1 25/16	New Zealand adolescents' experiences of cancer and associated impacts to wellbeing	Abbigail Birkett	21/03/2025	8/04/2025	Provisional approval	Approved	4/06/2025	No	External consultation, Terenga Paraoa Marae
OM1 25/17	Understanding postpartum mental health in refugee mothers: Attitudes, challenges and help-seeking behaviours	Esraa Ahmad	24/03/2025	8/04/2025	Provisional approval	Approved	10/06/2025	No	No consultation undertaken
OM1 25/18	Late diagnosis, early advocacy: Mothers' lived experiences of late ADHD diagnosis and reflections on their daughters' diagnostic journey in Aotearoa New Zealand	Ashleigh Koch	24/03/2025	8/04/2025	Provisional approval	Approved	25/08/2025	No	Internal consultation, tertiary institution
OM1 25/19	The mental health of women living with chronic illness	Anna Oldfield	22/03/2025	8/04/2025	Provisional approval	Approved	22/05/2024	No	No consultation undertaken
OM1 25/20	The impact of social media on female athletes' body image: Exploring the role of social media in shaping perceptions and contributing to disordered eating behaviours	Aspen Fell	24/03/2025	8/04/2025	Provisional approval	Approved	29/05/2025	No	Internal consultation, tertiary institution
OM1 25/21	Exploring the lived experiences of males growing up in Aotearoa New Zealand with coexisting ADHD and exczema	Trish MacLeman	24/03/2025	8/04/2025	Provisional approval	Approved	29/05/2025	No	Internal consultation, tertiary institution
OM1 25/22	Exploring the relationship between mood, perceived stress and the incidence of sleep paralysis in New Zealand tertiary students	Bianca Hayes	24/03/2025	8/04/2025	Provisional approval	Approved	1/06/2025	No	Internal consultation, tertiary institution
OM1 25/23	The experiences of community dwelling older adults using Nymbi – a digital health intervention to prevent falls	Adrian Pretorius	20/03/2025	8/04/2025	Provisional approval	Approved	9/06/2025	No	Internal consultation, tertiary institution
OM1 25/24	Endometriosis in the South Island of New Zealand: Exploring the	Rebeka Brown	20/03/2025	8/04/2025	Provisional approval	Approved	13/05/2025	No	Internal consultation, tertiary institution

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	health experiences of women in rural and non-major urban areas								
OM1 25/25	Rapid lexicon development for innovative food products using AI	Dr Jennifer Wagner, Dr Simone Pogessi, Prof Joanne Hort, Mrs Robyn Maggs, Mrs Rosie Linklater	21/03/2025	8/04/2025	Provisional approval	Approved	29/05/2025	No	Internal consultation, tertiary institution
OM1 25/26	Development of a draft clinical guideline for the timing and process of informed consent for pasteurized donor human milk (PDHM) use in New Zealand	Dr Ying Jin, Hina Humayun, A/Prof Linda Murray, Prof Lisa Te Morenga	24/03/2025	8/04/2025	Provisional approval	Approved	26/05/2025	No	Internal consultation, tertiary institution
OM1 25/27	Beyond breastfeeding: Exploring determining factors for mothers to donate breast milk in New Zealand	Dakota Sykes	24/03/2025	8/04/2025	Provisional approval	Approved	6/06/2025	No	Internal consultation, tertiary institution
OM1 25/28	Outcomes of patients with Inflammatory Bowel Disease in Aotearoa New Zealand	Dr Marine Corbin, Prof Jeroen Douwes, Dr Amanda Eng, Prof Richard Gearry, Prof Andrew Day, Prof Michael Schultz	22/04/2025	13/05/2025	Provisional approval	Approved	15/07/2025	No	Internal consultation, tertiary institution
OM1 25/29	The Lived Experience of Long-Covid in Motherhood: An Interpretative Phenomenological Analysis	Ashley Barea	28/04/2025	13/05/2025	Provisional approval	Approved	1/07/2025	No	Internal consultation, tertiary institution
OM1 25/30	Renal Donors' Experiences of the Donor Assessment Process	Hannah Geary	24/04/2025	13/05/2025	Provisional approval	Approved	9/07/2025	No	Internal consultation, tertiary institution
OM1 25/31	Dietary intake and nutrient status in young women	A/Pro Louise Brough, Dr Janet Weber, Dr Sharon Henare,	28/04/2025	13/05/2025	Provisional approval	Approved	1/07/2025	No	Internal consultation, tertiary institution
OM1 25/32	Lived experiences of neurodivergent people with Ehlers Danlos Syndrome	Tina Peters	28/04/2025	13/05/2025	Provisional approval	Approved	29/07/2025	No	Internal consultation, tertiary institution
OM1 25/33	Exploring industry and regulator's experiences of	Justine Coomson, Professor Lisa Houghton	28/04/2025	13/05/2025	Provisional approval	Approved	7/07/2025	No	External consultation, Ghana Standards Board Food Control Expert

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	mandatory food fortification in Ghana.								
OM1 25/34	Evaluation of Computerized Cognitive Behavioural Therapy (e-CBT) in Reducing Anxiety Symptoms and Its Indirect Effects on Memory Function in Young Adults	Ruqayya Cementwala	28/04/2025	13/05/2025	Deferred	Approved	8/09/2025	No	Internal consultation, tertiary institution
OM1 25/35	Realising the potential of thiols in white wines: sensory consumer responses and chemical characterisation	Dr Amanda Dupas de Matos, Prof Joanne Hort, Mrs Rosie Linklater, Jillian Hallett Thrall, Leandro Dias Araujo	17/04/2025	13/05/2025	Provisional approval	Approved	5/06/2025	No	Internal consultation, tertiary institution
OM1 25/36	Exploring consumer responses of New Zealand (NZ) Non- and Low-Alcoholic (NOLO) wines to better understand its market potential	Dr Amanda Dupas de Matos, Dr Charles Diako, Mrs Rosie Linklater, Mrs Robyn Maggs, Prof Joanne Hort, Kylie Ng Pei Xuan	24/04/2025	13/05/2025	Provisional approval	Approved	5/06/2025	No	Internal consultation, tertiary institution
OM1 25/37	Understanding consumer responses to New Zealand apple ciders	Dr Charles Diako, Dr Amanda Dupas de Matos, Mrs Rosie Linklater, Mrs Robyn Maggs, Prof Joanne Hort, Elgin Chang Kai Sheng	25/04/2025	13/05/2025	Provisional approval	Approved	29/05/2025	No	Internal consultation, tertiary institution
OM1 25/38	Understanding how a PMDD diagnosis effects and shapes the lived experiences of young women in Aotearoa New Zealand.	Kimberley Roach	28/04/2025	13/05/2025	Provisional approval	Approved	7/07/2025	No	Internal consultation, tertiary institution
OM1 25/39	ECT Benefits and Limitations: The modern lived experiences of Australasia patients who have undergone electroconvulsive therapy as part of their treatment for depressive symptoms.	Rebekah Harvey	19/05/2025	10/06/2025	Provisional approval	Approved	12/09/2025	No	Internal consultation, tertiary institution
OM1 25/40	Māori whanau and cancer care	Cherie Risetto	16/05/2025	10/06/2025	Provisional approval	Approved	23/07/2025	No	External consultation, iwi kaumātua, Cancer Society

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									Manawatū, Muaupoko Social Services, Te Whatu Ora Social Worker, and Whānau
OM1 25/41	Caring for self while caring for others: How senior doctors with leadership responsibilities work through burnout recovery when still on the job	Sarah McGuinness	20/05/2025	10/06/2025	Deferred	Approved	30/07/2025	No	External consultation, Te Tāhū Hauora Health Quality & Safety Commission
OM1 25/42	Assessing the effects of Midsole Hardness on Habitual Running Gait	Daniel Scherrer	26/05/2025	10/06/2025	Provisional approval	Approved	16/07/2025	No	Internal consultation, tertiary institution
OM1 25/43	Investigating the Bacteria of the Large Intestine of People with Duchenne Muscular Dystrophy and Becker Muscular Dystrophy	Cullun Wallis	26/05/2025	10/06/2025	Provisional approval	Approved	8/09/2025	No	Internal consultation, tertiary institution
OM1 25/44	Te Iho Tatai-a-Rongo (FASD) rangatahi stories as they navigate a world that struggles to understand them	Sophie Munro	26/05/2025	10/06/2025	Provisional approval	Approved	22/10/2025	No	External consultation, Te Amorangi
OM1 25/45	Evaluating Client Outcomes Following Eye Movement Desensitisation and Reprocessing (EDMR) Therapy by Graduates of a University-Delivered EDMR Training Course and Examining Graduates' EDMR use Post-Training	Jacky Siu	25/05/2025	10/06/2025	Provisional approval	Approved	11/08/2025	No	Internal and external consultation, tertiary institution
OM1 25/46	The Impact that "Normative Teaching" Has on the High School Experience of Autistic Students and its Ongoing Effects	Alek King	26/05/2025	10/06/2025	Provisional approval	Approved	11/08/2025	No	Internal consultation, tertiary institution
OM1 25/47 PART II	REDACTED	REDACTED	23/06/2025	8/07/2025	Provisional approval	Approved	1/05/2026	No	External consultation, iwi
OM1 25/48	15 years on...Near-Death Experiences (NDEs) in Aotearoa New Zealand. Has anything changed?	A/Pro Natasha Tassell-Matamua, Dr Nicole Lindsay	19/06/2025	8/07/2025	Provisional approval	Approved	1/09/2025	No	Internal consultation, tertiary institution
OM1 25/49	Beyond loss: Women's experiences of growth and change after miscarriage	Rosie Rooney	23/06/2025	8/07/2025	Provisional approval	Approved	2/09/2025	No	Internal consultation, tertiary institution

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OM1 25/50	The Experience of Sleep During Mania for Individuals with Bipolar Disorder	Danielle MacDonald	23/06/2025	8/07/2025	Provisional approval	Approved	8/09/2025	No	Internal consultation, tertiary institution
OM1 25/51	Food Environment, Dietary Intake, and Nutritional Status of Adolescent Students in Papua New Guinea	Lazarus Dawa	23/06/2025	8/07/2025	Provisional approval	Approved	24/09/2025	No	No prior consultation undertaken
OM1 25/52	Vision for learning - Integrating eye care throughout childhood in New Zealand	Dr Nicola McDowell	29/07/2025	12/08/2025	Provisional approval	Approved	6/10/2025	No	External consultation, tertiary institution
OM1 25/53	Discrimination of model gins using different angelic botanicals	Dr Annu Mehta, Prof Joanne Hort, Dr Simone Poggesi, Dr Amanda Dupas de Matos, Mrs Robyn Maggs, Dr Ao Chen	16/07/2025	12/08/2025	Provisional approval	Approved	12/09/2025	No	Internal consultation, tertiary institution
OM1 25/54	Biosensing of illicit drugs in oral fluid – for workplace and roadside testing	Thakshila Dayananda, Dr. Elena Harjes, Dr. Yasmin Liu, Dr. Onyekachi Raymond	25/07/2025	12/08/2025	Deferred			No	No prior consultation undertaken
OM1 25/55	Experiences and satisfaction in TBI recovery plans and interest in alternative activities.	Kay Kowalewski	26/07/2025	12/08/2025	Provisional approval	Approved	6/10/2025	No	Internal consultation, tertiary institution
OM1 25/56	Values and beliefs: Are parents of children with cancer being looked after?	Elyse Guise	28/07/2025	12/08/2025	Provisional approval	Approved	15/10/2025	No	Internal and external consultation, tertiary institution, Child Cancer Foundation, Southern Cancer Society, Te Whatu Ora Health Psychologist
OM1 25/57	Re-storying women's troubled relationships with their reproductive bodies: A collective narrative journey	Cat Kearsley	23/07/2025	12/08/2025	Provisional approval	Approved	23/09/2025	No	Internal consultation, tertiary institution
OM1 25/58	Examining the Relationship Between Online Engagement and Student Outcomes in Physiology and Pathophysiology	Dr Chey Dearing A/Pro Anita Jagroop-Dearing Ms Jane Key Dr Vicki Forbes	26/07/2025	12/08/2025	Deferred			No	Eastern Institute of Technology Ethics Committee

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OM1 25/59	The lived experience of Anorexia Nervosa in the context of Attention Deficit Hyperactivity Disorder (ADHD) and/or Autistic Spectrum Disorder (ASD): A phenomenological thematic analysis	Iris Derks	24/07/2025	12/08/2025	Provisional approval	Approved	15/09/2025	No	Internal consultation, tertiary institution
OM1 25/60	Understanding consumer responses to New Zealand apple ciders: effect of different cultivars on sensory quality and affective responses	Dr Charles Diako Dr Amanda Dupas de Matos Prof Joanne Hort Mrs Rosie Linklater Mrs Robyn Maggs	28/07/2025	12/08/2025	Provisional approval	Approved	24/11/2025	No	Internal consultation, tertiary institution
OM1 25/61	Validation of the Inventory of Statements About Self-Injury (ISAS) in the New Zealand and Australian Context	Marlene Beyeler	18/07/2025	12/08/2025	Provisional approval	Approved	12/09/2025	No	Internal consultation, tertiary institution
OM1 25/62	Tihei Mauri Mate: Reclaiming Māori Death: Kōmiri, End of Life and Whānau Well Being	Joyce Manahi	22/08/2025	9/09/2025	Provisional approval	Approved	13/10/2025	Health Research Council of New Zealand	External consultation, Waihopai Rūnanga, Oraka Aparima Rūnanga, Awarua Rūnanga, Hokonui Rūnanga, Māori Women's Welfare League
OM1 25/63	Wine Tasting and 'Change Awareness' Among Pinot Noir winemakers in Aotearoa New Zealand - an exploratory study	Dr Peter Howland, Dr Amanda Dupas de Matos, Dr Eli Elinoff	22/08/2025	9/09/2025	Deferred	Withdrawn	5/05/2026	No	Internal consultation, tertiary institution
OM1 25/64	Taking the guess work out of physical activity and energy management.	Aimee Erskine	25/08/2025	9/09/2025	Deferred	Approved	13/01/2026	No	Internal consultation, tertiary institution.
OM1 25/65	This study aims to investigate how adverse and positive childhood experiences influence metabolic and mental health outcomes in Pacific young adults living in Aotearoa.	Penina Hitti, Professor Te Kani Kingi	25/08/2025	9/09/2025	Provisional approval	Approved	23/10/2025	No	Māori advisory group
OM1 25/66	What is Influencing New Zealand Children's Food Choice and Consumption	Hayleigh Frost, A/Pro Victoria Egli, Dr Berit Follong	21/08/2025	9/09/2025	Provisional approval	Approved	12/11/2025	No	Internal consultation, tertiary institution

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OM1 25/67	A Strength-Based Exploration of Women's Lived Experiences When Receiving a Premenstrual Dysphoric Disorder Diagnosis and How It Has Impacted Their Lives	Jemma Dustin	25/08/2025	9/09/2025	Provisional approval	Approved	4/11/2025	No	Internal and external consultation, tertiary institution, Māori nurses, Iwi Health Authority, and Whānau
OM1 25/68	Reclaiming and reigniting the mouri of Kawa Whakaruruhau in Nursing in Aotearoa	Tania Bailey	25/08/2025	9/09/2025	Provisional approval	Approved	6/10/2025	No	Internal and external consultation, tertiary institution, Māori nurses, Iwi Health Authority, and Whānau
OM1 25/69	The 1.5 generation Asian immigrants' experiences of the Covid-19 pandemic in Aotearoa New Zealand	Dr Hagyun Kim, Dr Renu Sisodia	22/08/2025	25/09/2025	Provisional approval	Approved	30/09/2025	No	Internal consultation, tertiary institution
OM1 25/70	Does faecal microbial composition and fermentative capacity differ between male adults of different ages?	Dr Suzanne Hodgkinson, Dr Natascha Stroebinger, Mrs Eve Hands, Carlos Montoya	26/09/2025	14/10/2025	Provisional approval	Approved	13/11/2025	No	Internal consultation, tertiary institution
OM1 25/71	Exploring the role of coping constraints and coping flexibility in managing workplace bullying among nurses in New Zealand	Dr Daniel Duan, Dr Vasudha Rao, Mrs Beth Tootell, Prof Stephen Kelly	28/09/2025	14/10/2025	Deferred	Approved	8/05/2026	No	Internal consultation, tertiary institution
OM1 25/72	Making sense of cultural safety: Pākehā allied health professionals' accounts of practice in Aotearoa New Zealand.	Megan Rafiki	27/09/2025	14/10/2025	Provisional Approval	Approved	28/11/2025	Scholarship	Internal consultation, tertiary institution
OM1 25/73	A kinematic and kinetic comparison of Tahitian and Hawaiian stroke techniques in Waka Ama paddlers over 200-m.	Hamish Falekaono	29/09/2025	14/10/2025	Provisional Approval	Approved	13/11/2025	No	Internal consultation, tertiary institution
OM1 25/74	"Maternal distress, hope and recovery: An exploration of Aotearoa mothers who are clinicians and their experiences of distress	Hollie Mawson	1/10/2025	14/10/2025	Provisional Approval	Approved	13/11/2025	No	Internal consultation, tertiary institution
OM1 25/75	Evaluation of the Body Project in Secondary School Students	Prof Aj Ali, Ms Garalynne Stiles, Stephanie Burd, Eric Stice, Rozanne Kruger	21/10/2025	11/11/2025	Deferred	Approved	20/03/2026	No	No prior consultation

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OM1 25/76	Investigating the Relationship Between Falls Risk, Static Balance and Dynamic Balance.	Natasha White	19/09/2025	11/11/2025	Provisional approval	Approved	5/12/2025	No	Internal consultation, tertiary institution
OM1 25/77	Regulating retail vaping to support smoking cessation	Prof Chris Wilkins, A/Pro Marta Rychert, Dr Robin van der Sande, Dr Jose Romeo, Mr Thomas Graydon-Guy, Professor Janet Hoek (Otago), Dr. Geoff Kira (Ngāpuhi) (Pai Ltd), Professor El-Shadan Tautolo (AUT), Dr. Jude Ball (Otago), Dr. Stefania Mattea (Discrete Choice design), Dr. Penelope Truman (Massey)	28/10/2025	11/11/2025	Provisional approval	Approved	15/12/2025	No	External consultation, tertiary institution and Pai Work Ltd.
OM1 25/78	Effect of ethanol and environment on affective response to No- and Low-alcoholic beverages.	Prof Joanne Hort Dr Amanda Dupas de Matos, Loic Joubert-Laurencin, Thierry Thomas-Danguin, José Piornos	14/11/2025	2/12/2025	Provisional approval	Approved	17/12/2025	No	Internal consultation, tertiary institution
OM1 25/79	Hydration and Energy Demand of Sheep Shearers in New Zealand	Kiera Davis	17/11/2025	2/12/2025	Provisional approval	Approved	23/02/2026	No	Internal consultation, tertiary institution
OM1 25/80	The impact of pasteurisation on the donor human milk macronutrients composition	Oxana Koptelova, Schol Obery	17/11/2025	2/12/2025	Provisional approval	Approved	9/12/2025	No	Internal consultation, tertiary institution
OM1 25/81	Between assisted dying legislation and patient choice: the lived experience of nurses in residential aged care settings in Australia and New Zealand	A/Pro Margaret Sandham	17/11/2025	2/12/2025	Deferred	Approved	6/03/2026	No	External consultation, tertiary institution

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OM1 25/82	Access to medicinal cannabis in prisons: an investigation of international approaches	A/Prof Marta Rychert, Dr Robin van der Sanden, Prof Chris Wilkins, Miss Trina Baggett	17/11/2025	2/12/2025	Deferred	Withdrawn	11/02/2026	No	Internal and external consultation, tertiary institution, Whāriki, CAYAD
OM1 25/83	Young Women's Nutrition Study: dietary intake, nutrient status and thyroid function in young women	A/Pro Louise Brough, Dr Janet Weber	17/11/2025	2/12/2025	Provisional approval	Approved	19/03/2026	No	Internal consultation, tertiary institution

ANNUAL REPORT FROM AN ETHICS COMMITTEE

The HRC Ethics Committee (HRCEC) is established under the Health Research Council Act (1990) as a committee of the Health Research Council. Section 25 of the Act covers the Committee's functions. Set out below are the functions relevant to the approval of ethics committees:

- To ensure that, in respect of each application submitted to the Council for a grant for the purposes of health research, an independent ethical assessment of the proposed research is made either by the Ethics Committee itself or by a committee approved by the Ethics Committee (section 25(1)(c)).
- To give, in relation to ethics committees established by other bodies, advice on –
 - i. the membership of those committees; and
 - ii. the procedures to be adopted and the standards to be observed, by those committees (section 25(1)(f)).

Approved ethics committees are able to undertake independent assessment on behalf of the HRCEC.

Health and Disability Ethics Committees (HDECs) are established as Ministerial committees under Pae Ora (Healthy Futures) Act 2022, section 87. The function of an HDEC is to secure the benefits of health and disability research by checking that it meets or exceeds established ethical standards. The HDECs act in accordance with procedural rules contained in *The Standard Operating Procedures for Health and Disability Ethics Committees (the SOPs)*.

Institutional Ethics Committees (IECs) are established by organisations, such as universities or private companies and review research applications directly related to the organisation or their agent. Often the research that they review is not health related and they have policies and procedures that reflect the nature of the research that they review.

NOTE:

In compiling this report, ethics committees should not provide information which would breach the Privacy Act 2020 and/or the Health Information Privacy Code 2020.

SUBMISSION

Please complete the annual report electronically and email to the Secretary of the HRCEC:

ethicsinfo@hrc.govt.nz

Relevant declaration page with signatures may also be submitted electronically via email.

INQUIRIES

If you have any queries, please contact the Secretary of the HRCEC at the above e-mail address or by telephone on (09) 303 5221.

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SECTION 1: GENERAL INFORMATION

1.1 Name of Ethics Committee (EC)

Massey University Human Ethics Committee – Ohu Matatika 2

1.2 Dates of current HRCEC approval

January 2026 – December 2028

1.3 Reporting period

January 2025 – December 2025

1.4 Lead Administrator of Ethics Committee

Name	Dr	Jordon	Houston
	Title	First Name	Last Name

Phone	(06) 951 6842
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E-mail	J.Houston@massey.ac.nz
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1.5 Chairperson

Name	Prof.	Fiona	Te Momo
	Title	First Name	Last Name

Phone	(+64) 2136347
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E-mail	F.TeMomo@massey.ac.nz
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SECTION 2: CHAIRPERSON'S REPORT

2.1 The HRCEC requests that the Chairperson of the approved EC provide a report which includes the following information:

1. Please summarise the main progress, changes, and any issues for the committee from the last reporting year.
2. Topics often mentioned are:
 - Workload
 - Resources
 - changes to committee policies
 - changes to structure of review (e.g. introduction of low risk expedited review)
 - any other substantive changes which the committee or its Chair wishes to note institutional climate (e.g. undergoing restructure)
 - areas or kinds of review that were challenging to assess, and why
 - requests for advice to the HRCEC on how to review particular topics or matters

Introduction

Te Ohu Matatika 2 (OM2) is one of the three Massey University Human Ethic committees which has strong expertise in tikanga Māori, Pacific, and Asian research, along with social sciences. The majority of applications that come through this committee are from the College of Humanities and Social Sciences and predominantly post graduate students. The Chair of the Ethics Chairs' Committee, Professor Tracy Riley, provides guidance for all the three committees and the following sections provide an overview of the ethics committee and our work during 2025.

Massey University's Human Research Ethics Integrity Model

Massey University continues to apply our codes of ethical conduct in research. Staff and students that are researchers conducting research with human participants are expected to follow the Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants (the MUHEC Code) and the Code of Responsible Research Conduct (the CoRRC).

Committee Membership

In 2025, the membership remained constant and included lay and non-lay members. The non-lay members were Associate Professor Craig Fowler (ethicist), Dr Ravi Reddy, and Dr Vicky Walters. The lay members were Ms Rowena Dunn (Mana Whenua expertise), Mrs Nancy Naea (nursing and Pasifika culture expertise), Ms Julie Paul (legal expertise), and Dr Jason Long (medical expert and Asian culture). Also, the student representative was Ms Abby Bao from the School of Management and Marketing of Chinese descent. Dr Jordon Houston joined the committee in March 2025 and was the Committee Secretary for the year.

The OM2 Human Ethics Committee meeting quorum was updated within the Massey University Human Ethics Committees Terms of Reference to half of the overall committee membership. The committee members support each other in discussions and are devoted to their work. OM2 work with, and alongside, the secretary to ensure they are prepared for each meeting and their time and effort, before, during and after each meeting ensures the research

applications, and the authors which are the researchers, receive high quality assessments, deliberation, and feedback.

Applications

In 2025 the committee reviewed 83 applications. There was an increase in the numbers from 2024's 72 applications.

In 2025 seven applications were deferred, all of which were subsequently approved following resubmission. These applications were deferred for a variety of issues including general lack of detail, concerns around recruitment of participants under 16 years of age, concerns of potential power imbalances in recruitment methods, unaddressed issues of conflict of interest, and the ethical implications around access to medical record via medical staff.

SECTION 3: POLICIES AND PROCEDURES

A. CHANGES IN POLICIES AND PROCEDURES

3.1 Please provide details of any changes in EC policies, procedures or Ethics Application forms since the last report.

- Please attach any amended documents/procedures/policies
- For each change, please include the specific section and/or page number in the materials attached to this annual report.
- If there are no changes within the reporting period, please indicate “No changes” and proceed to Section 4.

Policy

As reported last year, Massey University has been focusing on the review of the university's policies, procedures, regulations and codes relating to academic and research integrity. A thorough consultation process was undertaken with university stakeholders.

Review of the Code of Responsible Research Conduct (CRRC) and the Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants (MUHEC Code) have been updated simultaneously to meet internal and external requirements to ensure alignment of definitions and procedures. For example, there were inconsistent classifications of breach levels and related procedures for each code, which causes complexity, misunderstanding, and significant procedural risk for the University. The simultaneous review of these Codes and other related policies (for example, the Code of Academic Integrity) also presents the opportunity to align not only the content of those documents, but the timing of future reviews. This reduces the risk of misalignment and complexity that staggered reviews may cause.

MUHEC Code

The Code has been revised and updated as follows:

- Clarification of purpose: ensuring that all University research, teaching and evaluations involving human participants conforms to high ethical standards.
- Inclusion of the National Ethics Advisory Committee National Ethics Standards for identifying, managing and minimising risks (2019).
- Confirmation of Massey University's commitment to Te Tiriti o Waitangi and its related principles at Massey University as outlined in the University's Kaupapa Here Tiriti o Waitangi – Tiriti o Waitangi Policy.
- Application of the provisions and principles of Te Tiriti Articles 1-4 to ethical conduct.
- Inclusion of relevant and up-to-date legislation, legal compliance, policies and procedures.
- Adherence to Massey policy structure/presentation style.

The Code articulates the principles and requirements for the ethical conduct of research, teaching and evaluations with human participants, and is thereby obliged to adhere to the guidance provided in the Massey University Council Statute on Policy Development and Review.

The MUHEC Code was reviewed by the Chairs Committee before consultation with the University Research Committee (URC) and relevant committees across Massey (e.g., Doctoral Research Committee, college committees). Following consultation, it was submitted to Academic Board and approved at their meeting in April 2026. A copy of the revised MUHEC Code is attached.

Code of Responsible Research Conduct (CRRC)

The CRRC was last updated in 2015 and contains a complex mixture of policy, procedures, expectations, and guidance relating to research conduct. In addition to the complexity, parts of the policy are now dated and misaligned with current good practice and requirements. Additionally, the process outlined for managing possible non-compliant research conduct is perceived as complex and time-consuming and no longer aligns with similar procedures relating to possible breaches of academic integrity.

The rationale for the proposed changes to the current CRRC is multi-faceted, and the proposed changes are therefore designed to:

- Ensure better alignment with current research practices.
- Acknowledge the diversity of researcher profiles at the University (within both staff and students).
- Embed an educative approach to problem resolution, as and when appropriate.
- Reflect Massey University's commitments to Te Tiriti o Waitangi by incorporating, for example, Māori data sovereignty and engagement with Māori communities within the CRRC.
- Provide a clearer categorisation of breaches of the CRRC.
- Strengthen institutional integrity through the inclusion of research misconduct in the same Misconduct Register currently used for recording academic and non-academic misconduct.
- Better align with external policies.
- Offer clarity, consistency and efficiencies of process.

The changes are substantive and include the separation of the current CRRC into two documents: 1) the Policy which sets out the principles and 2) Procedures which explain the processes for managing responsible research conduct.

The CRRC was reviewed by the University Research Committee (URC) prior to consultation across the University with key stakeholder groups. It was submitted to Academic Board at their meeting in April 2026. At that meeting members raised some concerns that needed further discussion. The CRRC and accompanying Procedures documents were resubmitted to Academic Board and approved at its May meeting. A copy of the documents is now attached.

Procedures***E-form***

Ethics applications at Massey are submitted using an online e-form, and in 2024 work commenced to review it to better reflect the Code, Te Tiriti commitments and the University's statutory and legislative obligations. The ability to provide better mechanisms for internal and external reporting was also taken into consideration. For example, in order to ensure we can accurately report on project funding, a question was added to the e-form that asks whether the research is internally, externally, scholarship or self-funded.

As part of this project, the Human Ethics Chairs revised the questions within the e-form, in consultation with ethics committee members, and other key stakeholders internally. We also consulted with the Health Research Council Ethics Committee during this process, particularly with respect to low-risk notifications. It was agreed that a process for approving low risk research would be included as part of the redevelopment of the e-form.

Work progressed steadily over 2024 and 2025 with the newly enhanced form published for use in August 2025.

Opportunities to understand engagement with the new form were offered through workshops and learning sessions that were well attended by staff and student researchers. The revised e-form has been well received by all users, including the human ethics committees with only a few minor changes required following its implementation.

Low Risk Research

As mentioned above, and as agreed with the Health Research Council Ethics Committee, the new process for low risk research changed from an immediate notification (with no way to rescind or intervene in the case of ethical concerns) to an approval process that includes the continuation of our current practice of a review by ethics advisors, with a recommendation sent to the Chair of the Ethics Chairs' Committee from the advisor. The Chair then reviews the application and recommendation to grant approval; engage in further questioning/information of the applicants or seek advice from the other Chairs to determine an appropriate pathway; or advise the applicant to proceed with a full human ethics application. The Chair has the low-risk application, public documentation, and the ethics advisor's recommendation, upon which to make their decision.

The new process has been welcomed by the university community and we wish to thank the Health Research Council again for their feedback and consultation during this process which was very beneficial.

Working collaboratively

We continue to work collaboratively with researchers and educators across the university to manage processes in a way that is appropriate to them.

In addition to managing ethical processes, we have also worked with areas of the university to provide learning and development opportunities for staff and students. To continue on from the work we have undertaken to update policies, procedures and e-forms, work is now underway to provide a more asynchronous learning platform. This will include general guidance on the Code of Ethical Conduct and associated principles along with guides on submission of applications and best practice. These will be supplemented by small engagement activities to encourage the reader to formulate high quality responses to the questions in the application.

Ethics Chairs' Committee

A new service role of Chair, Ethics was established in March 2024 to replace the Director, Ethics position that was disestablished in 2023. Prof Tracy Riley resumed the role as Acting Chair in March 2024 to oversee the changes being implemented to policies and processes.

In addition to meetings undertaken to support the implementation of the new e-form, the ethics chairs met twice in 2025 (April and October) to discuss issues of common concern and decide on matters in relation to the learning and development of researchers and ethics committee members. Importantly, the Chairs were actively engaged in the re-development of the e-forms and processes, which was a key focus of both Chairs' meetings. Coming together as a committee twice a year enables the chairs to actively share their own learning, problem solve and think constructively about future initiatives. The work undertaken by the Chairs' committee throughout 2024-2025 has resulted in strong, trusting relationships.

The Chair, Ethics role was advertised in the latter part of 2025. In March 2026, A/Prof Nicky Stanley-Clarke was appointed to the position. Nicky has a long connection to the University, that spans three decades as a student, social work practitioner and academic. She has a strong interest in ethics, developed through clinical social work practice, teaching and service roles, which has shaped her commitment to responsible, socially just and ethically grounded research. Nicky has been an active

member and contributor in Ethics Committee Ohu Matatika 3 (OM3) since 2019, including as Deputy Chair for the committee. Since starting in the Ethics Chair's role, Nicky has engaged with researchers across the university, including participating in an online training for PhD students and their supervisors. Having received support to become familiar with the low-risk approval process, Nicky is now reflecting on ways to further support the ethics team, ethics chairs, and researchers.

Low Risk Notification Audits

The MUHEC accepted low risk notifications (LRNs) up to the end of July 2025. Because of this, only one of the typical twice-yearly audits was undertaken, with researchers notified in advance of review. This audit reviewed approximately 10% of submissions received since the last LRN audit and contained LRNs: 1) Flagged by the Research Ethics Advisors as being incomplete, lacking in information or requiring further information; 2) referred through monitoring or 3) a random selection of LRNs chosen to complete the audit set.

Up to the end of July 2025, 453 LRNs were received from researchers, of which only one was withdrawn. A total of 17 LRNs were audited (as per the approximately 200 applications received by the start of June 2025). Following the audit, researchers are provided with feedback that either 1) confirms the LRN pathway was appropriate for the submission (7/17), 2) indicates that insufficient information was provided (1/17), or 3) advises submission of a full ethics application should have been considered (8/17). In 2025, one applicant was advised the low-risk notification did not fit within the scope of the code (1/17).

Following notification to researchers of the audit outcomes, many responded that while the study covered by the LRN had already been completed, they would ensure that a full application was submitted for similar projects in future.

Low Risk Approvals

The MUHEC transitioned away from the LRN pathway to the Low-Risk Approval pathway in August 2025. This transition enabled the MUHEC to move away from the twice-yearly audits to an approval process which included screening by a Research Ethics Advisor, a recommendation to the Chair of the Ethics Chairs Committee, and a final outcome assigned by the Chair of the Ethics Chairs Committee.

From August to December 2025, 190 applications were submitted for Low-Risk Approval. Of these applications, three outcomes were assigned: Low Risk Approval (169/190), Full Application Required (3/190), and Out of Scope (9/190). Of the 190 applications, nine were withdrawn.

The new approval pathway has been generally well received by researchers, noting a greater certainty regarding their projects falling under the low-risk criteria compared to the previous notification and auditing system. Additionally, this process has allowed the Ethics Office to ensure greater quality control of the low-risk applications that are improved, with 104 of the 190 applications having been returned by a Research Ethics Advisor for corrections, additions, etc. before an outcome recommendation was sent to the Chair of the Ethics Chairs Committee. With the addition of the "Full Application Required" outcome, applicants are given the opportunity to reconsider their projects to ensure that it either falls within the low-risk approval criteria or submit a full application to be considered by a full committee review. Being able to return out of scope applications is also useful for applicants and the MUHEC.

Terms of Reference – Human Ethics Committees

As advised in the previous report to the Health Research Council, in early 2025, work progressed to revise the terms of reference alongside a set of committee procedures.

The revised terms of reference were presented and approved by the University Research Committee at their meeting held on 24 July 2025.

Of note, the revised Terms of Reference reflect changes to:

- Appointment Procedures with the inclusion of student members in Section 3, Item 3.35.
- Clarity in the process of seeking extensions in time, over and above the standard three (3) year approved period (refer to Section 4, Items 4.16 and 4.17).
- Clarity in regard to the conflict of interest of committee members (refer to Section 4, Item 4.21 and Section 7).
- Minor changes to align closer with the committee membership outlined in the HRC Guidelines for Approval of Ethics Committees.
- Alignment of Complaints Procedures (Section 5, Items 5.1 to 5.4) for research that may not be in accordance with or compliant with the Code of Responsible Research Conduct or the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants.

The revised Terms of Reference are now attached.

Supporting the Ethics Committees

In 2025 changes were made to allow a more flexible model of workload for the ethics advisors. Whereas historically, an ethics adviser was attached to a particular committee, the committee work is now shared by two members of the secretariat who are able to consistently and efficiently support the committees. This has worked well, with a significant reduction in the time it takes for meeting outcomes to be returned to researchers.

This change in workload allocation of secretariat support to the committees also enabled the smooth implementation of the new low risk approval process. The review of low-risk applications is now allocated across the three ethics team members who regularly (3-4 times per week) review the low-risk submissions, which takes into consideration other work priorities. The new process allows for a 7-10 business day turn around for low-risk submissions. We are very pleased to report that the secretariat is able to work within those deadlines, and feedback has been very positive.

SECTION 4: COMPOSITION OF COMMITTEE AND MEMBERSHIP

TO NOTE:

1. Abbreviations:
L = lay person
NL = non-lay person
2. A “lay person” is a person who:
 - has no affiliation to the institution that sponsors, funds, or conducts research reviewed by that committee; and
 - is not a registered health practitioner, and has not been a registered health practitioner at any time during the five years preceding the date of their appointment; and
 - is not involved in conducting health or disability research, or employed by an organisation whose primary purpose relates to health and disability research; and
 - may not otherwise be construed by virtue of employment, profession, and relationship or otherwise to have a potential conflict of bias with the work of the committee.
3. Understanding ‘qualified Health Practitioner’:
 - Clinically trained: has completed the necessary education and training to work in their field (e.g., medical, nursing, allied health), but they are not currently engaged in the direct provision of healthcare services or clinical work. While they may still hold the qualifications and competence to practice, they are not actively using those skills in a clinical setting.
 - In active practice: is currently and regularly engaged in the practice of their healthcare profession. They should hold a current practising certificate (i.e. be both legally registered and engaged in ongoing professional activities that involve the provision of healthcare services).

4.1 List of EC members throughout the reporting period.

NOTE:

1. All members attending at least one meeting need to be listed. Please include both new and retired members.
2. An “*” after a name indicates Māori member (see definition at 4.6 below).
3. Gender is defined as per Statistics New Zealand guidelines (i.e., male, female, another gender, prefer not to say)

#	Name of member	Gender	Membership Category (L/NL)	Short biography of expertise and experience	How Appointed	Start - finish date	Number of meetings attended
1	Prof Fiona Te Momo* (Chair)	Female	NL	Māori development & social services	By Council on the recommendation of Academic Board	20/09/2017-19/09/2026	10/11

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2	Dr Ravi Reddy	Male	NL	Expertise and experience in qualitative and quantitative research	By Council on the recommendation of Academic Board	22/07/2022-21/07/2028	11/11
3	A/Prof Craig Fowler	Male	NL	Ethicist; intergeneration interaction, family/intergroup communication, health communication	By Council on the recommendation of Academic Board	10/10/2022-9/10/2028	11/11
4	Ms Rowena Dunn*	Female	L	Tikanga Māori/Mana whenua member	By Council on the recommendation of the Vice-Chancellor	25/11/2021-25/11/2027	6/11
5	Mrs Nancy Naea	Female	L	Community member with expertise in health research	By Council on the recommendation of Vice-Chancellor	7/06/2022-7/06/2028	10/11
6	Ms Julie Paul	Female	L	Legal Expertise / Community member	By the Dean Research on the recommendation of the Appointment Committee	3/07/2023-2/07/2026	10/11
7	Dr Jason Long	Male	L	Community member with experience in health research	By the Dean on the recommendation of the Appointment Committee	22/02/2024-21/02/2027	8/11
8	Dr Vicky Walters	Female	NL	Expertise in ethnographic research	By University Research Committee on the recommendation of the Chair, Ethics Committee	8/07/2024-7/07/2027	9/11
9	Ms Abby Bao	Female	L	Student representative – PhD Candidate	By the Dean Research on the recommendation of the Appointment Committee	30/09/2024-29/09/2026	10/11

4.2 No. of members in the following core membership categories.

(Each member should only be listed under one core membership category: For Māori member, only list as Māori. For other members, only list under L/NL. Gender is defined as in the notes section above).

Māori	Gender	L	NL	Total members
2	M: 3 F: 6	5	4	9

4.3 Provide a short biography for each NEW member on the list.

(New member means a member who has not previously been included in an annual report to the HRCEC)

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#	Name of member	<u>Short</u> biography
N/A	N/A	N/A

4.4 Indicate all retirements / resignations of members within the reporting period.

Name of Member	Retirement / Resignation date (dd/mm/yyyy)
N/A	N/A

4.5 Include any additional comments specific to the list of membership.
(For example: "Clarify members seconded to the EC or acting as consultants".)

N/A

4.6 Summary of experience and expertise of members.
(A single member may fall under more than one category.)

	Yes	No
Person with a recognised awareness of te reo Māori and the understanding of tikanga Māori (Māori member)	☒	☐
Person with experience and expertise in ethical and moral reasoning	☒	☐
Lawyer (in active practice)	☐	☒
Person from the wider community (Indicate from which community: e.g. person with experience and expertise in the perspectives of consumers of health and disability services, person from an ethnic or minority community, legally trained but not in active practice.)	☒	☐
Person with experience and expertise in the design and conduct of intervention studies	☒	☐
Person with experience and expertise in the design and conduct of observational studies	☒	☐
Person with experience and/or expertise in the provision of health and disability services	☒	☐
Person with experience and expertise to review either qualitative or quantitative research	☒	☐
Person from student community	☒	☐
Other experience and expertise (specify)		

4.7 If a category above is selected as 'No' please clarify why, and how this perspective has been accounted for in review:

Julie Paul is a community member who is legally trained but not currently practicing.

FOR HEALTH ECS ONLY

- 4.8 For an EC that reviews health research, identify the members who are qualified health professionals and note their affiliations.**

	Name of qualified health professional	Affiliation
<i>Clinically trained</i>	N/A	N/A
<i>In active practice</i>	N/A	N/A

- 4.9 If there were limitations to the number of qualified health professionals (i.e., one category above was not retained), explain how the EC ensured that the review of health research was carried out appropriately.**

N/A

**SECTION 5:
TRAINING FOR COMMITTEE GOVERNANCE**

5.1 Specify the training undergone by new members.

Date (dd/mm/yyyy)	Details of training for new members
Ongoing	Prior to their first meeting new committee members are invited to attend an induction session conducted by the Research Ethics Secretariat. At these sessions, members are introduced to the MUHEC Terms of Reference, the Guidelines for Committee Members, and an introduction into the meeting procedures and processes. Members are also given access to the committee SharePoint site and provided with guidance in its use. The site is used to share all meeting documentation (including applications and meeting documentation), reference materials and items of educational interest. While new members are required to read and familiarise themselves with all applications, they are not assigned as the reviewer of a specific application for the first two or three meetings. New members join the discussion on applications after the lead reviewer has presented their review and are invited to comment and ask questions relevant to the discussion and deliberation of applications. When members indicate they are confident to do so, they are included as a reviewer of an application (usually after 2 to 3 meetings). Members are also able to contact the Chair or Secretary of the committee at any time with any concerns/queries they may have.

5.2 Specify any new or on-going training for EC members.

Date (dd/mm/yyyy)	Details of on-going training for EC members (This includes seminars and conferences that EC members attend.)	No. of attendees
Ongoing	Human Research Ethics articles are circulated to members, when relevant and also uploaded to the committee SharePoint site. In 2025 the following documents were uploaded to committee SharePoint sites for members: - The new Massey University Research Data Management Policy - The new Human Ethics Committee Terms of Reference (2025) The Chairperson updates members on items of interest in the Chairperson's report at each	

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	committee meeting (when relevant). In addition, members are circulated with information about external learning opportunities that may be of interest to them, e.g., the National Health Research Ethics Committee Conferences and the 6th Australian and New Zealand HREC Conference.	
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5.3 Specify any new or on-going training for Chairs of the EC:

Date (dd/mm/yyyy)	Details of on-going training for Chairs (This includes seminars and conferences that EC members attend.)
Ongoing	Chairs have access to the ongoing IEC meetings (if they are available to attend), and the Annual meetings convened by the HRC for HRC, IECs and HDECs. The Ethics Chairs meet twice per annum to discuss any issues, opportunities, improvements, or queries that arise out of monthly committee meetings. Chairs were provided with the opportunity to attend the 6th Australian and New Zealand HREC Conference (25-27 November 2025) online. Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. This includes training in leadership and other skills relevant to the role of Chairs.

5.4 Specify any new or on-going training for members of the Ethics Secretariat (Team)

Date (dd/mm/yyyy)	Details of on-going training for Chairs (This includes seminars and conferences that EC members attend.)
Ongoing	The Massey University Ethics Chair's Committee meetings take place twice-yearly and provide ongoing discussions between the secretariat and the committee chairs. These discussions form a basis for developing skills and understandings. The Massey research ethics advisors are active participants in the HRC/IEC meetings. These informal meetings are attended by members of the Secretariat on a regular basis and are invaluable for information sharing and learning. Two members of the Ethics Secretariat attended the 6th Australian and New Zealand HREC Conference held online in November 2025. HRC Communities of Practice – We see the introduction of this forum for members of ethics as a great benefit to the research ethics community allowing members to discuss items of interest and

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	collaborate on matters of shared importance such as the development of education and training for new committee members. Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. As part of the Graduate Research School and Ethics (GRSE) team, the secretariat has had opportunities for strengths development and training, discussions on wellbeing in the workplace, Te Tiriti learning and visits to different research teams and facilities across campus. In 2025, the GRSE had the opportunity to work with an external consultant to review processes and to learn about different technologies. For the ethics team, there has been growth in the development of skills for presentations, the use of genAI, and the development of online courses using the University's student management system.
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5.5 If no training was undertaken, provide reasons below.

N/A

SECTION 6: OPERATIONS OF COMMITTEE

A. MEETING QUORUM

NOTE:

- In the HRC Ethics Committee guidelines, quorum means at least half of the appointed members of the committee were present at the meeting.
- However, the HRCEC understands an EC may have additional criteria for meeting quorum at their institution.
- Please defer to your institutional policies when considering if quorum was reached at each meeting

6.1: Attendance Grid

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Meeting in quorate	\	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11/ 11
Māori member present	\	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	11/ 11
Total no. of members present	\	7	8	7	8	9	8	7	7	8	9	8	86
No. of applications considered	\	8	8	13	10	9* *	7	11* *	6	5	7* *	5*	89

*Total applications considered includes one deferral from a previous meeting

**Total applications considered includes two deferrals from previous meetings

6.2 Define what 'quorum' is for your EC.

In 2025 the Human Ethics Committee Terms of Reference were revised to reflect the quorum for meetings shall be at least half of the appointed members (see attached ToR, Item 4.2).

6.3 If a meeting was not in quorate (at quorum), please explain why and describe how the EC managed the inclusion of the member perspective not present, particularly prior to a final decision on an outcome being reached.

All meetings were quorate.

B. ASSESSMENT TIME

6.4 Indicate the average assessment time for ethics approvals and provide an explanation for review timelines.

(Assessment time is the time the EC starts the review process of the application to the time a decision is made.)

Massey maintains one deadline date each month for all three committees. This deadline is two weeks prior to the meeting dates for Ohu Matatika 1 and 3 and 3-4 weeks prior to the meeting date for Ohu Matatika 2. Researchers are usually advised of the outcome of their application within a two-week period following the meeting.

Therefore, the total maximum assessment time usually falls within a 4-6 week period. There are months when assessment times may not fall within the average assessment time above (due to workload, annual leave or illness) however, the Research Ethics Office endeavours to keep researchers informed of any delays and works hard to limit any delays that may occur. During 2025, assessment times fell within the 4-6 week time frame.

C. DELEGATION

6.5 Indicate the scope of the Chairperson's delegation to consider applications on behalf of the EC.

Under delegated authority by the committee, the Chairperson can provide final approval on submissions that have received "approved with conditions" and "provisional approval" outcomes from committee meetings.

During committee deliberations, if the Chairperson considers additional expertise is needed to make a final decision on an application that has been "provisionally approved" (one that does not require resubmission to a full committee), a sub-committee comprising the Chairperson and one or two committee members with the necessary additional expertise may be deemed appropriate. In an instance such as this the response and updated documentation from the researcher will be circulated to all sub-committee members for consideration. The Chairperson will provide final approval when all members agree the researcher has considered and responded properly to the committee's concerns.

The Chairperson can also approve minor amendments under delegated authority. Final approvals and minor amendments are monthly agenda items and ratified by the full committee at the next monthly meeting.

6.6 Indicate the scope of the Ethics Secretariat/Team/Office delegation to consider applications on behalf of the EC.

The Secretariat works on behalf of the committee in the following areas:

Information and Advisory Service for Applicants by:

- Using knowledge of all relevant codes, policies, procedures and guidelines deliver information, advice and guidance to researchers, teachers and students.
- Providing advice on specific requirements on other procedural and process-based queries, and support applicants with the submission of ethics applications.
- Keeping up to date with ethics trends and considering any implications for policy-setting, service design and human ethics administration.

Committee Administration to:

- Coordinate, arrange and manage committee meetings, inclusive of agenda preparation, correspondence and distribution of meeting papers.
- Receive, evaluate and pre-review all applications for completeness.
- Provide comprehensive minutes and records of key discussions, committee decisions and outcomes.
- Inform applicants of committee requirements and recommendations following committee review.
- Facilitate payment of external committee members.
- Support the Chair and Team Leader in the administration and learning and development in the appointment of new committee.

Systems Support

The Ethics team main records that reflect the work undertaken by the committees for annual reporting and records management purposes.

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In addition, the team reviews human ethics submissions in the research management system (RIMS) and liaises with applicants and/or RIMS administrators to maintain the integrity of the records.

Low Risk Research

Review low risk research to ensure researcher adherence to low-risk criteria and provide an outcome recommendation to the Chair of the Ethics Chair's Committee for their formal review and outcome.

D. CONSULTATION OUTSIDE THE COMMITTEE

6.7 List and provide details of any occasions in which the EC has consulted with experts or groups outside the EC during the reporting period.

Chairs may consult with the other Massey committee Chairs to seek advice on issues. The Chairs meet twice per year to discuss broader ethical issues. Outside of these meetings, Chairs may consult with the other Massey committee Chairs to seek advice on issues.

The Chair may also seek legal advice from the wider Provost portfolio on matters pertaining to conflict of interest, whether research comes under the Massey remit and queries in relations to funding or contract research. Chairs can also seek guidance from the Governance and Assurance Office for matters in relation to research being undertaken overseas, privacy and Massey remit.

The Ethics Secretariat take part in regular IEC/HRC/HDEC sessions in which common issues are regularly discussed and considered.

E. REVIEW OF APPLICATIONS

6.8 Summary of applications received by full EC.

No. of applications approved at first review	0
No. of applications approved subject to conditions	11
No. of applications where further information was requested prior to granting approval	62
No. of applications deferred/asked to resubmit and subsequently approved	7
No. of applications currently seeking further information/deferred/asked to resubmit as at time of this report	1
No. of applications declined (please provide rationale at 6.11)	0
No. of applications which do not require ethics committee approval	0
No. of applications withdrawn by researcher	2
No. of applications terminated by sponsor	0
No. of applications transferred to another EC	0
(extra category for committee use)	N/A
Total number of applications received by full EC	83

6.9 Summary of applications received under expedited / low risk review. (All outcomes refer to outcome of first review.)

No. of applications approved	N/A
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No. of applications approved subject to conditions / seeking further information / pending / asked to resubmit	N/A
No. of applications which do not require ethics committee approval	N/A
No. of applications referred for full committee review	N/A
(extra category for committee use)	N/A
Total number of applications received under expedited / low risk review	N/A

- 6.10 Total number of applications received (combine the total number of applications in 6.7 and 6.8).**

83

- 6.11 If any applications were declined briefly outline the reasons for declining approval for these applications.**

N/A

- 6.12 If any applications were transferred to another EC, briefly outline the reason for the transfer.**

N/A

F. REPORTING

- 6.13 Describe the requirements for researchers to report upon the status or outcomes of their research and how those reports are reviewed.**

In some instances, the committee may request reporting, e.g., research (including research conducted overseas) of a highly sensitive nature; or where there may be an element of risk. The committee will deliberate on the nature of reporting required during the review process, e.g., 3 or 6 monthly, yearly, or final reporting and the researcher is informed of the need for reporting in the meeting outcome.

Researchers are asked to provide details on the number of participants, and a summary (since the last review) of any unanticipated problems, withdrawal of participants, complaints, recent literature that may be relevant to the research, amendments/modifications, significant new findings (that may relate to the willingness of participants to continue in the research) and any other useful information (e.g., information about risks associated with the research). Reports received are reviewed by the full committee during monthly meetings. Further clarification may be requested, if it is deemed necessary.

G. AUDIT

- 6.14 Describe any auditing of research undertaken by, or for, the EC.**

N/A

SECTION 7: CULTURAL RESPONSE

A. RESPONSE TO CULTURAL ISSUES

7.1 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with Māori/whānau/iwi/hapū.

With the new eForm and refined Te Tiriti o Waitangi questions, the Committee has found that applicants in general are more likely to critically engagement with Te Tiriti principles, ethical frameworks, and cultural safety elements specifically in relation to their projects. This has been a welcome improvement from previous years where applicants often took a literal approach to these elements rather than fully engage with them.

Research applicants that seek to engage with Māori, Whānau, Hapū, or Iwi:

- Seek advice from the supervisors and culturally support systems in Massey University, especially where the community of interest is new to them.
- Have a connection with these organisations and have communicated their interests and cultural ways forward.
- Establish a cultural group to consult with consisting of community and academic members.
- Are expected to have a level of Te Reo Māori me ona tikanga or access to those on the supervisor or research team who have this capability. If not, are required to show they have access to this level of skill.

7.2 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with other cultural groups.

Research applicants that desire to research other cultural groups are required to:

- Show they, or the supervisors and/or research team, have access to cultural experts to provide appropriate consultation.
- Show they have undertaken a process to learn about the cultural they intend to research.
- Show by evidence in writing or attendance at EC meetings, support from members that research the culture under study.

7.3 Briefly outline any challenges and/or successes the EC has with regard to ensuring the affected communities have a voice within their EC and how they have managed this challenge/achieved this success,

Research applicants, their supervisors, or research team who do not show how the affected communities have a voice, or that they have access to cultural expertise the applications are not approved. Usually, the research applicant provides relevant documentation and evidence where the affected communities are consulted, have a voice, and ways in which the research outcomes are reported back to them. Also, there are cases where the research applicants, and/or supervisors/research team meet with the chair, application reviewer, and academic research advisor to discuss the issues.

The research applicants then show those in the meeting how they will ensure the

affected communities will have a voice in their research. Once the issues are resolved the application is approved.

SECTION 8: COMPLAINTS AND INCIDENTAL FINDINGS

A. COMPLAINTS

8.1 List and provide details of any complaints received during the reporting period. Describe how the complaints were dealt with.

- Please include the nature of the complaint (e.g., administrative, or regarding process or decision-making), actions taken to resolve the complaint, and a comment on the outcome.
- Please ensure that no individuals/participants are identified.

None

B. UNEXPECTED EVENTS

8.2 List and provide details of any incidental findings/unexpected events that occurred during research within the reporting period. Describe how the events were dealt with. (Please ensure that no individuals/participants are identified.)

The following unexpected events/unanticipated ethical issues/queries occurred during 2025:

Misdirected Email from the Ethics Office

In January 2025, the Research Ethics Advisor accidentally copied in an applicant (rather than the Ethics Office inbox) on an email regarding the discussion of their deferred application.

The applicant was immediately contacted by the Research Ethics Advisor and asked to delete the email and that an outcome to their application would be sent to them shortly. The applicant confirmed later that day that had deleted the email.

The incident was reported to the Massey University Privacy Office, who confirmed that the prompt response to the issue satisfied them that no serious harm occurred and that no further action was required.

Accidental Privacy Breach 1

In April 2025, a researcher reported to the Ethics Office of an incident where a participant's name was unintentionally included on an interview timetable document that was sent out to 30 other potential participants.

The researcher was directed to the Massey University Privacy Officer to confirm a solution to this issue. It was agreed that an apology email to the named participant be sent explaining the incident and the number of people it was circulated to with the option to withdraw their participation and any collected data from the study if they

prefer. The researcher confirmed in early May that the named participant understood the situation and wanted to continue their participation within the study.

Data Collection without Ethics Approval

In late June 2025, the Ethics Office followed up on a provisionally approved application that was resubmitted from ethical review in July 2024. One of the listed Supervisors on this project responded clarifying that the student misinterpreted the provisional approval as signalling that they could begin as long as the listed provisions were made to the public documentation. The Supervisor also noted that this was likely related to ongoing communication challenges that they had been having with the student.

This breach was discussed with the OM2 Chair and the Chair of the Ethics Chairs' Committee. It was determined that, in accordance with section 2.15 of the Terms of Reference, that the application should be withdrawn and any data collected disposed of. The student was asked to submit a new ethics application and that all data collection should be completely new. This was understood and confirmed by the Supervisors and student.

A new application was submitted on the 8th August 2025 and was approved on the 10th October 2025.

Accidental Privacy Breach 2

In early September 2025, the Ethics Office was advised that a participant's name was included in a consent form that was sent to 2 potential participants by a research assistant. While the email was immediately recalled, the potential participants noted that name in the replies.

The researcher was advised to contact the participant whose name was included on the consent form to explain the situation and provide an opportunity to withdraw their participation and any collected data from the study if they wish.

Later in September, the researcher confirmed for the Ethics Office that the named participant was contacted, understood the incident, and expressed their interest in continuing in the study.

Accidental Privacy Breach 3

In late October 2025, the Ethics Office was notified that a research assistant accidentally mixed up the transcripts of participant 4 and 5 of the study. The deidentified transcripts were sent out for participant review, and the research team was notified by participant 5 that the answers to the questions were not their own. The transcript sent to participant 4 was successfully recalled and nothing was received by the participant.

Upon discussion with the Ohu Matatika 2 Chair and the Privacy Officer, it was agreed that the research team email participant 5 their correct transcript, apologise for the error, ask that they delete the incorrectly sent transcript, and direct any questions to the Ethics Office. For participant 4, the research team apologised for the error and directed any concerns to the Ethics Office for investigation. Both participants were also given the opportunity to withdraw from the study and any collected data associated with if they so wished. As the data was fully deidentified, the Privacy Officer identified that no formal privacy breach had occurred or needed to be reported to the Privacy Commission.

Later that week the researcher notified the Ethics Office that both participants fully understood the error and were happy to continue participating in the study.

Change of Participant Group without Minor Amendment

In late November 2025 a PhD student contacted the Ethics Office to declare that due to challenges with recruitment they decided they needed to change their participant group from rangatahi Māori and their whānau to kaimahi Māori working within the youth justice services. While approval to contact kaimahi Māori was granted by Oranga Tamariki, no minor amendment was submitted to Ohu Matatika 2 for approval.

Upon discussion with the Ohu Matatika 2 Chair and the Chair of the Ethics Chairs Committee, it was agreed that, as retrospective approval could not be granted for amendments, the student needed to contact Oranga Tamariki and the kaimahi Māori recruited for the student to explain the breach and note that the data collected from them would be disposed of as a result.

Following notification to the student and their supervisors in mid-December 2025, a hui was requested with the Ohu Matatika 2 Chair and Chair of the Ethics Chairs Committee to discuss potential solutions to this issue. Due to the New Year and other associated delays, a hui was not organised until late February 2026. In this hui, it was agreed that, in light of Massey University's Code of Responsible Research Conduct (Appendix 2, Schedule 1, Section 1.1), this situation could be treated as an unintentional error and that it could be informally resolved within the meeting, however, no retrospective minor amendment could be formally approved. The student confirmed for the Ethics Office in mid-March 2026 that the error was discussed with each of the recruited kaimahi Māori, they were asked to re-consent to their participation in the study with the option to withdraw their data completely if they so wish. The student was notified that following discussions between the Ohu Matatika 2 Chair and the Chair of the Ethics Chairs Committee that no further concerns were raised and they could proceed with their study.

C. ASSOCIATED ETHICAL ISSUES

8.3 Describe in broad terms any issues your EC has encountered associated with research involving the following topics, and how these have been managed:

- Vulnerable populations (as per section 6 of NEAC Standards)
- Data pertaining to humans (including databanks)
- AI and/or machine-learning
- Intervention studies not related to health and disability research
- Research conducted overseas
- Other trends you believe are relevant/of interest

For research which is conducted overseas we recommend that applicants adhere to legal, ethical and data protection obligations to ensure application comply with the relevant countries' requirements and legislation. Staff and students need to submit safety plans if they are carrying out research overseas.

We have previously received feedback from some researchers regarding participants signing up to research projects solely to receive reimbursement. Sometimes the participants request reimbursement before taking part or they take part, but it becomes clear they have no knowledge of the research subject yet still request payment. There have also been issues with BOTs taking part in online surveys multiple times, with the aim of those involved to receive reimbursement and not contribute to the research. In 2025 researchers did not provide specifics regarding reimbursement in their initial advertising, with the details only included in information sheets to minimise the instance of this happening.

We continue to refer researchers, where appropriate to seek advice from the Governance and Assurance Office on matters of privacy and if using Massey data,

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whether a Privacy Impact Assessment is required. Also, when data is being stored in regard to vulnerable populations to ensure safety protocols to protect identifiable data.

SECTION 9: DETAILS OF APPLICATIONS

NOTE:

1. Please provide details of all protocols considered by the EC in the reporting period.
2. In the “outcome of first review” and “status at time of report” columns, please use the categories (as indicated in 7.6 and 7.7) “Approved/ Approved subsequent to conditions/ Declined/ Deferred/ Transferred”.
(For outcome category “transferred”, please include the name of the committee the proposal was transferred to or from.)

Reference no.	Protocol title	Name of principal investigator	Date received	Date of first review	Outcome of first review	Status at time of report	Date of final outcome	Indicate if HRC funded	Describe any consultation undertaken with relevant communities.
OM1 25/01	SafeMates: Cultivating Mental Health and Safety for Students on Farms	Dr Nicky Stanley-Clarke, Dr Chris Andrews, Dr Jorie Knook, Dr Chloe Dunne	24/01/2025	27/02/2025	Approved with conditions	Approved	7/04/2025	No	External consultation, tertiary institution
OM2 25/02	Anxiety-related concussion perceptions in female rugby players from New Zealand	Tyla Nathan-Wong	24/01/2025	27/02/2025	Provisional approval	Approved	14/04/2025	No	Internal consultation, tertiary institution
OM2 25/03	Weight stigma and bias in healthcare in Aotearoa: Pacific Patients' Voices	Ms Maria Casale, Prof Lisa Te Morenga, Dr Sara Styles, Dr Edmond Fehoko	23/01/2025	27/02/2025	Provisional approval	Approved	28/05/2025	HRC Funded	Internal and external consultation, tertiary institution
OM2 25/04	Empowering Parents to Support Inclusive Education in China: An Investigation of a Web-based Parent Education Resource	Xiangning Li	22/01/2025	27/02/2025	Provisional approval	Approved	14/04/2025	No	Internal consultation, tertiary institution
OM2 25/05	Ethics and Wellbeing in Actor training in China and New Zealand	Zhihan Wang	9/01/2025	27/02/2025	Provisional approval	Approved	16/05/2025	No	Whiti Hereaka, Māori author and playwright
OM2 25/06	How does a rural community with a predominantly Māori community deal with crisis to its social infrastructure?	Courtney Hayward	18/12/2024	27/02/2025	Provisional approval	Approved	4/06/2025	No	External consultation, iwi
OM2 25/07	Transitional Entrepreneurship	Ruth Jackson	27/01/2025	27/02/2025	Provisional approval	Approved	30/05/2025	No	Internal consultation, tertiary institution

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OM2 25/08	Navigating Multiple Whakapapa: Exploring The Intersections Of Multiple Ethnic Identity Development.	Courtney Ngata-Turley	6/12/2024	27/02/2025	Provisional approval	Withdrawn	08/05/2026	No	Internal consultation, tertiary institution
OM2 25/09	Community Forest Management and the Tumring REDD+ Project in Cambodia: Pathways to Effective Implementation, Livelihood Improvement, and Climate Change Adaptation	Chaly Y	30/01/2025	27/03/2025	Provisional approval	Approved	1/05/2025	No	None identified
OM2 25-10	Echoes of Silence: Unravelling Enforced Disappearances and the Quest for Reconciliation in Post-Conflict Sri Lanka	Indeewari Galagama	24/02/2025	27/03/2025	Provisional approval	Approved	28/04/2025	No	Internal consultation, tertiary institution
OM2 25-11	Exploring Digital Health among Empty Nest Elderly in China: A Culture-Centered Approach	Shucen Yi	10/02/2025	27/03/2025	Provisional approval	Approved	28/04/2025	No	External consultation, Māori health professionals and community advisors
OM2 25-12	Kia matatū: Exploring intergenerational resilience among tūpuna wāhine of Ngāi Tamarāwaho and Ngāti Kahu hapū from Tauranga Moana	Ngawari Matthews-Carr	24/02/2025	27/03/2025	Provisional approval	Approved	5/05/2025	No	Internal and external consultation, hapū members and tertiary institution
OM2 25-13	SafeMates: Cultivating Mental Health and Safety for Students on Farms - Student Survey	Dr Nicky Stanley-Clarke, Dr Chris Andrews, Dr Jorie Knook, Dr Chloe Dunne	24/02/2025	27/03/2025	Approved with conditions	Approved	14/04/2025	No	External consultation, tertiary institution
OM2 25-14	Sustainability of whole-of-island scale in community-based aid interventions: a case study of rainwater harvesting from the Kingdom of Tonga.	Kiera Nelson	19/02/2025	27/03/2025	N/A	Withdrawn	17/03/2025	No	External consultation, NGO entity
OM2 25-15	Understanding and re-imagining disciplinary process in English medium Aotearoa schools	Ms Nicole Mincher	24/02/2025	27/03/2025	Deferred	Approved	27/08/2025	No	Internal consultation, tertiary institution
OM2 25-16	Misogyny, rhetorical violence and the invisibilised entwining of digital and embodied social worlds: Deepening Understanding	Prof Rochelle Stewart-Withers, Prof Sarah Riley, Dr Suze Wilson, A/Pro Tracey Nicholls,	24/02/2025	27/03/2025	Approved with conditions	Approved	5/05/2025	No	Internal consultation, tertiary institution
OM2 25/17	Exploring the bullying experiences of New Zealand midwives	Dr Vasudha Rao, Mrs Beth Tootel	24/03/2025	17/04/2025	Approved with conditions	Approved	5/05/2025	No	Internal consultation, tertiary institution

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OM2 25/18	A Holistic Exploration of ADHD Management: Comparing High School and University Experiences	Stephanos Georgiou	24/03/2025	17/04/2025	Provisional approval	Approved	5/05/2025	No	Internal consultation, tertiary institution
OM2 25/19	Navigating Complexity: Evaluating the efficacy of an assessment package for identifying reading difficulties in Year 9 students in a multicultural secondary school in Aotearoa.	Veronica Hill	24/03/2025	17/04/2025	Provisional approval	Approved	3/07/2025	No	External consultation, iwi rangatira
OM2 25/20	Telehealth Abortion Counselling in Aotearoa: A discursive analysis of counsellor's accounts.	Sacha Malkin	23/03/2025	17/04/2025	Provisional approval	Approved	28/05/2025	No	Internal and external consultation, tertiary institution
OM2 25/21	Transgender people's lived experience of mental health services in Aotearoa New Zealand	Isobel Sutherland	23/03/2025	17/04/2025	Provisional approval	Approved	12/05/2025	No	External consultation, family rangatira
OM2 25/22	First-time mothers transition to motherhood	Michelle Fox	23/03/2025	17/04/2025	Provisional approval	Approved	14/05/2025	No	Internal consultation, tertiary institution
OM2 25/23	Exploring Opportunities to Engage Whanganui Māma with Mental Health Support	Amethyst Me	22/03/2025	17/04/2025	Provisional approval	Approved	14/05/2025	No	External consultation, Woven Whānau
OM2 25/24	The use of mahi toi – whakairo (carving) – as a therapeutic tool for mental health and wellbeing	Ngawai O'Leary	22/03/2025	17/04/2025	Deferred	Approved	14/07/2025	No	Internal and external consultation, tertiary institution and whānau members
OM2 25/25	Enhancing flood resilience and community voice for the rural community of Waikare	Helena Sadler Sadler, Dr Lily George	21/03/2025	17/04/2025	Provisional approval	Approved	14/05/2025	No	External consultation with Waikare Māori Committee, kaumātua, hapū leaders, and community
OM2 25/26	How do mātauranga Māori understandings of head injury trauma and brain health inform healing pathways for Māori recovering from traumatic brain injury?	Tania Kahika-Foote	21/03/2025	17/04/2025	Provisional approval	Approved	25/05/2025	No	Internal consultation, tertiary institution
OM2 25/27	Tukua te mātauranga kia rere. The challenges of integrating mātauranga Māori into curriculum	Dr Sharyn Heaton, Tony Trinick	20/03/2025	17/04/2025	Approved with conditions	Approved	7/05/2025	No	Pouako involved in the research team are all Māori. Tony Trinick has been asked to be a Māori academic Advisory
OM2 25/28	Understanding and Enhancing Wellbeing Among Chinese International University Students in New Zealand: An Exploratory Mixed Methods Study	Shuyu Lei	17/03/2025	17/04/2025	Provisional approval	Approved	5/05/2025	No	Internal consultation, tertiary institution
OM2 25/29	Advancing food sovereignty in the Manawātū region: Developing	A/Pro Christina Severinsen, Dr Angelique Reweti,	5/03/2025	17/04/2025	Provisional approval	Approved	26/05/2025	No	Internal consultation, tertiary institution

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	localised frameworks and communication resources	Ms Georgia Mclellan, Daniel Morrimire							
OM2 25/30	Living with chronic illness: the lived experience of Samoan women in New Zealand	Ellen Lialiga	28/04/2025	22/05/2025	Provisional approval	Approved	27/06/2025	No	Internal and external consultation, tertiary institution and wider Samoan network
OM2 25/31	Situated Desires: A Critical Inquiry into the Formation of Sexual Subjectivity Among Young Women in Aotearoa New Zealand	Frances Dale	28/04/2025	22/05/2025	Provisional approval	Approved	18/06/2025	No	Internal consultation, tertiary institution
OM2 25/32	End-of-life experiences in Aotearoa New Zealand, and their impact on the grief of bereaved loved ones	Miss Laura O'Sullivan	26/04/2025	22/05/2025	Provisional approval	Approved	13/06/2025	No	Internal consultation, tertiary institution
OM2 25/33	Gray Matters : Cultural Dysphoria Among Māori: The Impact on Psychological Well-being and Implications for Clinical Practice (Work in progress - still under consultation)	Tania Arnold	27/04/2025	22/05/2025	Provisional approval	Approved	14/07/2025	No	External consultation, Māori health professionals
OM2 25/34	Understanding Neurodivergence Through Migration: A Qualitative Study of Chinese Immigrant Parents in New Zealand	Aimee Zhuang	28/04/2025	22/05/2025	Provisional approval	Approved	26/06/2025	No	Internal consultation, tertiary institution
OM2 25/35	Experiences of Neurodiversity in Māori Women: An Exploration of Everyday Perspectives and Practices	Tangiwai Haney	28/04/2025	22/05/2025	Provisional approval	Approved	26/06/2025	No	Internal and external consultation, tertiary institute and Māori kaumātua
OM2 25/36	Recording the lessons and learning from recent events from Cyclone Bola (1998) to now. Horetireti Whenua Sliding Lands Tairawhiti Case Study	Mr Kelvin Tapuke, A/Pro Julia Becker, Mrs Hinemoa Katene, Tash Wanoa, Mrs Lucy Kaiser, Mr Jon Mitchell Simon Lambert	28/04/2025	22/05/2025	Approved with conditions	Approved	21/07/2025	No	External consultation, Māori kaumātua and hapū
OM2 25/37	How, When, and Why do Social Media Influencers Disclose Their Commercial Affiliations and What Disclosure Practices are Best?	Lily Liu	28/04/2025	22/05/2025	Provisional approval	Approved	14/07/2025	No	Internal consultation, tertiary institute
OM2 25/38	Holding, Losing and Remaking. Painting as a Personal Inquiry Into Family Stories of Connection to Te Waiiti Bay, Lake Rotoiti.	Turi Park	8/04/2025	22/05/2025	Provisional approval	Approved	11/06/2025	No	External consultation, iwi kaumātua
OM2 25/39	Performing Order While Managing Stress – An	Alice Dell	28/04/2025	22/05/2025	Provisional approval	Approved	13/06/2025	No	None identified

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	ethnography of administrative work at a New Zealand University								
OM2 25/40	How do Pacifica boys experience success at NZ secondary schools: Youth Participatory Action Research (YPAR) using talanoa	Claire Letting	21/05/2025	26/06/2025	Deferred	Approved	8/09/2025	No	Internal consultation, tertiary institution
OM2 25/41	Tzu Chi disaster response research- New Zealand case study	A/Pro Julia Becker, Manomita Das	24/05/2025	26/06/2025	Provisional approval	Approved	8/08/2025	No	External consultation, Tzu Chi staff
OM2 25/42	Gender non-conforming experiences in Aotearoa New Zealand: An exploration of narratives	Hughin Ross-Veale	22/05/2025	26/06/2025	Provisional approval	Approved	23/07/2025	No	Internal consultation, tertiary institution
OM2 25/43	Navigating Organisation Change: Leadership, Trust, and Staff Alignment in a Chinese International School	Alan Rose	26/05/2025	26/06/2025	Provisional approval	Approved	14/07/2025	No	No prior consultation undertaken
OM2 25/44	Experiences of post-disaster dispute resolution in Aotearoa New Zealand: Challenges and psychological impacts	Dr Lauren Vinnell	23/05/2025	26/06/2025	Approved with conditions	Approved	4/07/2025	No	No prior consultation undertaken
OM2 25/45	The lived experiences of neurodivergent ADHD tertiary students and burnout	Gabby Hounsell	26/05/2025	26/06/2025	Provisional approval	Approved	14/07/2025	No	Internal consultation, tertiary institution
OM2 25/46	Understanding Teacher-Student Relationships and Well-Being in China: Perspectives from Students, Teachers, and Parents in Grades 5 and 7	Kun Wu	23/05/2025	26/06/2025	Provisional approval	Approved	4/08/2025	No	No prior consultation undertaken
OM2 25/47	Transitioning from Real to Virtual Worlds: Developing Tikanga for a VR Transition System	Laurie Lloyd-Jones, Prof. Steven Mills	24/04/2025	24/07/2025	Provisional approval	Approved	1/08/2025	No	Internal and external consultation, tertiary institution and iwi
OM2 25/48	Building social capital for the child in care - families, foster carers, and the state.	Susan Smith	18/06/2025	24/07/2025	Provisional approval	Approved	13/08/2025	No	External consultation, Māori social workers
OM2 25/49	Our language, our soul wounds: Exploring the spiritual, emotional, physical and familial manifestations of language trauma in contemporary Māori lived reality	Deanna Haami	23/06/2025	24/07/2025	Provisional approval	Approved	11/08/2025	No	Internal and consultation, tertiary institute
OM2 25/50	Supporting Mental Health and Safety for Students on Farms (Participant interviews)	Dr Nicky Stanley-Clarke, Dr Chris Andrews, Dr Jorie	19/06/2025	24/07/2025	Approved with conditions	Approved	31/07/2025	No	External consultation, tertiary institute

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		Knook, Dr Chloe Dunne							
OM2 25/51	Understanding disaster communication with culturally and linguistically diverse communities in Aotearoa New Zealand	Manomita Das, A/Pro Emma Hudson-Doyle, A/Pro Julia Becker	24/06/2025	24/07/2025	Provisional approval	Approved	21/08/2025	No	Internal consultation, tertiary institute
OM2 25/52	Beyond the Screen: Women's Narrative Experiences of Pornography in Everyday Lives	Thira Surakul	22/06/2025	24/07/2025	Provisional approval	Approved	22/08/2025	No	Internal consultation, tertiary institute
OM2 25/53	You're Better Now, Right? A collaborative approach to depression, recovery, meaning, and becoming	Lee Holdsworth	24/06/2025	24/07/2025	Provisional approval	Approved	27/08/2025	No	Internal consultation, tertiary institute
OM2 25/54	The Lived Experiences and Context of Self-diagnosis with Attention-deficit/hyperactivity Disorder	Sarah Morrison	18/07/2025	28/08/2025	Provisional approval	Approved	22/09/2025	No	Internal consultation, tertiary institute
OM2 25/55	Revealing the mechanism of stress generation for construction professionals	Dr Fei Ying	11/07/2025	28/08/2025	Provisional approval	Approved	16/09/2025	No	Internal consultation, tertiary institute
OM2 25/56	Youth perspectives of nature-based therapy in Aotearoa New Zealand	Sam Zacaruk	27/07/2025	28/08/2025	Provisional approval	Approved	3/10/2025	No	Internal consultation, tertiary institute
OM2 25/57	Emotions, Mauri, and Epistemological Transformation in Māori Education	Tony Baker	27/07/2025	28/08/2025	Provisional approval	Approved	3/10/2025	No	Internal and external consultation undertaken
OM2 25/58	Ko Au Tēnei: The experiences of the Youth Justice System Through the Lens of Those with FASD	Jordan Kelly	25/07/2025	28/08/2025	Provisional approval	Approved	29/09/2025	No	Internal consultation, tertiary institute
OM2 25/59	Tabletop Roleplaying Games (TTRPGs) & A Positive Queer Identity: A Correlational Study	Yue Pilbrow	27/07/2025	28/08/2025	Provisional approval	Approved	3/10/2025	No	Internal consultation, tertiary institute
OM2 25/60	An action research investigation of how best to facilitate the development of self-reflection skills in professional psychology training.	Dominique du Plessis	28/07/2025	28/08/2025	Provisional approval	Approved	30/09/2025	No	Internal consultation, tertiary institute
OM2 25/61	Indian international students' use and experiences of migration intermediaries when choosing to study in New Zealand tertiary institutions: A mixed-methods study	Shawn Varghese	28/07/2025	28/08/2025	Provisional approval	Approved	29/09/2025	No	Internal consultation, tertiary institute
OM2 25/62	Enhancing Primary Science Teachers' Pedagogical Content	Elena Ciobanu Ciobanu	27/07/2025	28/08/2025	Provisional approval	Approved	16/09/2025	No	Internal and external consultation, tertiary institute and iwi

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	Knowledge Using Scaffolded Lesson Guides								
OM2 25/63	In the Frame: How taurira Māori in a mainstream secondary school of Aotearoa value and experience NCEA Art History	Alex Stephen	27/07/2025	28/08/2025	Deferred	Approved	9/12/2025	No	No prior consultation undertaken
OM2 25/64	Healing and restoring wellbeing through grief for Tongan in Aotearoa, New Zealand.	Nalei Taufa	8/08/2025	25/09/2025	Provisional approval	Approved	10/10/2025	No	Internal and external consultation, tertiary institution and community churches
OM2 25/65	The potential relationship between loot box engagement, locus of control, problem gambling, and psychological distress symptomatology.	Chloe Beazley	28/08/2025	25/09/2025	Provisional approval	Withdrawn	5/11/2025	No	Internal consultation undertaken, tertiary institution
OM2 25/66	Mastery of early literacy skills and reading proficiency after two years at school.	Hilary Elliot	22/08/2025	25/09/2025	Provisional approval	Approved	3/11/2025	No	External consultation, Whaea Erangi Brodie
OM2 25/67	Indian Parents' Experiences Navigating Their Child's Autism (ASD) Diagnosis in New Zealand: A Qualitative Study of Indian Immigrant Parents in New Zealand	Divya Rupana	25/08/2025	25/09/2025	Provisional approval	Approved	24/02/2026	No	Internal consultation, tertiary institution
OM2 25/68	Exploring the lived experience of young adult male prisoners diagnosed with ADHD	Jessica Bruin	23/08/2025	25/09/2025	Deferred	Approved	16/12/2025	No	Internal consultation, tertiary institution
OM2 25/69	A Clash of Ideals: Coastal Sand Mining in Te Ākau Bream Bay	Daniel Grant	24/08/2025	25/09/2025	Provisional approval	Approved	5/11/2025	No	External consultation, iwi trust
OM2 25/70	Little Notes	Anna Prail	29/09/2025	23/10/2025	Deferred	Approved	1/04/2026	No	External consultation, taonga puoro practitioner
OM2 25/71	ACT processes of cognitive defusion and self-as-context. Are they perceived as applicable and acceptable to the lived experiences of emerging adults?	Sarah Riley	29/09/2025	23/10/2025	Provisional approval	Approved	13/11/2025	No	Internal consultation, tertiary institution
OM2 25/72	Negotiating Self-Esteem and Academic Resilience: Reflections of Tertiary Students with Dyslexia in Aotearoa, New Zealand	Seanna McAtamney-Clark	29/09/2025	23/10/2025	Provisional approval	Approved	24/11/2025	No	Internal consultation, tertiary institution
OM2 25/73	Te Mana o te Wahine: A Mana Wāhine Analysis of Online Misogyny, Wāhine Māori Resistance, and the Power of Collective Radical Imaginaries	Aorangi Kora	29/09/2025	23/10/2025	Approved with conditions	Approved	10/11/2025	No	External consultation, hapū and whānau

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OM2 25/74	Delible, Indelible	Kirsty MacLeod	29/09/2025	23/10/2025	Deferred	Approved	22/01/2026	No	No internal consultation undertaken
OM2 25/75	"Pākehā perspectives on Te Tiriti o Waitangi in online tertiary learning". An interpretive exploration into the experiences of Pākehā educators realising the aspirations of Te Tiriti o Waitangi in tertiary online teaching praxis: A narrative study.	Peter Graham	17/10/2025	27/11/2025	Provisional approval	Approved	26/01/2025	No	Internal consultation, tertiary institution
OM2 25/76	Solutions for youth offending from the perspectives of Pasifika men in Aotearoa, New Zealand.	Nicholas Apulu-Pamatatau	28/10/2025	27/11/2025	Provisional approval	Approved	15/12/2025	No	No prior consultation undertaken
OM2 25/77	Exploring the resilience of Māori and Pacific caregivers of tamariki takiwātanga/ autistic children	Kiristinna Kautai	24/10/2025	27/11/2025	Provisional approval	Approved	22/01/2026	No	External consultation undertaken, iwi and Samoan matai
OM2 25/78	Intercultural Communication and Competence Development among New Zealand Students in a study abroad programme in China	Dr Michael Li	3/11/2025	27/11/2025	Approved with conditions	Approved	19/02/2026	No	No prior consultation undertaken
OM2 25/79	Designing and Implementing a Pedagogical AI Chinese Tutor for Discourse-Level Communication in Distance Language Learning	Dr Michael Li	31/10/2025	27/11/2025	Provisional approval	Approved	9/03/2026	No	No prior consultation undertaken
OM2 25/80	Refining the "Culturally Respectful Guidelines" for counselling and healthcare practice with ethnic communities	Dr Shemana Cassim, Miss Kamla Waila & Vanisri Mills	14/11/2025	11/12/2025	Provisional approval	Approved	17/12/2025	No	External consultation, iwi
OM2 25/81	Exploring tāngata Tiriti teachers' experiences in Māori-medium education: A study into the experiences of being a non-Māori teacher in Māori-medium, primary education.	Hannah Lineham	14/11/2025	11/12/2025	Approved with conditions	Approved	5/01/2026	No	External consultation, Māori education professionals
OM2 25/82	Caffeine Craze: exploring a game-based education tool to enhance caffeine literacy in New Zealand adolescents	Prof Aj Ali, Dr Jared Carpendale & Isabella Inwood	17/11/2025	11/12/2025	Provisional approval	Approved	22/01/2026	No	Internal consultation, tertiary institute
OM2 25/83	Understanding the implications of the 2022 Sindh floods for the wellbeing of women, marginalized communities, and minority groups in response and reconstruction phase.	Dr Fatima Junaid & Dr Rizwan Ali	19/11/2025	11/12/2025	Provisional approval	Approved	17/12/2025	No	No prior consultation undertaken.

SECTION 10: DECLARATION

Declaration by EC Chairperson

Name of EC: **Massey University Human Ethics Committee – Ohu Matatika 2**

I declare for the above-named EC that:

- the information supplied on this report and in any attachment(s) is true and correct; and
- for the period to which this report relates, the EC has operated in accordance with relevant Guidelines and Legislation.

Name: Professor Fiona Te Momo

Signature:



Date: 25/5/2026

Declaration by Head of Organisation with Primary Responsibility for the EC

Name of EC: **Massey University Human Ethics Committee – Ohu Matatika 2**

Name of Organisation: **Massey University**

On behalf of the above-named organisation, and in relation to the above-named EC, I declare that:

- I am duly authorised to sign this declaration;
- the information supplied on this form and any attachment(s) is true and correct;
- the EC is adequately resourced and maintained;
- for the period to which this form relates, the organisation ensured that the EC's Terms of Reference included information on the:
 - scope of its responsibilities,
 - relationship to non-affiliated researchers,
 - accountability,
 - mechanisms of reporting, and
 - remuneration (if any) for members;
- the organisation accepts legal responsibility for decisions and advice received from the EC; and
- EC members are indemnified.

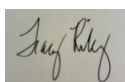
Name:

Prof Tracy Riley

Title	First Name	Last Name
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Position: Dean, Postgraduate Research and Acting Chair, Ethics (2024-2025)

E-mail: t.l.riley@massey.ac.nz



Signature:

Date: 29 May 2026

Thanks for completing the annual report.

ANNUAL REPORT FROM AN ETHICS COMMITTEE

The HRC Ethics Committee (HRCEC) is established under the Health Research Council Act (1990) as a committee of the Health Research Council. Section 25 of the Act covers the Committee's functions. Set out below are the functions relevant to the approval of ethics committees:

- To ensure that, in respect of each application submitted to the Council for a grant for the purposes of health research, an independent ethical assessment of the proposed research is made either by the Ethics Committee itself or by a committee approved by the Ethics Committee (section 25(1)(c)).
- To give, in relation to ethics committees established by other bodies, advice on –
 - i. the membership of those committees; and
 - ii. the procedures to be adopted and the standards to be observed, by those committees (section 25(1)(f)).

Approved ethics committees are able to undertake independent assessment on behalf of the HRCEC.

Health and Disability Ethics Committees (HDECs) are established as Ministerial committees under Pae Ora (Healthy Futures) Act 2022, section 87. The function of an HDEC is to secure the benefits of health and disability research by checking that it meets or exceeds established ethical standards. The HDECs act in accordance with procedural rules contained in *The Standard Operating Procedures for Health and Disability Ethics Committees (the SOPs)*.

Institutional Ethics Committees (IECs) are established by organisations, such as universities or private companies and review research applications directly related to the organisation or their agent. Often the research that they review is not health related and they have policies and procedures that reflect the nature of the research that they review.

NOTE:

In compiling this report, ethics committees should not provide information which would breach the Privacy Act 2020 and/or the Health Information Privacy Code 2020.

SUBMISSION

Please complete the annual report electronically and email to the Secretary of the HRCEC:

ethicsinfo@hrc.govt.nz

Relevant declaration page with signatures may also be submitted electronically via email.

INQUIRIES

If you have any queries, please contact the Secretary of the HRCEC at the above e-mail address or by telephone on (09) 303 5221.

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**SECTION 1:
GENERAL INFORMATION**

1.1 Name of Ethics Committee (EC)

Massey University Human Ethics Committee – Ohu Matatika 3

1.2 Dates of current HRCEC approval

January 2026 – December 2028

1.3 Reporting period

January 2025 – December 2025

1.4 Lead Administrator of Ethics Committee

Name	<u>Dr</u>	<u>Jordon</u>	<u>Houston</u>
	Title	First Name	Last Name

Phone (06) 9516842

E-mail J.Houston@massey.ac.nz

1.5 Chairperson

Name	<u>Dr</u>	<u>Gerald</u>	<u>Harrison</u>
	Title	First Name	Last Name

Phone (06) 951657

E-mail g.k.harrison@massey.ac.nz

SECTION 2: CHAIRPERSON'S REPORT

2.1 The HRCEC requests that the Chairperson of the approved EC provide a report which includes the following information:

1. Please summarise the main progress, changes, and any issues for the committee from the last reporting year.
2. Topics often mentioned are:
 - workload
 - resources
 - changes to committee policies
 - changes to structure of review (e.g. introduction of low risk expedited review)
 - any other substantive changes which the committee or its Chair wishes to note institutional climate (e.g. undergoing restructure)
 - areas or kinds of review that were challenging to assess, and why
 - requests for advice to the HRCEC on how to review particular topics or matters

During 2025, the committee continued to carry out its oversight work effectively. The year saw a substantial increase in application volume, with an 88% increase from 2024, changes in membership, the appointment of a new Research Ethics Advisor, the approval of new Terms of Reference, and the introduction of updated application forms. Throughout, the committee maintained a high standard of ethical review.

Application Volume and Trends

In 2025, the committee reviewed 79 applications, up from 42 in 2024. Of these, 5 were approved with conditions, 70 received provisional approval, and 4 were deferred. This increased workload was managed well by the committee. Committee members took it in their stride, remaining remarkably focused and efficient in their consideration of each application, and were excellent in not being distracted by ethically irrelevant inconsistencies and suchlike. Meetings did not run unduly long, and discussions remained focused and productive.

Applications were of a good standard, with only a small number of deferrals, mainly due to there being insufficient information on which to make a responsible judgement.

Recurring Ethical Issues

The recurring issues identified in previous years continued to arise, but mostly in minor and manageable forms. These included uncertainty around recruitment processes, especially snowballing or indirect approaches to potential participants, and insufficient justification for proposed data storage periods. To some extent, these problems reflected weaknesses in the pre revised application forms, or applicants not realizing that there is no fixed policy on data storage times and that a justification is needed. There is a tendency to want a fixed policy and, in its absence, to give an arbitrary figure. The September 2025 update to the forms was therefore welcome. It should reduce ambiguity, duplication, and unnecessary work for researchers and reviewers, and help focus applications on ethically relevant matters.

Researcher Engagement and Support

Researcher engagement remained positive. Attendance at meetings, especially online, continued to assist the committee by allowing applicants to clarify issues efficiently. The online format also remained effective and less intimidating for applicants.

The Chair continued to provide advice outside meetings, particularly where applicants sought guidance after deferral or before submission, with before submission guidance being by far the more common.

Committee Membership and Support

There were several membership changes. Linda Faulkner resigned on 2 May 2025, and Diana Leufkens Smith resigned on 26 May 2025. Dr Annie van Bysterveldt was coopted from Ohu Matatika 1 in March 2025 to fulfil the community member quorum requirement. There were no in person meetings, but I do not think their absence affected the committee's operations or led to community members not feeling properly part of the group.

Dr Jordon Houston took up the role of Research Ethics Advisor from 3 March 2025. His support for the committee, the process, and applicants has been excellent and is much appreciated.

Terms of Reference and Documentation

New Terms of Reference were approved in 2025. The quorum requirement changed from 6 members, of whom 3 had to be community members, to half of the overall committee membership.

The September update to the application forms also addressed a significant process issue noted previously, namely that the forms had been overly lengthy, repetitive, and insufficiently aligned with the Code of Ethics. These forms had led to the generation of distracting inconsistencies in applications that did not bear on their ethical features.

Conclusion

2025 was a busy year, with an 88% increase in applications from the previous year, but the committee took it all in its stride and functioned very well throughout. Members remained careful, understanding, highly focused, and rigorous without being pedantic. It is a highly collegial committee whose members are a pleasure to work with and in whose collective judgement researchers can have the highest confidence. Thanks are due to all members for their dedication and professionalism. Particular thanks are also due to Dr Jordon Houston, who took up the role of Research Ethics Advisor in March and whose support for the committee, the process, and applicants has been excellent.

SECTION 3: POLICIES AND PROCEDURES

A. CHANGES IN POLICIES AND PROCEDURES

3.1 Please provide details of any changes in EC policies, procedures or Ethics Application forms since the last report.

- Please attach any amended documents/procedures/policies
- For each change, please include the specific section and/or page number in the materials attached to this annual report.
- If there are no changes within the reporting period, please indicate “No changes” and proceed to Section 4.

Policy

As reported last year, Massey University has been focusing on the review of the university's policies, procedures, regulations and codes relating to academic and research integrity. A thorough consultation process was undertaken with university stakeholders.

Review of the Code of Responsible Research Conduct (CRRC) and the Code of Ethical Conduct for Research, Teaching, and Evaluations Involving Human Participants (MUHEC Code) have been updated simultaneously to meet internal and external requirements to ensure alignment of definitions and procedures. For example, there were inconsistent classifications of breach levels and related procedures for each code, which causes complexity, misunderstanding, and significant procedural risk for the University. The simultaneous review of these Codes and other related policies (for example, the Code of Academic Integrity) also presents the opportunity to align not only the content of those documents, but the timing of future reviews. This reduces the risk of misalignment and complexity that staggered reviews may cause.

MUHEC Code

The Code has been revised and updated as follows:

- Clarification of purpose: ensuring that all University research, teaching and evaluations involving human participants conforms to high ethical standards.
- Inclusion of the National Ethics Advisory Committee National Ethics Standards for identifying, managing and minimising risks (2019).
- Confirmation of Massey University's commitment to Te Tiriti o Waitangi and its related principles at Massey University as outlined in the University's Kaupapa Here Tiriti o Waitangi – Tiriti o Waitangi Policy.
- Application of the provisions and principles of Te Tiriti Articles 1-4 to ethical conduct.
- Inclusion of relevant and up-to-date legislation, legal compliance, policies and procedures.
- Adherence to Massey policy structure/presentation style.

The Code articulates the principles and requirements for the ethical conduct of research, teaching and evaluations with human participants, and is thereby obliged to adhere to the guidance provided in the Massey University Council Statute on Policy Development and Review.

The MUHEC Code was reviewed by the Chairs Committee before consultation with the University Research Committee (URC) and relevant committees across Massey (e.g., Doctoral Research Committee, college committees). Following consultation, it

was submitted to Academic Board and approved at their meeting in April 2026. A copy of the revised MUHEC Code is attached.

Code of Responsible Research Conduct (CRRC)

The CRRC was last updated in 2015 and contains a complex mixture of policy, procedures, expectations, and guidance relating to research conduct. In addition to the complexity, parts of the policy are now dated and misaligned with current good practice and requirements. Additionally, the process outlined for managing possible non-compliant research conduct is perceived as complex and time-consuming and no longer aligns with similar procedures relating to possible breaches of academic integrity.

The rationale for the proposed changes to the current CRRC is multi-faceted, and the proposed changes are therefore designed to:

- Ensure better alignment with current research practices.
- Acknowledge the diversity of researcher profiles at the University (within both staff and students).
- Embed an educative approach to problem resolution, as and when appropriate.
- Reflect Massey University's commitments to Te Tiriti o Waitangi by incorporating, for example, Māori data sovereignty and engagement with Māori communities within the CRRC.
- Provide a clearer categorisation of breaches of the CRRC.
- Strengthen institutional integrity through the inclusion of research misconduct in the same Misconduct Register currently used for recording academic and non-academic misconduct.
- Better align with external policies.
- Offer clarity, consistency and efficiencies of process.

The changes are substantive and include the separation of the current CRRC into two documents: 1) the Policy which sets out the principles and 2) Procedures which explain the processes for managing responsible research conduct.

The CRRC was reviewed by the University Research Committee (URC) prior to consultation across the University with key stakeholder groups. It was submitted to Academic Board at their meeting in April 2026. At that meeting members raised some concerns that needed further discussion. The CRRC and accompanying Procedures documents were resubmitted to Academic Board and approved at its May meeting. A copy of the documents is now attached.

Procedures

E-form

Ethics applications at Massey are submitted using an online e-form, and in 2024 work commenced to review it to better reflect the Code, Te Tiriti commitments and the University's statutory and legislative obligations. The ability to provide better mechanisms for internal and external reporting was also taken into consideration. For example, in order to ensure we can accurately report on project funding, a question was added to the e-form that asks whether the research is internally, externally, scholarship or self-funded.

As part of this project, the Human Ethics Chairs revised the questions within the e-form, in consultation with ethics committee members, and other key stakeholders internally. We also consulted with the Health Research Council Ethics Committee during this process, particularly with respect to low risk notifications. It was agreed that a process for approving low risk research would be included as part of the redevelopment of the e-form.

Work progressed steadily over 2024 and 2025 with the newly enhanced form published for use in August 2025.

Opportunities to understand engagement with the new form were offered through workshops and learning sessions that were well attended by staff and student researchers. The revised e-form has been well received by all users, including the human ethics committees with only a few minor changes required following its implementation.

Low Risk Research

As mentioned above, and as agreed with the Health Research Council Ethics Committee, the new process for low risk research changed from an immediate notification (with no way to rescind or intervene in the case of ethical concerns) to an approval process that includes the continuation of our current practice of a review by ethics advisors, with a recommendation sent to the Chair of the Ethics Chairs' Committee from the advisor. The Chair then reviews the application and recommendation to grant approval; engage in further questioning/information of the applicants or seek advice from the other Chairs to determine an appropriate pathway; or advise the applicant to proceed with a full human ethics application. The Chair has the low risk application, public documentation, and the ethics advisor's recommendation, upon which to make their decision.

The new process has been welcomed by the university community and we wish to again, thank the Health Research Council for their feedback and consultation during this process which was very beneficial.

Working collaboratively

We continue to work collaboratively with researchers and educators across the university to manage processes in a way that is appropriate to them.

In addition to managing ethical processes, we have also worked with areas of the university to provide learning and development opportunities for staff and students. To continue on from the work we have undertaken to update policies, procedures and e-forms, work is now underway to provide a more asynchronous learning platform. This will include general guidance on the Code of Ethical Conduct and associated principles along with guides on submission of applications and best practice. These will be supplemented by small engagement activities to encourage the reader to formulate high quality responses to the questions in the application.

Ethics Chairs' Committee

A new service role of Chair, Ethics was established in March 2024 to replace the Director, Ethics position that was disestablished in 2023. Prof Tracy Riley resumed the role as Acting Chair in March 2024 to oversee the changes being implemented to policies and processes.

In addition to meetings undertaken to support the implementation of the new e-form, the ethics chairs met twice in 2025 (April and October) to discuss issues of common concern and decide on matters in relation to the learning and development of researchers and ethics committee members. Importantly, the Chairs were actively engaged in the re-development of the e-forms and processes, which was a key focus of both Chairs' meetings. Coming together as a committee twice a year enables the chairs to actively share their own learning, problem solve and think constructively about future initiatives. The work undertaken by the Chairs' committee throughout 2024-2025 has resulted in strong, trusting relationships.

The Chair, Ethics role was advertised in the latter part of 2025. In March 2026, A/Prof Nicky Stanley-Clarke was appointed to the position. Nicky has a long connection to the University, that spans three decades as a student, social work practitioner and academic. She has a strong interest in ethics, developed through clinical social work practice, teaching and service roles, which has shaped her commitment to

responsible, socially just and ethically grounded research. Nicky has been an active member and contributor in Ethics Committee Ohu Matatika 3 (OM3) since 2019, including as Deputy Chair for the committee. Since starting in the Ethics Chair's role, Nicky has engaged with researchers across the university, including participating in an online training for PhD students and their supervisors. Having received support to become familiar with the low-risk approval process, Nicky is now reflecting on ways to further support the ethics team, ethics chairs, and researchers.

Low Risk Notification Audits

The MUHEC accepted low risk notifications (LRNs) up to the end of July 2025. Because of this, only one of the typical twice-yearly audits was undertaken, with researchers notified in advance of review. This audit reviewed approximately 10% of submissions received since the last LRN audit and contained LRNs: 1) Flagged by the Research Ethics Advisors as being incomplete, lacking in information or requiring further information; 2) referred through monitoring or 3) a random selection of LRNs chosen to complete the audit set.

Up to the end of July 2025, 453 LRNs were received from researchers, of which only one was withdrawn. A total of 17 LRNs were audited (as per the approximately 200 applications received by the start of June 2025). Following the audit, researchers are provided with feedback that either 1) confirms the LRN pathway was appropriate for the submission (7/17), 2) indicates that insufficient information was provided (1/17), or 3) advises submission of a full ethics application should have been considered (8/17). In 2025, one applicant was advised the low risk notification did not fit within the scope of the code (1/17).

Following notification to researchers of the audit outcomes, many responded that while the study covered by the LRN had already been completed, they would ensure that a full application was submitted for similar projects in future.

Low Risk Approvals

The MUHEC transitioned away from the LRN pathway to the Low Risk Approval pathway in August 2025. This transition enabled the MUHEC to move away from the twice-yearly audits to an approval process which included screening by a Research Ethics Advisor, a recommendation to the Chair of the Ethics Chairs Committee, and a final outcome assigned by the Chair of the Ethics Chairs Committee.

From August to December 2025, 190 applications were submitted for Low Risk Approval. Of these applications, three outcomes were assigned: Low Risk Approval (169/190), Full Application Required (3/190), and Out of Scope (9/190). Of the 190 applications, nine were withdrawn.

The new approval pathway has been generally well received by researchers, noting a greater certainty regarding their projects falling under the low risk criteria compared to the previous notification and auditing system. Additionally, this process has allowed the Ethics Office to ensure greater quality control of the low risk applications that are improved, with 104 of the 190 applications having been returned by a Research Ethics Advisor for corrections, additions, etc. before an outcome recommendation was sent to the Chair of the Ethics Chairs Committee. With the addition of the "Full Application Required" outcome, applicants are given the opportunity to reconsider their projects to ensure that it either falls within the low risk approval criteria or submit a full application to be considered by a full committee review. Being able to return out of scope applications is also useful for applicants and the MUHEC.

Terms of Reference – Human Ethics Committees

As advised in the previous report to the Health Research Council, in early 2025, work progressed to revise the terms of reference alongside a set of committee procedures. The revised terms of reference were presented and approved by the University Research Committee at their meeting held on 24 July 2025.

Of note, the revised Terms of Reference reflect changes to:

- Appointment Procedures with the inclusion of student members in Section 3, Item 3.35.
- Clarity in the process of seeking extensions in time, over and above the standard three (3) year approved period (refer to Section 4, Items 4.16 and 4.17).
- Clarity in regard to the conflict of interest of committee members (refer to Section 4, Item 4.21 and Section 7).
- Minor changes to align closer with the committee membership outlined in the HRC Guidelines for Approval of Ethics Committees.
- Alignment of Complaints Procedures (Section 5, Items 5.1 to 5.4) for research that may not be in accordance with or compliant with the Code of Responsible Research Conduct or the Code of Ethical Conduct for Research, Teaching and Evaluations involving Human Participants.

The revised Terms of Reference are now attached.

Supporting the Ethics Committees

In 2025 changes were made to allow a more flexible model of workload for the ethics advisors. Whereas historically, an ethics adviser was attached to a particular committee, the committee work is now shared by two members of the secretariat who are able to consistently and efficiently support the committees. This has worked well, with a significant reduction in the time it takes for meeting outcomes to be returned to researchers.

This change in workload allocation of secretariat support to the committees also enabled the smooth implementation of the new low risk approval process. The review of low risk applications is now allocated across the three ethics team members who regularly (3-4 times per week) review the low risk submissions, which takes into consideration other work priorities. The new process allows for a 7-10 business day turn around for low risk submissions. We are very pleased to report that the secretariat is able to work within those deadlines, and feedback has been very positive.

SECTION 4: COMPOSITION OF COMMITTEE AND MEMBERSHIP

TO NOTE:

1. Abbreviations:
L = lay person
NL = non-lay person
2. A "lay person" is a person who:
 - has no affiliation to the institution that sponsors, funds, or conducts research reviewed by that committee; and
 - is not a registered health practitioner, and has not been a registered health practitioner at any time during the five years preceding the date of their appointment; and
 - is not involved in conducting health or disability research, or employed by an organisation whose primary purpose relates to health and disability research; and
 - may not otherwise be construed by virtue of employment, profession, and relationship or otherwise to have a potential conflict of bias with the work of the committee.
3. Understanding 'qualified Health Practitioner':
 - Clinically trained: has completed the necessary education and training to work in their field (e.g., medical, nursing, allied health), but they are not currently engaged in the direct provision of healthcare services or clinical work. While they may still hold the qualifications and competence to practice, they are not actively using those skills in a clinical setting.
 - In active practice: is currently and regularly engaged in the practice of their healthcare profession. They should hold a current practising certificate (i.e. be both legally registered and engaged in ongoing professional activities that involve the provision of healthcare services).

4.1 List of EC members throughout the reporting period.

NOTE:

1. All members attending at least one meeting need to be listed. Please include both new and retired members.
2. An "*" after a name indicates Māori member (see definition at 4.6 below).
3. Gender is defined as per Statistics New Zealand guidelines (i.e., male, female, another gender, prefer not to say)

#	Name of member	Gender	Membership Category (L/NL)	Short biography of expertise and experience	How Appointed	Start - finish date	Number of meetings attended
1	Dr Gerald Harrison (Chair)	Male	NL	Philosophy and Ethics	By Council on the recommendation of the Vice-Chancellor	4/03/11-3/03/26	9/10

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2	Assoc. Prof. Nicola Stanley-Clarke	Female	NL	Social work practitioner and academic with experience in mental health services, child protection, youth justice, rural wellbeing and e-technologies	By the Vice-Chancellor on the recommendation of the Appointment Committee	1/07/19-30/06/28	8/10
3	Dr Debalina Dutta	Female	NL	Expertise in organisational and cross-cultural communication, research with vulnerable communities, gender and careers	By the Vice-Chancellor on the recommendation of the Appointment Committee	7/06/22-7/06/28	9/10
4	Mrs Linda Faulkner*	Female	L	Community member with expertise in environmental management; cultural and environmental risk assessment and management; policy and planning; research and relationship management; tikanga and mātauranga Māori	By Council on the recommendation of the Appointment Committee	1/09/15-2/05/25	0/10
5	Dr Carol Hamilton	Gender Neutral	L	Education policy and practice; social policy/ Disability, and inclusion	By the Director Research Ethics under delegated authority of the University Research Committee	18/09/23-17/09/26	9/10
6	Dr Peter Howland	Male	NL	Qualitative & quantitative research methodology; journalism	By the Director Research Ethics under delegated authority of the University Research Committee	1/02/23-31/01/29	7/10
7	Mr Jeremy Hubbard	Male	L	Vice Chancellor nominee legal expertise	By Council on the recommendation of the Vice-Chancellor	1/02/22-31/01/28	8/10
8	Mr Matt Knowsley	Male	L	Doctoral Student	Appointed by the Dean Postgraduate Research	1/11/2024-31/3/2026	9/10
9	Ms Diana Leufkens Smith	Female	L	Community member with expertise in social development and policy	By the Director Research Ethics under delegated authority of the University Research Committee	1/02/25-26/05/25	4/10

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10	Dr Peter Meihana*	Male	NL	Tikanga and mātauranga Māori, Māori history	By Council on the recommendation of the Vice-Chancellor	1/08/20-31/07/26	8/10
11	Dr Fran Richardson	Female	L	Community member with expertise in nursing, health care, mental health, cultural safety online and distance education	By Council on the recommendation of the Appointment Committee	1/02/22-31/01/28	10/10
12	Dr Annie van Bysterveldt (co-opted from OM1)	Female	L	Community member with expertise in early childhood, education, and speech/language therapy	Appointed by the Chair, Ethics Committee Chairs Committee under delegated authority of the University Research Council	1/02/25-31/01/28	1/10

4.2 No. of members in the following core membership categories.

(Each member should only be listed under one core membership category: For Māori member, only list as Māori. For other members, only list under L/NL. Gender is defined as in the notes section above).

<i>Māori</i>	<i>Gender</i>	<i>L</i>	<i>NL</i>	Total members
2	M: 5 F: 6 Gender Neutral: 1	7	5	12

4.3 Provide a short biography for each NEW member on the list.

(New member means a member who has not previously been included in an annual report to the HRCEC)

#	Name of member	<u>Short</u> biography
1	Ms Diana Leufkens Smith	Diana is currently a Community Representative on the Benefits Review Committee. She has a background in editorial, journalism, media and communications. Since 2021, she has focused on community service, social development, and the development of political policy.

4.4 Indicate all retirements / resignations of members within the reporting period.

<i>Name of Member</i>	<i>Retirement / Resignation date (dd/mm/yyyy)</i>
Mrs Linda Faulkner	2/05/2025
Ms Diana Leufkens Smith	26/05/2025

4.5 Include any additional comments specific to the list of membership.

(For example: "Clarify members seconded to the EC or acting as consultants".)

Dr Annie van Bysterveldt was co-opted from the Ohu Matatika 1 Ethics Committee to ensure that Community member number fulfilled quorum. This has since changed with the updated Terms of Reference.

4.6 Summary of experience and expertise of members.
 (A single member may fall under more than one category.)

	Yes	No
Person with a recognised awareness of te reo Māori and the understanding of tikanga Māori (Māori member)	☒	☐
Person with experience and expertise in ethical and moral reasoning	☒	☐
Lawyer (in active practice)	☐	☒
Person from the wider community (Indicate from which community: e.g. person with experience and expertise in the perspectives of consumers of health and disability services, person from an ethnic or minority community, legally trained but not in active practice.)	☒	☐
Person with experience and expertise in the design and conduct of intervention studies	☒	☐
Person with experience and expertise in the design and conduct of observational studies	☒	☐
Person with experience and/or expertise in the provision of health and disability services	☒	☐
Person with experience and expertise to review either qualitative or quantitative research	☒	☐
Person from student community	☒	☐
Other experience and expertise (specify)		

4.7 If a category above is selected as 'No' please clarify why, and how this perspective has been accounted for in review:

Jeremy Hubbard is a community member who is legally trained but not in active practice.

FOR HEALTH ECS ONLY

4.8 For an EC that reviews health research, identify the members who are qualified health professionals and note their affiliations.

	Name of qualified health professional	Affiliation
<i>Clinically trained</i>	N/A	N/A
<i>In active practice</i>	N/A	N/A

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- 4.9 If there were limitations to the number of qualified health professionals (i.e., one category above was not retained), explain how the EC ensured that the review of health research was carried out appropriately.**

N/A

**SECTION 5:
TRAINING FOR COMMITTEE GOVERNANCE**

5.1 Specify the training undergone by new members.

Date (dd/mm/yyyy)	Details of training for new members
Ongoing	Prior to their first meeting new committee members are invited to attend an induction session conducted by the Research Ethics Secretariat. At these sessions, members are introduced to the MUHEC Terms of Reference, the Guidelines for Committee Members, and an introduction into the meeting procedures and processes. Members are also given access to the committee SharePoint site and provided with guidance in its use. The site is used to share all meeting documentation (including applications and meeting documentation), reference materials and items of educational interest. While new members are required to read and familiarise themselves with all applications, they are not assigned as the reviewer of a specific application for the first two or three meetings. New members join the discussion on applications after the lead reviewer has presented their review and are invited to comment and ask questions relevant to the discussion and deliberation of applications. When members indicate they are confident to do so, they are included as a reviewer of an application (usually after 2 to 3 meetings). Members are also able to contact the Chair or Secretary of the committee at any time with any concerns/queries they may have.

5.2 Specify any new or on-going training for EC members.

Date (dd/mm/yyyy)	Details of on-going training for EC members (This includes seminars and conferences that EC members attend.)	No. of attendees
Ongoing	Human Research Ethics articles are circulated to members, when relevant and also uploaded to the committee SharePoint site. In 2025 the following documents were uploaded to committee SharePoint sites for members: - The new Massey University Research Data Management Policy - The new Human Ethics Committee Terms of Reference (2025) The Chairperson updates members on items of interest in the Chairperson's report at each	

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	committee meeting (when relevant). In addition, members are circulated with information about external learning opportunities that may be of interest to them, e.g., the National Health Research Ethics Committee Conferences and the 6th Australian and New Zealand HREC Conference.	
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5.3 Specify any new or on-going training for Chairs of the EC:

Date (dd/mm/yyyy)	Details of on-going training for Chairs (This includes seminars and conferences that EC members attend.)
Ongoing	Chairs have access to the ongoing IEC meetings (if they are available to attend), and the Annual meetings convened by the HRC for HRC, IECs and HDECs. The Ethics Chairs meet twice per annum to discuss any issues, opportunities, improvements, or queries that arise out of monthly committee meetings. Chairs were provided with the opportunity to attend the 6th Australian and New Zealand HREC Conference (25-27 November 2025) online. Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. This includes training in leadership and other skills relevant to the role of Chairs.

5.4 Specify any new or on-going training for members of the Ethics Secretariat (Team)

Date (dd/mm/yyyy)	Details of on-going training for Chairs (This includes seminars and conferences that EC members attend.)
Ongoing	The Massey University Ethics Chair's Committee meetings take place twice-yearly and provide ongoing discussions between the secretariat and the committee chairs. These discussions form a basis for developing skills and understandings. The Massey research ethics advisors are active participants in the HRC/IEC meetings. These informal meetings are attended by members of the Secretariat on a regular basis and are invaluable for information sharing and learning. Two members of the Ethics Secretariat attended the 6th Australian and New Zealand HREC Conference held online in November 2025. HRC Communities of Practice – We see the introduction of this forum for members of ethics as a great benefit to the research ethics community allowing members to discuss items of interest and collaborate on matters of shared importance such as the development of education and training for new committee members.

	Massey University provides ongoing training to all staff through LinkedIn Learning, ITS training and support, and professional development. As part of the Graduate Research School and Ethics (GRSE) team, the secretariat has had opportunities for strengths development and training, discussions on wellbeing in the workplace, Te Tiriti learning and visits to different research teams and facilities across campus. In 2025, the GRSE had the opportunity to work with an external consultant to review processes and to learn about different technologies. For the ethics team, there has been growth in the development of skills for presentations, the use of genAI, and the development of online courses using the University's student management system.
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5.5 If no training was undertaken, provide reasons below.

N/A

SECTION 6: OPERATIONS OF COMMITTEE

A. MEETING QUORUM

NOTE:

- In the HRC Ethics Committee guidelines, quorum means at least half of the appointed members of the committee were present at the meeting.
- However, the HRCEC understands an EC may have additional criteria for meeting quorum at their institution.
- Please defer to your institutional policies when considering if quorum was reached at each meeting

6.1: Attendance Grid

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Meeting in quorate	\	Y	Y	Y	Y	Y	Y	Y	\	Y	Y	Y	10/ 10
Māori member present	\	Y	N	Y	Y	Y	Y	Y	\	Y	Y	Y	09/ 10
Total no. of members present	\	9	8	9	10	9	6	9	\	9	7	6	82
No. of applications considered	\	8	8	15*	11	9*	5*	11	\	5	4	6	82

6.2 Define what 'quorum' is for your EC.

In 2025 the Human Ethics Committee Terms of Reference were revised to reflect the quorum for meetings shall be at least half of the appointed members (see attached ToR, Item 4.2).

6.3 If a meeting was not in quorate (at quorum), please explain why and describe how the EC managed the inclusion of the member perspective not present, particularly prior to a final decision on an outcome being reached.

All meetings were quorate.

B. ASSESSMENT TIME

6.4 Indicate the average assessment time for ethics approvals and provide an explanation for review timelines.

(Assessment time is the time the EC starts the review process of the application to the time a decision is made.)

Massey maintains one deadline date each month for all three committees. This deadline is two weeks prior to the meeting dates for Ohu Matatika 1 and 3 and 3-4 weeks prior to the meeting date for Ohu Matatika 2. Researchers are usually advised of the outcome of their application within a two-week period following the meeting. Therefore, the total maximum assessment time usually falls within a 4-6 week period. There are months when assessment times may not fall within the average assessment

time above (due to workload, annual leave or illness) however, the Research Ethics Office endeavours to keep researchers informed of any delays and works hard to limit any delays that may occur. During 2025, assessment times fell within the 4-6 week time frame.

C. DELEGATION

6.5 Indicate the scope of the Chairperson's delegation to consider applications on behalf of the EC.

Under delegated authority by the committee, the Chairperson can provide final approval on submissions that have received "approved with conditions" and "provisional approval" outcomes from committee meetings.

During committee deliberations, if the Chairperson considers additional expertise is needed to make a final decision on an application that has been "provisionally approved" (one that does not require resubmission to a full committee), a sub-committee comprising the Chairperson and one or two committee members with the necessary additional expertise may be deemed appropriate. In an instance such as this the response and updated documentation from the researcher will be circulated to all sub-committee members for consideration. The Chairperson will provide final approval when all members agree the researcher has considered and responded properly to the committee's concerns.

The Chairperson can also approve minor amendments under delegated authority. Final approvals and minor amendments are monthly agenda items and ratified by the full committee at the next monthly meeting.

6.6 Indicate the scope of the Ethics Secretariat/Team/Office delegation to consider applications on behalf of the EC.

The Secretariat works on behalf of the committee in the following areas:

Information and Advisory Service for Applicants by:

- Using knowledge of all relevant codes, policies, procedures and guidelines deliver information, advice and guidance to researchers, teachers and students.
- Providing advice on specific requirements on other procedural and process-based queries, and support applicants with the submission of ethics applications.
- Keeping up to date with ethics trends and considering any implications for policy-setting, service design and human ethics administration.
- Facilitating online learning and development sessions for staff and students.

Committee Administration to:

- Coordinate, arrange and manage committee meetings, inclusive of agenda preparation, correspondence and distribution of meeting papers.
- Receive, evaluate and pre-review all applications for completeness.
- Provide comprehensive minutes and records of key discussions, committee decisions and outcomes.
- Inform applicants of committee requirements and recommendations following committee review.
- Facilitate payment of external committee members.
- Support the Chair and Team Leader in the administration and learning and development in the appointment of new committee.

Systems Support

The Ethics team main records that reflect the work undertaken by the committees for annual reporting and records management purposes.

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In addition, the team reviews human ethics submissions in the research management system (RIMS) and liaises with applicants and/or RIMS administrators to maintain the integrity of the records.

Low Risk Research

Review low risk research to ensure researcher adherence to low risk criteria and provide an outcome recommendation to the Chair of the Ethics Chair's Committee for their formal review and outcome.

D. CONSULTATION OUTSIDE THE COMMITTEE

6.7 List and provide details of any occasions in which the EC has consulted with experts or groups outside the EC during the reporting period.

N/A

E. REVIEW OF APPLICATIONS

6.8 Summary of applications received by full EC.

No. of applications approved at first review	0
No. of applications approved subject to conditions	5
No. of applications where further information was requested prior to granting approval	70
No. of applications deferred/asked to resubmit and subsequently approved	3
No. of applications currently seeking further information/deferred/asked to resubmit as at time of this report	1
No. of applications declined (please provide rationale at 6.11)	0
No. of applications which do not require ethics committee approval	0
No. of applications withdrawn by researcher	0
No. of applications terminated by sponsor	0
No. of applications transferred to another EC	0
(extra category for committee use)	0
Total number of applications received by full EC	79

6.9 Summary of applications received under expedited / low risk review. (All outcomes refer to outcome of first review.)

No. of applications approved	N/A
No. of applications approved subject to conditions / seeking further information / pended / asked to resubmit	N/A
No. of applications which do not require ethics committee approval	N/A
No. of applications referred for full committee review	N/A
(extra category for committee use)	N/A
Total number of applications received under expedited / low risk review	N/A

6.10 Total number of applications received (combine the total number of applications in 6.7 and 6.8).

79

- 6.11 If any applications were declined briefly outline the reasons for declining approval for these applications.**

N/A

- 6.12 If any applications were transferred to another EC, briefly outline the reason for the transfer.**

N/A

F. REPORTING

- 6.13 Describe the requirements for researchers to report upon the status or outcomes of their research and how those reports are reviewed.**

In some instances, the committee may request reporting, e.g., research (including research conducted overseas) of a highly sensitive nature; or where there may be an element of risk. The committee will deliberate on the nature of reporting required during the review process, e.g., 3 or 6 monthly, yearly, or final reporting and the researcher is informed of the need for reporting in the meeting outcome.

Researchers are asked to provide details on the number of participants, and a summary (since the last review) of any unanticipated problems, withdrawal of participants, complaints, recent literature that may be relevant to the research, amendments/modifications, significant new findings (that may relate to the willingness of participants to continue in the research) and any other useful information (e.g., information about risks associated with the research). Reports received are reviewed by the full committee during monthly meetings. Further clarification may be requested, if it is deemed necessary.

The committee continues to receive 6-monthly reporting from one teaching application that takes the form of a summary report and excel document that provides a brief description of all of the teaching research projects approved under it, including a description of how any project was brought into line with what was approved. The committee as a whole then reviews this documentation. The auditing process is therefore very robust as the committee is provided with a description of every project and no issues have so far arisen

G. AUDIT

- 6.14 Describe any auditing of research undertaken by, or for, the EC.**

N/A

SECTION 7: CULTURAL RESPONSE

A. RESPONSE TO CULTURAL ISSUES

7.1 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with Māori/whānau/iwi/hapū.

While OM2 has been constituted to support the submission of Māori and Pasifika research, some Māori focused research is reviewed by OM3.

Researchers at Massey are supported by very experienced and knowledgeable Māori academic colleagues in considering te tiriti principles in their applications and ensure that appropriate tikanga is observed. Where an application relates to working with an iwi or a Māori organisation, we ask researchers to provide us with evidence of consultation prior to approval. We can also ask researchers to consult or seek advice from the Research Development Advisor Māori.

Māori consultation, especially lack of appropriate consultation, continues to be an area that is often included in feedback to applications. However, the committee ensures this has been undertaken, and evidence of consultation is received, prior to the approval of an application.

Researchers are advised cultural consultation is expected to take place in advance and they should read and consider Te Ara Tika Guidelines for Māori research ethics and ensure reference is made to this resource when responding in their ethics application.

7.2 Briefly outline any challenges and/or successes the EC has with regard to researchers' consultation with other cultural groups.

Research applicants that desire to research other cultural groups are required to:

- Show they, or the supervisors and/or research team, have access to cultural experts to provide appropriate consultation.
- Show they have undertaken a process to learn about the cultural they intend to research.
- Show by evidence in writing or attendance at EC meetings, support from members that research the culture under study.

7.3 Briefly outline any challenges and/or successes the EC has with regard to ensuring the affected communities have a voice within their EC and how they have managed this challenge/achieved this success,

Research applicants, their supervisors, or research team who do not show how the affected communities have a voice, or that they have access to cultural expertise the applications are not approved. Usually, the research applicant provides relevant documentation and evidence where the affected communities are consulted, have a voice, and ways in which the research outcomes are reported back to them. Also, there are cases where the research applicants, and/or supervisors/research team meet with the chair, application reviewer, and academic research advisor to discuss the issues.

The research applicants then show those in the meeting how they will ensure the affected communities will have a voice in their research. Once the issues are resolved the application is approved.

SECTION 8: COMPLAINTS AND INCIDENTAL FINDINGS

A. COMPLAINTS

8.1 List and provide details of any complaints received during the reporting period. Describe how the complaints were dealt with.

- Please include the nature of the complaint (e.g., administrative, or regarding process or decision-making), actions taken to resolve the complaint, and a comment on the outcome.
- Please ensure that no individuals/participants are identified.

None

B. UNEXPECTED EVENTS

8.2 List and provide details of any incidental findings/unexpected events that occurred during research within the reporting period. Describe how the events were dealt with. (Please ensure that no individuals/participants are identified.)

Recruitment of Unapproved Underage Participant

In late September 2025, the Ethics Office was informed by a PhD student that during their data collection in 2019 they were approached by an interested participant aged 12 (their approved inclusion criteria age-range was 16-24 years old) who had received parental consent to take part in the study. Not wanting to disappoint them, the student interviewed the 12-year-old but did not include their data in the final analysis of the data as it did not adhere to their approved ethics. The student noted that no contact has been had with this person since their interview in 2019.

This matter was discussed with the Ohu Matatika 3 Chair and the Chair of the Ethics Chairs Committee. It was decided that, as the data was not used in any formal data analysis and was disposed of, that this could be treated as a lapse of judgement on behalf of the student in light of an enthusiastic potential participant who did not meet the approved inclusion criteria. Due to the time between the occurrence of the incident and reporting to the Ethics Office, the acquisition of parental consent, and the lack of severity the Ethics Office thanked the student for their transparency and noted that no further action was required.

C. ASSOCIATED ETHICAL ISSUES

8.3 Describe in broad terms any issues your EC has encountered associated with research involving the following topics, and how these have been managed:

- Vulnerable populations (as per section 6 of NEAC Standards)
- Data pertaining to humans (including databanks)
- AI and/or machine-learning
- Intervention studies not related to health and disability research

- Research conducted overseas
- Other trends you believe are relevant/of interest

For research which is conducted overseas we recommend that applicants adhere to legal, ethical and data protection obligations to ensure application comply with the relevant countries' requirements and legislation. Staff and students need to submit safety plans if they are carrying out research overseas.

We have previously received feedback from some researchers regarding participants signing up to research projects solely to receive reimbursement. Sometimes the participants request reimbursement before taking part or they take part, but it becomes clear they have no knowledge of the research subject yet still request payment. There have also been issues with BOTs taking part in online surveys multiple times, with the aim of those involved to receive reimbursement and not contribute to the research. In 2025 researchers did not provide specifics regarding reimbursement in their initial advertising, with the details only included in information sheets to minimise the instance of this happening.

We continue to refer researchers, where appropriate to seek advice from the Governance and Assurance Office on matters of privacy and if using Massey data, whether a Privacy Impact Assessment is required. Also, when data is being stored in regard to vulnerable populations to ensure safety protocols to protect identifiable data.

SECTION 9: DETAILS OF APPLICATIONS

NOTE:

1. Please provide details of all protocols considered by the EC in the reporting period.
2. In the “outcome of first review” and “status at time of report” columns, please use the categories (as indicated in 7.6 and 7.7) “Approved/ Approved subsequent to conditions/ Declined/ Deferred/ Transferred”.
(For outcome category “transferred”, please include the name of the committee the proposal was transferred to or from.)

Reference no.	Protocol title	Name of principal investigator	Date received	Date of first review	Outcome of first review	Status at time of report	Date of final outcome	Indicate if HRC funded	Describe any consultation undertaken with relevant communities.
OM3 25/01	The Transformative Journeys of Social Work Practitioners: A Study on Personal Impact and Challenges in Professional Practice in New Zealand	Divya Susan Mathew	28/01/2025	13/02/2025	Provisional approval	Approved	7/03/2025	No	Internal consultation, tertiary institution
OM3 25/02	The phenomenology and aftereffects of contact with non-human intelligence (NHI): An Australasian study	Dr Nicole Lindsay	24/01/2025	13/02/2025	Provisional approval	Approved	4/03/2025	No	Internal consultation, tertiary institution
OM3 25/03	Reconceptualising person-centred services for older adults in Aotearoa New Zealand	Prof Clare Harvey, Dr Nadine Bishop, Dr Rachel Forrest, Mrs Janine Palmer, Dr Vicki Forbes, Dr David Brain, Dr Jen Mulvogue, Merryn Jones, Leah Crawford	21/01/2025	13/02/2025	Provisional approval	Approved	17/03/2025	HRC Funded	Internal and External consultation, tertiary institution and Mahora Health Centre practitioners
OM3 25/04	How do current counselling and other care practices within Aotearoa New Zealand support rangatahi whai ora?	Mel Donaldson-Kira, Teina Piripi	20/01/2025	13/02/2025	Provisional approval	Approved	14/04/2025	No	Internal consultation, tertiary institution

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OM3 25/05	Intergenerational tracking - IDI and big data	Dr Belinda Borell, Dr Jose Romeo, Prof Helen Moewaka Barnes, Prof Timothy McCreanor, A/Pro Taisia Huckle	17/01/2025	13/02/2025	Approved with conditions	Approved	7/03/2025	HRC Funded	Internal consultation, tertiary institution
OM3 25/06	PhD study ethics: Designing a framework for an AI-enabled virtual learning space	Izac Noh	16/01/2025	13/02/2025	Deferred	Approved	1/05/2025	No	None identified
OM3 25/07	Navigating Labour Mobilities: Seafarers after COVID-19	Dr Maria Borovnik, Dr Johanna Thomas-Maude, Dr Charlotte Bedford	24/01/2025	13/02/2025	Provisional approval	Approved	25/03/2025	No	Internal consultation, tertiary institution
OM3 25/08	Sharing programme evaluation findings from implementation of a competency based veterinary curriculum	Prof Eloise Jillings, Prof Jenny Weston, Ms Xue Soon	27/01/2025	13/02/2025	Provisional approval	Approved	7/04/2025	No	Internal consultation, tertiary institution
OM3 25/09	Freedom or family: Analysing the determinants of women's childbearing choices	Jaime Shearer	18/02/2025	13/03/2025	Provisional approval	Approved	22/07/2025	No	Internal consultation, tertiary institution
OM3 25/10	Advancing Earthquake Resilience in Aotearoa New Zealand: A Multi-Modal Approach to Analysing Human Behaviour	Kasuni Adikari Appuhamilage	23/02/2025	13/03/2025	Deferred	Approved	25/07/2025	No	None identified
OM3 25/11	Health promoting aspects of cat fostering by older New Zealanders	Christine Roseveare	21/02/2025	13/03/2025	Provisional approval	Approved	16/05/2025	No	Internal consultation, tertiary institution
OM3 25/12	Global Governance at Sea: Reflections from International Seafaring Organisations on the COVID-19 Crisis	Dr Johanna Thomas-Maude, Dr Maria Borovnik	11/02/2025	13/03/2025	Provisional approval	Approved	10/04/2025	No	Internal consultation, tertiary institution
OM3 25/13	Supporting Classroom Staff with Workshops and Coaching on Aided Language Strategies in the Context of Classroom Shared Storybook Reading	Teddie Van Pelt	24/02/2025	13/03/2025	Provisional approval	Approved	15/05/2025	No	Internal and external consultation, tertiary institution and local marae

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OM3 25/14	Hidden Gems. The ORS Specialist Teachers' role in supporting the successful inclusion of disabled students in regular English medium primary schools in Aotearoa New Zealand	Karen Howell	20/02/2025	13/03/2025	Provisional approval	Approved	14/04/2025	No	Internal and external consultation, tertiary institution and Ministry of Education Special Education Advisors
OM3 25/15	Shaping understanding and practices related to risk and resilience for infants and toddlers in early childhood education: A review of initial teacher education in Aotearoa New Zealand	Vikki Hanrahan	23/02/2025	13/03/2025	Provisional approval	Approved	14/04/2025	No	External consultation, Te Rito Maioha Senior Advisor Māori
OM3 25/16	Exploring the relational subjectivities of migrant workers in New Zealand	Dr Majid Khan, Mr Omer Nazir	26/02/2025	13/03/2025	Provisional approval	Approved	28/04/2025	No	Internal consultation, tertiary institution
OM3 25/17	Exploring Earthquake Early Warning (EEW) Behavior in countries with different building stock: Comparing Aotearoa New Zealand and Iran	Kianoush Rostami	22/03/2025	10/04/2025	Provisional approval	Approved	16/05/2025	No	Internal consultation, tertiary institution
OM3 25/18	An experimental, mixed-methods study into the impact of a four-week mindfulness practice on the experience of solitude	Kamla Waila	20/03/2025	10/04/2025	Provisional approval	Approved	21/05/2025	No	Internal consultation, tertiary institution
OM3 25/19	Exploring student reflections on public health	A/Pro Christina Severinsen	21/03/2025	10/04/2025	Approved with conditions	Approved	1/05/2025	No	Internal consultation, tertiary institution
OM3 25/20	Older Adult suicide: An exploration of social work practice in Aotearoa New Zealand	Liam Oades	23/03/2025	10/04/2025	Provisional approval	Approved	20/05/2025	No	External consultation, Te Whatu Ora Māori Nursing Practitioner
OM3 25/21	Perspectives and experiences of migrant hospitality workers with respect to workplace health, safety and wellbeing.	Chamika Wickramaarachchi	25/03/2025	10/04/2025	Provisional approval	Approved	5/05/2025	No	Internal consultation, tertiary institution
OM3 25/22	Autistic perspectives on mental health crisis line support in Aotearoa: Addressing key gaps and needs for individuals experiencing mental distress	Madi Toft	23/03/2025	10/04/2025	Provisional approval	Approved	7/05/2025	No	Internal consultation, tertiary institution
OM3 25/23	The lived experience of adults with ADHD and how #ADHDMEMES impact their sense of self and understanding	Angelina Tubman	21/03/2025	10/04/2025	Provisional approval	Approved	29/04/2025	No	Internal and External consultation, tertiary institution

	of their diagnosis: Interpretative Phenomenological Analysis								
OM3 25/24	The Lived Experience of Postgraduate Students with Attention Deficit Hyperactivity Disorder in the New Zealand Online Learning Environment	Victoria McLatchie	19/03/2025	10/04/2025	Provisional approval	Approved	6/05/2025	No	Internal consultation, tertiary institution
OM3 25/25	Exploring the Impact of a Sensory Integration Strategy within a classroom learning task in Autism Education: A Case Study at Oaklynn Special School	Himali Soma	23/03/2025	10/04/2025	Provisional approval	Approved	26/05/2025	No	Internal consultation, tertiary institution
OM3 25/26	Communing with God and the impacts on wellbeing: Men's experiences of finding relief from psychological distress through Christian contemplative prayer	Cara Smith	24/03/2025	10/04/2025	Provisional approval	Approved	5/05/2025	No	Internal consultation, tertiary institution
OM3 25/27	Exploring the experiences of postpartum women returning to work and its impact on their wellbeing	Mel Biddick	25/03/2025	10/04/2025	Provisional approval	Approved	16/05/2025	No	Internal consultation, tertiary institution
OM3 25/28	"Dig, baby, dig": anti-environment culture wars propaganda and rightwing populism in Aotearoa NZ since November 2023	Alison Carline	21/03/2025	10/04/2025	Provisional approval	Approved	5/05/2025	No	None identified
OM3 25/29	Supporting adolescent mental health through sleep: What do adolescents in Aotearoa New Zealand have to say?	Emily Minchin	24/03/2025	10/04/2025	Provisional approval	Approved	30/06/2025	No	Internal consultation, tertiary institution
OM3 25/30	Listening to the Silenced: Navigating Liminality and Identity Among 1.5-Generation Eastern European Migrant Youth in New Zealand	Sanja Lukic	24/03/2025	10/04/2025	Provisional approval	Approved	8/05/2025	No	Internal consultation, tertiary institution
OM3 25/31	What is Meaningful Movement when living with chronic pain? An arts-based exploration.	Emily Martin-Ball	26/04/2025	15/05/2025	Provisional approval	Approved	30/06/2025	No	No prior consultation
OM3 25/32	Autism in hindsight: How late-diagnosed women reflect on emerging adulthood	Anastasia Greenwood-Boot	28/04/2025	15/05/2025	Provisional approval	Approved	16/06/2025	No	Internal consultation, tertiary institution
OM3 25/33	Exploring the experience of women who have been diagnosed or identified with	Donna Congalton	28/04/2025	15/05/2025	Provisional approval	Approved	3/06/2025	No	Internal consultation, tertiary institution

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	ADHD during midlife (40 – 60 years) in Aotearoa New Zealand								
OM3 25/34	Exploring physiological and well-being benefits of forest environments for forest harvesting workers, using virtual reality	Georgia Dickson, Brionny Hooper, Dr Richard Parker	25/04/2025	15/05/2025	Provisional approval	Approved	30/06/2025	No	External consultation, tertiary institution
OM3 25/35	Lived Experiences of Women with both diagnoses of Endometriosis and ADHD: Exploring the impact on daily life, well-being and identity	Chanelle Farr	26/04/2025	15/05/2025	Provisional approval	Approved	10/06/2025	No	Internal consultation, tertiary institution
OM3 25/36	Late Diagnosis of ADHD in Women and the Transformative Effect on Growing Confidence	Amy Munro	28/04/2025	15/05/2025	Provisional approval	Approved	11/06/2025	No	Internal consultation, tertiary institution
OM3 25/37	Adolescents, teachers and parents' perceptions on social media use in China	Jinling You	28/04/2025	15/05/2025	Deferred	Approved	21/07/2025	No	External consultation, Chinese School Principles/School staff
OM3 25/38	Exploring the role of Search and Rescue Non-Government Organisations in Emergency Management in Aotearoa New Zealand.	Aly Curd	15/04/2025	15/05/2025	Provisional approval	Approved	28/05/2025	No	No prior consultation
OM3 25/39	Understanding intergenerational emotion dysregulation mechanisms in adolescent non-suicidal self-injury	Dr Kealagh Robinson, Terise Broodryk, Dr Ellie Rukuwai, Professor Sheila Crowell	29/04/2025	15/05/2025	Provisional approval	Approved	6/06/2025	No	Internal and external consultation, tertiary institution
OM3 25/40	Stories of lived experiences and struggles of mothers facing barriers to help-seeking during the postpartum period: A narrative analysis.	Emma Udy Udy	28/04/2025	15/05/2025	Provisional approval	Approved	4/06/2025	No	Internal consultation, tertiary institution
OM3 25/41	Understanding the lived experience of people currently or formerly holding extreme right-wing beliefs, and the individuals who love and support them	Dr Veronica Hopner, Matthew Quinn	28/04/2025	15/05/2025	Provisional approval	Approved	26/05/2025	No	No prior consultation
OM3 25/42	Development of a 3D Flood risk visualization tool to Enhance Stakeholder Engagement in New Zealand	Fatemeh Asghari Kaleshani	14/05/2025	12/06/2025	Provisional approval	Approved	24/07/2025	No	Internal consultation, tertiary institution

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OM3 25/43	Foreign Interference and Diasporas in Australia, Canada and New Zealand	Liam Hoselton	23/05/202 5	12/06/202 5	Provisional approval	Approved	23/07/20 25	No	No prior consultation
OM3 25/44	Employee Coaching PhD Research Project- Part Two	Jesse Mowat	7/05/2025	12/06/202 5	Provisional approval	Approved	19/06/20 25	No	Internal consultation, tertiary institution
OM3 25/45	Burnout Talk Among Psychologists in Aotearoa (New Zealand): A Critical Discursive Psychology Analysis	Linda Vernon	12/05/202 5	12/06/202 5	Provisional approval	Approved	25/06/20 25	No	External consultation, Pipiri Consulting
OM3 25/46	Constructing Mental Health- Factory workers perception on issues and practices	Jemi Sivagurunatha n	23/05/202 5	12/06/202 5	Provisional approval	Approved	7/07/202 5	No	No prior consultation
OM3 25/47	Community-led flood warning case studies	Simone Phillips	23/05/202 5	12/06/202 5	Provisional approval	Approved	25/07/20 25	No	No prior consultation
OM3 25/48	Mapping the childcare arrangements of low-income families with non-standard employment	Dr Aisling Gallager, Miss Deanna Haami	26/05/202 5	12/06/202 5	Provisional approval	Approved	14/07/20 25	No	Internal consultation, tertiary institution
OM3 25/49	The lived experiences of managing healthy interpersonal relationships for young adults with OCD in New Zealand	Skyler Goument	26/05/202 5	12/06/202 5	Provisional approval	Approved	27/06/20 25	No	Internal consultation, tertiary institution
OM3 25/50	Teaching Protocol for 115.822 - Applied Business Project 2025/2026	Dr Jeffrey Stangl, A/Pro David Brougham, Mrs Karianne Grimes, Prof Jonathan Elms	6/06/2025	10/07/202 5	Provisional approval	Withdrawn	12/08/20 25	No	Internal consultation, tertiary institution
OM3 25/51	Perceptions of mental health support among psychology undergraduates: a qualitative study	Max Tringham	23/06/202 5	10/07/202 5	Provisional approval	Approved	31/07/20 25	No	Internal consultation, tertiary institution
OM3 25/52	Re-imagining Gifted Education: Empowering Educators in New Zealand	Deborah Walker	21/06/202 5	10/07/202 5	Provisional approval	Approved	12/08/20 25	No	No prior consultation undertaken
OM3 25/53	Medical Intuition: a Reflexive Thematic Analysis	Shelley Cooper	23/06/202 5	10/07/202 5	Provisional approval	Approved	12/08/20 25	No	Internal and External consultation, tertiary institution and Māori health professional
OM3 25/54	International Touring Pulse Survey of Aotearoa and Australian Musicians	A/Pro Dave Carter, Catherine Strong	22/07/202 5	14/08/202 5	Approved with conditions	Approved	25/08/20 25	No	External consultation, Māori Music Industry Coalition
OM3 25/55	Growing up with social media: Young women's experiences of postfeminist discourses and social media in Aotearoa New Zealand.	Nula Webb	17/07/202 5	14/08/202 5	Provisional approval	Approved	25/09/20 25	No	Internal consultation, tertiary institution

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	A Foucauldian Discourse Analysis.								
OM3 25/56	Caregivers navigating social services and systems for their autistic children: Narratives from under-served communities in Aotearoa	Andie Andersen	23/07/2025	14/08/2025	Provisional approval	Approved	1/09/2025	No	Internal consultation, tertiary institution
OM3 25/57	Does compassion fatigue exist in redundancy envoys?	Chris Jury	23/06/2025	14/08/2025	Provisional approval	Approved	26/11/2025	No	No prior consultation undertaken
OM3 25/58	New Hidden Assets: The Specialist Teachers' Role in Supporting Inclusion in Mainstream Primary Schools in Aotearoa, New Zealand, Phase Two	Karen Howell	25/07/2025	14/08/2025	Provisional approval	Approved	10/09/2025	No	Internal and External consultation, tertiary institution and Ministry of Education Special Education Advisor
OM3 25/59	What influences effective psychosocial risk management: Perceptions and perspectives of executive leaders in the New Zealand public sector	Millie Thompson	27/07/2025	14/08/2025	Provisional approval	Approved	2/09/2025	No	External consultation, Ministry of Social Development Communities and Partnership team
OM3 25/60	Parents/caregiver Perspectives on CBT Psychoeducation for Family/Whānau to Best Support Youth CBT	Dorian Katavich	24/07/2025	14/08/2025	Provisional approval	Approved	17/09/2025	No	Internal consultation, tertiary institution
OM3 25/61	NZ military instructors' perceived levels of workload - an Action Research and IPA enquiry	Maurice Parsons, Lieutenant Colonel Steve Kearney, NZDF psychologies and Chief Mental Health Officer	28/07/2025	14/08/2025	Provisional approval	Approved	3/09/2025	No	External consultation, NZ Defence College Bi-Cultural Advisor
OM3 25/62	Exploring Strategies, Adaptations, and Shared Understandings in Long-Term, Functional ADHD-Neurotypical Relationships	Jaron Steffens	28/07/2025	14/08/2025	Provisional approval	Approved	29/09/2025	No	Internal consultation, tertiary institution
OM3 25/63	He whenua hōu: exploring veterinary students' experiences on non-clinical placements.	Prof Eloise Jillings A/Pro Anne Ridler A/Pro Dani Aberdein Ms Xue Qi Soon	28/07/2025	14/08/2025	Provisional approval	Approved	25/09/2025	No	Internal consultation, tertiary institution

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OM3 25/64	Enabling inclusive, accessible and equitable work-integrated learning (WIL) programs for neurodivergent students: Listening to student voice	A/Pro Kathryn Hay	29/07/2025	14/08/2025	Approved with conditions	Approved	10/02/2026	No	Informal discussion with Māori students & colleagues
OM3 25/65	Promoting Healthy Masculinity Among Adolescent Boys in Aotearoa New Zealand: A School-Based Approach	Matthew Taylor	15/09/2025	16/10/2025	Provisional approval	Approved	19/11/2025	No	Internal and External consultation, tertiary institution and local kaumātua/kuia
OM3 25/66	Exploring Digital Literacy in Social Work Practice and Education	Thirusa Naidoo	25/09/2025	16/10/2025	Provisional approval	Approved	7/11/2025	No	Internal consultation, tertiary institution
OM3 25/67	Parental Perspectives on Adolescents' Exposure to Internet Pornography: A Narrative Inquiry in Aotearoa New Zealand	Damian Blake	26/09/2025	16/10/2025	Provisional approval	Approved	28/01/2026	No	Internal consultation, tertiary institution
OM3 25/68	Understanding key actors in accelerationist right-wing violent extremist networks	Kieran Smith	25/09/2025	16/10/2025	Provisional approval	Approved	24/10/2025	No	No prior consultation undertaken
OM3 25/69	A Bourdieusian Analysis of Teacher Learning in Three Secondary School English Departments in New Zealand.	Pavithradevi Ramasamy	30/09/2025	16/10/2025	Provisional approval	Approved	31/10/2025	No	Internal consultation, tertiary institution
OM3 25/70	Exploring Assurance Providers' Cognitive Biases in the Assurance of Climate-Related Forward-Looking Disclosures in New Zealand	Dhanushka Sakalarachchige	14/10/2025	13/11/2025	Provisional approval	Approved	25/11/2025	No	Internal consultation, tertiary institution
OM3 25/71	New Silent Threads, Loud Voices: Amplifying Rural Women's Voices of Their Lived Experiences	Jessica Nelson	21/10/2025	13/11/2025	Provisional approval	Approved	15/12/2025	No	Internal consultation, tertiary institution
OM3 25/72	Functional Thinking Upon Entry to School	Bridget Wadham & Fiona Ell	16/10/2025	13/11/2025	Deferred	Approved	28/04/2026	No	Internal consultation, tertiary institution
OM3 25/73	The role of gendered power structures in shaping sexual relations in long-term heterosexual relationships	Madison Antonia Penny	28/10/2025	13/11/2025	Provisional approval	Approved	2/12/2025	No	Internal consultation, tertiary institution
OM3 25/74	Making Sense of Her Silence: Exploring Lived Experiences of Women Who Choose Not to Seek Formal Help After Intimate Partner Violence	Kathy Turner	11/11/2025	4/12/2025	Provisional approval	Approved	18/12/2025	No	Internal consultation, tertiary institution

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OM3 25/75	179.895 Research Report Ethics Process	A/Pro Kathryn Hay & Dr Hagyun Kim	12/11/2025	4/12/2025	Approved with conditions	Approved	8/01/2026	No	Internal consultation, tertiary institution
OM3 25/76	Volunteers' Perceptions and Experiences of Dignified End-of-Life Care in Aotearoa New Zealand: A Qualitative Exploration	Marianne Le Plain	13/11/2025	4/12/2025	Provisional approval	Approved	25/03/2026	No	Internal consultation, tertiary institution
OM3 25/77	Effects of a clinical rotation orientation and assignment about patient safety culture on students' attitude and self-efficacy regarding patient safety culture	Prof Erik Hofmeister	17/11/2025	4/12/2025	Provisional approval	Approved	5/01/2026	No	Internal consultation, tertiary institution
OM3 25/78	New Zealand Health, Work and Retirement (HWR) Study 2026	Prof Fiona Alpass, Dr Phoebe Elers, Brendan Stevenson, Prof Christine Stephens, A/Pro Rosie Gibson, A/Pro Polly Yeung, Ms Vicki Beagley, Mrs Sharmila Wedage Dona, Miss Andrea Meni, Dr Mary Breheny, Professor Paul Rouse, Professor Cameron Walker, Professor Michael O'Sullivan, Professor Matthew Parsons	17/11/2025	4/12/2025	Provisional approval	Approved	9/03/2026	No	Māori Advisory Group
OM3 25/79	AI-Assisted Fake News in Finance Sector Organizations in New Zealand and Australia: A Comparative Study of	Mozhgan Ghavidel	18/11/2025	4/12/2025	Provisional approval	Approved	18/12/2025	No	No prior consultation

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	Communication and IT Leaders' Responses								
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SECTION 10: DECLARATION

Declaration by EC Chairperson

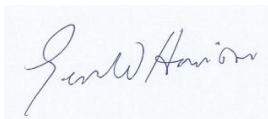
Name of EC: **Massey University Human Ethics Committee – Ohu Matatika 3**

I declare for the above-named EC that:

- the information supplied on this report and in any attachment(s) is true and correct; and
- for the period to which this report relates, the EC has operated in accordance with relevant Guidelines and Legislation.

Name: Gerald Harrison

Signature:



Date: 27/05/2026

Declaration by Head of Organisation with Primary Responsibility for the EC

Name of EC: **Massey University Human Ethics Committee – Ohu Matatika 3**

Name of Organisation: **Massey University**

On behalf of the above-named organisation, and in relation to the above-named EC, I declare that:

- I am duly authorised to sign this declaration;
- the information supplied on this form and any attachment(s) is true and correct;
- the EC is adequately resourced and maintained;
- for the period to which this form relates, the organisation ensured that the EC's Terms of Reference included information on the:
 - scope of its responsibilities,
 - relationship to non-affiliated researchers,
 - accountability,
 - mechanisms of reporting, and
 - remuneration (if any) for members;
- the organisation accepts legal responsibility for decisions and advice received from the EC; and
- EC members are indemnified.

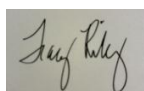
Name: **Prof Tracy Riley**

	Title	First Name	Last Name
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Position: Dean, Postgraduate Research and Acting Chair, Ethics (2024-2025) _____

E-mail: t.l.riley@massey.ac.nz

Signature:



Date: 29 May 2026

Thanks for completing the annual report.

MBS 2016/167

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 9 June 2026

By Video Conference at 10 am

Zoom – <https://massey.zoom.us/j/82525146216>

Password – 883765

Massey Business School Mission

To make meaningful contributions to the prosperity of Aotearoa New Zealand through our focus on:

- *Providing a connected learning and research environment that emphasises applied knowledge;*
- *Supporting the wellbeing and ambitions of our students and staff;*
- *Equipping our students with the capabilities necessary to lead ethically, responsibly, and sustainably in a complex and rapidly changing world economy.*

The foci are underpinned by our position as a Te Tiriti o Waitangi led Business School, as well as our commitment to the United Nations' Sustainable Development Goals.

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT Professor Jonathan Elms (Chairperson, PVC)			
	Associate Professor David Brougham (ADR), Mary Dawkins (Prof Staff Rep), Professor Hung Do (Professorial Rep), Associate Professor Elizabeth Gray (ADTL), Dr Maggie Hao (Academic Rep), Associate Professor Hedy Huang (Academic Rep), Steven Hurley (Student Rep), JS Imbeau (Academic Rep), Rebecca Izzard (CEM), Patrick Khella (Student rep), Professor Claire Matthews (HoS & Dean, SAEF; College Director – Accred), Professor Radiah Othman (Academic Rep), Daniel Parker (Prof Staff Rep), Associate Professor Sam Richardson (CDTE; Chair, MBS T&LC), Professor Kaye Thorn (delegate for HoS, SoMM), Dr Jeffrey Stangl (ADEE), Mui Kuen Yuen (Associate Director – Pacific)			
	IN ATTENDANCE Associate Professor Sandy Bulmer (Director, MMgt), Fiona Diesch (Subject Librarian), Jean Jacoby (CET Rep), Helen Jay (CBAPC Secretary), Aliya Kenesheva (CBB Secretary), Diana Kessler (Head of Student Registry), Vikki Schou (Team Lead-Academic Administration)			
	APOLOGIES			

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	Professor Jo Bensemann (HoS & Dean, SMM; College Director – Intl), Ashok Poduval (CEO, SoAv), Professor Matt Roskrige (ADM), Beth Tootell (Chair, CBAPC), Julie Williams (CAM) GUESTS Dr Pushpa Wood (Director-Financial Education and Research Centre) Professor Sasha Molchanov (Professor in Finance, SAEF) THANK YOU Associate Professor Sandy Bulmer (Director, MMgt)		
2	INTEREST: DECLARATION AND DISQUALIFICATION	None	
3	MINUTES FOR APPROVAL from CBB Part 1 – 14 May 2026 meeting	RESOLVED THAT this document be approved as a true and accurate record.	MBS 2026/146
3.1	MINUTES FOR APPROVAL from CBB Part 1 – 19 May 2026 meeting	RESOLVED THAT this document be approved as a true and accurate record.	MBS 2026/147
4	MATTERS ARISING - PART 1		
4.1	Action Sheet from the last meeting on 14 May 2026 meeting: Action Item 1 - Ongoing: 157311 Digital Business Analysis – Deletion of course 157340 Organisational Knowledge Management Action on hold pending outcome of the Digital Business and Innovation major proposal. Action Item 2 - Closed: Student Concerns - Currency of Course Content The ADTL advised that concerns raised by the Student Rep had been discussed and addressed where appropriate. The ADTL and Student Rep will continue to liaise on any further concerns raised by students.	NOTED	MBS 2026/161
4.1.1	Action Item 3 - Closed: Feedback on Draft Inherent Requirements Policy	NOTED	MBS 2026/162
4.1.2	Action Item 4 - Closed: Feedback on the revised Doctoral Supervision Policy	NOTED	MBS 2026/159
5	REPORTS		
5.1	Chairperson The Chairperson acknowledged and thanked the ADTL for stepping in as Chair of Part B of the additional meeting on 19 May at short notice. The Chairperson also congratulated Beth Tootell on the successful completion of her PhD thesis. An update was provided on recent international travel, including visits to Singapore and China. In Singapore, meetings were held with alumni and partner PSB, with discussions focusing on future collaboration opportunities. In China, the Chairperson attended activities with the College's partner institution at NUFE, including a graduation ceremony. The ceremony was noted as successful, with a positive student experience. The visit also included discussions on the MIAN partnership, where a revised agreement has been reached to increase		

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	student intake by approximately 70% and extend the partnership for a further four years. This was noted as a positive development for the College and University. The Chairperson also attended senior leadership meetings in Wellington. The Vice-Chancellor's recent communication regarding the University strategy consultation was noted, with a two-week feedback period open. Members were encouraged to engage with the consultation process and to share it within the College. Further detail on the implementation and operational planning is expected in due course. A question was raised regarding the timing and impact of the expanded MIAN intake. It was clarified that the increased intake would commence from the September cohort; however, teaching impacts would be felt from Semester One of the following years as students progress into core courses. Further discussions are planned with relevant stakeholders, including senior leadership and programme representatives, to address workload allocation, equity, transparency, and teaching arrangements associated with the expanded cohort.		
5.2	Associate Dean, Teaching and Learning The ADTL reported that the examination period is currently underway and is a busy time across the University. New examination arrangements have been implemented this semester for a number of MBS courses. Examinations are being held in person under invigilated conditions, with students attending venues on campus, at various locations across New Zealand, and in some cases in Australia and the Pacific. A smaller number of students are completing online examinations under online invigilation. These arrangements are being managed in partnership with ASPEQ. It was noted that the examination period has proceeded smoothly to date, with minor issues reported, primarily relating to student queries around examination locations and identification requirements. No significant technical issues have been identified, and ongoing learnings from this process will inform improvements in Semester Two to further enhance the student experience. There has been a seasonal increase in Academic Integrity cases, which are being managed through normal processes. The ADTL also reported recent participation in Academic Committee, noting that a large number of proposals, including MBS proposals, were considered and approved. Information regarding the 2026 Massey Business School Teaching Awards has been circulated, and staff were encouraged to consider applying or nominating colleagues for recognition of teaching excellence. A student rep provided feedback noting some student uncertainty and stress in relation to examination arrangements, particularly around venues and processes. The ADTL acknowledged this feedback and advised that communication improvements would be considered for future examination periods. In response to a query regarding academic integrity, the ADTL confirmed that students under investigation during		

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	the semester are generally still eligible to sit examinations, with each case considered on its individual circumstances. In addition, the Head of Student Registry advised that work is underway on a digital student identity card project, which would enable students to access identification via mobile devices, with planning and costing currently in progress.		
5.3	Associate Dean, Research The ADR reported that recent communications had highlighted successful funding outcomes, including SREF and Pivot Awards. Future communications would continue to showcase research achievements across the College, including outcomes from ReaDI and MURF funding initiatives. An update was provided on proposed changes to the TREF, which will replace the current PBRF approach. The proposed model includes increased weighting for research degree completions (from 25% to 30%) and external research income (from 20% to 25%). The current quality evaluation process is proposed to be replaced by field-weighted citations, which would account for 30% of the assessment, along with a smaller component relating to commercialisation and policy impact. Consultation is ongoing, with finalisation expected in September and implementation from 2027–2028. Research operations are continuing to provide feedback and assess potential impacts for the University. The ADR acknowledged information provided by Fiona Diesch, Subject Librarian, on field-weighted citation impact and noted that further discussion would take place on strategies to increase citations in this area, given its relevance to TREF. The ADR also reported on a recent meeting with staff from the SoMM in Palmerston North to discuss research matters and indicated a willingness to engage with other schools and campuses. It was discussed that similar meeting would be arranged with SAEF.		
5.4	Associate Dean, Māori May report from ADM		MBS 2026/166
5.5	College Director, International The CDI was not present and is on leave until mid-December. The Chairperson noted that the expansion of the MIAN project had already been reported to members in the Chairperson's report. It was further noted that the CDI is continuing work on the College's internationalisation strategy in the background, with a number of potential developments expected to emerge from this work. In addition, the International and Partnerships Manager advised that activity is continuing as business as usual, including work with OGP and OGE to progress existing articulation arrangements and offshore offerings.		
5.6	College Director, Accreditation The CDA provided a brief update, noting that the University of Otago has achieved AMBA accreditation for five years, becoming a Triple Crown institution. From the College's perspective, work is continuing towards the Continuous Improvement Review scheduled for next year. It was also confirmed that the College has accepted an invitation to participate as		

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	a pilot school for the 2026 global accreditation standards, endorsed at ICAM. While participation as a pilot school is expected to present some challenges, it also offers significant advantages. Work is also planned with the ADTL on teaching effectiveness. Although this will not be formally assessed under the new standards, appropriate systems and processes will be required.		
5.7	College Executive Manager The CEM reported that a minor refresh of the Business Excellence Scholarship Criteria has been completed for incoming undergraduate students. The changes reflect the removal of fees-free funding and extend eligibility from Years 1–2 to Years 1–3. The criteria have also been clarified to make the requirements clearer for applicants. An update was also provided on the Albany campus relocation. MBS is scheduled to move out of the IC Building in August, with the MS Building progressing as planned. The new space will include informal meeting areas to support staff–student interaction, supervision, and collaborative working, incorporating feedback on accessibility and providing more flexible use of space. Further communications will be issued over the coming weeks as part of the change management and transition planning, supported by Six Figures Thinking. Planning for PhD student relocation from the Atrium building is also underway, with advice being sought from Estates. It was also noted that there had been a recent safety incident in PhD student spaces at Albany involving the use of electrical appliances, which damaged wiring and created a potential fire risk. It was confirmed that only essential equipment (such as computers) should be used, and communication with PhD students regarding building safety had already been undertaken.		
5.8	Student Representatives The student representatives provided a brief update, reporting that students were focused on examination preparation, with some associated anxiety, and noted positive feedback on the reopening of the kebab shop. A query was raised about the future use of Albany campus buildings and teaching spaces. In response, it was noted that Quad B classrooms have reopened following earlier fire-related disruption. Longer-term plans for campus buildings remain under consideration by Estates, with no confirmed decisions at this stage. It was noted that Albany-based MBS staff are scheduled to move into the MS Building in August, with wider space planning ongoing. Feedback was also noted regarding the high use and importance of informal study spaces, which has been fed into ongoing campus planning discussions.		
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)		
6.1	None		
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) / LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST		
7.1	Academic Board None		

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7.2	Learning and Teaching Committee Minutes (Part I) from LTC Meeting on 14 April 2026 Meeting		NOTED	MBS 2026/163
7.3	Office of the Provost Consultation on the revised Honorary and Adjunct (non-employment) Appointments Policy and associated procedures It was noted that the proposal relates to the centralisation of the management of honorary and adjunct appointments within the Provost portfolio. Members supported the intent of the revised policy, noting it appeared sensible and appropriate, and that the proposed changes were not radical. A minor wording issue was identified in relation to a grammatical inconsistency in a sentence on the first page of the policy. This feedback will be forwarded to the Office of the Provost.		DISCUSSED ACTION: Chairperson to collate and forward College feedback to the Office of the Provost.	MBS 2026/164
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft Minutes (Part 1) received from CBAPC May 2026 meeting		NOTED	MBS 2026/158
	COURSE AMENDMENT 2027			
8.2	SCHOOL OF MANAGEMENT AND MARKETING	115117 Business in the Digital Age Proposed to: Amend the assessment type for one of the assessments and the assessment sequence	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2026/149/rev1
8.3		152252 Project Management Proposed to: Amend the learning outcomes and assessments	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2026/150
	NEW COURSE 2027			
8.4	SCHOOL OF ACCOUNTANCY, ECONOMICS AND FINANCE	125101 Interpersonal Skills for Financial Capability Practitioners Proposed to: Create a new 15-credit course for the new Certificate in Financial Capability Practice (Level 5) <i>Items 8.4, 8.5 and 8.9 were considered together (see Item 8.9 for details).</i>	RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to Academic Business Unit market validation.	MBS 2026/151
8.5		125102 Applied Financial Capability Practice Proposed to: Create a new 15-credit course for the new Certificate in Financial Capability Practice (Level 5) <i>Items 8.4, 8.5 and 8.9 were considered together (see Item 8.9 for details).</i>	RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to Academic Business Unit market validation.	MBS 2026/152/rev1
8.6		125125 Introduction to Global Financial Markets Proposed to:	RESOLVED THAT this document be	MBS 2026/153/rev1

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		Create a new course for the new Certificate in Financial Markets (Level 5) <i>Items 8.6–8.8 and 8.10 were considered together (see Item 8.10 for details).</i>	approved and details provided to Academic Committee for approval, subject to CGG approval of the financial business case and Academic Business Unit market validation.	
8.7		125126 Currency Markets and Risk Management Proposed to: Create a new course for the new Certificate in Financial Markets (Level 5) <i>Items 8.6–8.8 and 8.10 were considered together (see Item 8.10 for details).</i>	RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to CGG approval of the financial business case and Academic Business Unit market validation.	MBS 2026/154/rev1
8.8		125127 Applied Trading of Financial Markets Proposed to: Create a new 30-credit course for the new Certificate in Financial Markets (Level 5) <i>Items 8.6–8.8 and 8.10 were considered together (see Item 8.10 for details).</i>	RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to CGG approval of the financial business case and Academic Business Unit market validation.	MBS 2026/155
QUALIFICATION CUAP CHANGE 2027				
8.9	COLLEGE OF BUSINESS	UCCPP Certificate in Financial Capability Practice Proposed to: - Establish a Level 5 certificate in advanced financial capability practice. The programme will deliver applied, practice-oriented education aligned with: - Workforce capability requirements - Sector expectations and professional standards - National financial capability and wellbeing priorities <i>Items 8.4, 8.5 and 8.9 were considered together.</i> The proposed qualification had been developed in response to increasing professionalisation within	ACTION: HoS & Dean, SAEF to undertake consultation with the Academic Business Unit on market validation. RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to Academic	MBS 2026/156

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	the financial capability sector. The Certificate would provide a pathway for learners undertaking professional development and practice-based learning within the sector and would comprise two new courses alongside existing courses offered through the Fin-Ed Centre. It was noted that development of the courses and qualification had been externally funded through the Workforce Development Project and was therefore cost neutral. The Chairperson noted the importance of consultation with the Academic Business Unit regarding market validation and support. This consultation should be undertaken prior to the proposal progressing further through the approval process.	Business Unit market validation.	
8.10	UCFNM Certificate in Financial Markets Proposed to: Introduce a new Level 5, 60-credit qualification, delivered in partnership with Te Mata Software Limited under Massey's academic oversight. The programme combines theoretical foundations of global financial markets with hands-on trading, risk management, and market analysis. The qualification is positioned as a practice-oriented, industry-facing complement to existing MBS finance offerings, with stackable credit into the Bachelor of Business (Finance major) and related pathways. <i>Items 8.6–8.8 and 8.10 were considered together.</i> The proposed qualification had been developed in partnership with Te Mata Software Limited and would provide a practice-oriented learning experience focused on financial markets, trading, and risk management. The qualification would be delivered under Massey University academic oversight, with delivery undertaken by Te Mata Software Limited. The programme would include both online and face-to-face components, with some use of the MBS trading room where appropriate. Discussion focused on enrolment projections, use of the trading room, and the financial arrangements supporting the partnership. It was noted that current trading room roster arrangements would help minimise disruption to existing student activities, and that alternative	ACTIONS: HoS & Dean, SAEF to undertake consultation with the Academic Business Unit on market validation; - Prof Sasha Molchanov to finalise the financial arrangements for consideration by the CGG RESOLVED THAT this document be approved and details provided to Academic Committee for approval, subject to CGG approval of the financial business case and Academic Business Unit market validation.	MBS 2026/157/rev1

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		spaces could be used if required. The qualification was not dependent on the trading room software and could be delivered in standard computer laboratories if necessary. The Chairperson noted the importance of market validation and advised that consultation with the Academic Business Unit should be undertaken prior to further progression. It was also noted that financial projections and contractual arrangements remained under development, with further work required to finalise the business case for consideration by the College Executive Governance Group. The Board supported the academic aspects of the proposal, subject to approval of the financial business case by the College Executive Governance Group.		
9	OTHER DOCUMENTS			
9.1	Pre-Master Preparation Pathway Pilot – Certificate of Proficiency Delivery Model The proposal had previously been considered by the College Board and approved in principle, and this paper presented the finalised arrangement. The pathway is intended to support applicants who do not meet entry requirements for selected Master’s programmes by providing a preparatory programme delivered by MUC, enabling progression into Master’s programmes upon successful completion.	NOTED	MBS 2026/165	
SUBSIDIARY COMMITTEES				
10	MASSEY BUSINESS SCHOOL RESEARCH COMMITTEE (MBS RC)			
10.1	None			
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (MBS T&L)			
11.1	None			
12	MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (MBS QAC)			
12.1	None			
13	MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (MBS ASG)			
13.1	None			
14	SUPPLEMENTARY ITEMS - PART 1			
	None			
15	MINUTES FOR APPROVAL FROM AGENDA PART 2			
	None			

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Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 16 July 2026

By Video Conference at 10 am

Zoom – <https://massey.zoom.us/j/89876213720>

Password – 721589

Massey Business School Mission

To make meaningful contributions to the prosperity of Aotearoa New Zealand through our focus on:

- *Providing a connected learning and research environment that emphasises applied knowledge;*
- *Supporting the wellbeing and ambitions of our students and staff;*
- *Equipping our students with the capabilities necessary to lead ethically, responsibly, and sustainably in a complex and rapidly changing world economy.*

The foci are underpinned by our position as a Te Tiriti o Waitangi led Business School, as well as our commitment to the United Nations' Sustainable Development Goals.

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT Professor Jonathan Elms (Chairperson, PVC)			
	Associate Professor David Brougham (ADR), Mary Dawkins (Prof Staff Rep), Professor Hung Do (Professorial Rep), Associate Professor Elizabeth Gray (ADTL), Dr Maggie Hao (Academic Rep), Associate Professor Hedy Huang (Academic Rep), Steven Hurley (Student Rep), JS Imbeau (Academic Rep), Rebecca Izzard (CEM), Patrick Khella (Student rep), Professor Claire Matthews (HoS & Dean, SAEF; College Director – Accred), Professor Radiah Othman (Academic Rep), Daniel Parker (Prof Staff Rep), Ashok Poduval (CEO, SoAv), Associate Professor Sam Richardson (CDTE; Chair, MBS T&LC), Professor Matt Roskrige (ADM), Professor Kaye Thorn (delegate for HoS, SoMM), Dr Jeffrey Stangl (ADEE), Julie Williams (CAM), Mui Kuen Yuen (Associate Director – Pacific)			
	IN ATTENDANCE Fiona Diesch (Subject Librarian), Helen Jay (CBAPC Secretary), Aliya Kenesheva (CBB Secretary), Diana Kessler (Head of Student Registry), Vikki Schou (Team Lead-Academic Administration)			
	APOLOGIES			

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	Professor Jo Bensemann (HoS & Dean, SMM; College Director – Intl), Jean Jacoby (CET Rep), Beth Tootell (Chair, CBAPC)		
	THANK YOU Diana Kessler (Head of Student Registry)		
2	INTEREST: DECLARATION AND DISQUALIFICATION	None	
3	MINUTES FOR APPROVAL from CBB Part 1 – 9 June 2026 meeting	RESOLVED THAT this document be approved as a true and accurate record.	MBS 2026/167
4	MATTERS ARISING - PART 1		
4.1	Action Sheet from the last meeting on 9 June 2026 meeting Action Item 1- Ongoing: 157311 Digital Business Analysis – Deletion of course 157340 Organisational Knowledge Management Action on hold pending outcome of the Digital Business and Innovation major proposal.	NOTED	MBS 2026/161
4.1.1	Action Item 2 - Closed: Feedback on the revised Honorary and Adjunct (non-employment) Appointments Policy	NOTED	MBS 2026/178
4.1.2	Action Item 3 - Closed: Market Research Report – Certificate in Financial Capability Practice and Certificate in Financial Markets The Chairperson thanked those involved for progressing the reports and recognised the positive opportunities these qualifications will provide. The HoS, SAEF also acknowledged the ABD team for their prompt preparation of the reports. Action Item 4 - Closed: Certificate in Financial Markets - Business case finalisation for College Governance Group consideration	NOTED	MBS 2026/193
5	REPORTS		
5.1	Chairperson The Chairperson provided an update on key College activities and developments. The successful start to Semester 2 was acknowledged, with thanks extended to staff involved in orientation activities. Increased student presence and engagement across campuses were noted as positive signs of continued growth. College enrolments were approximately 3.3% higher than at the same time last year, following significant growth in 2025. Overall, enrolments had increased by approximately 29% over the past two years. The Chairperson commented positively on the improved atmosphere and increased activity across campuses, highlighting the importance of continued investment in student experience, engagement, and connections between students, academic staff, and professional staff. The first Pints of Business initiative at the Albany campus was highlighted as a successful event, bringing together academics, industry representatives, and community partners. The event received very positive feedback, and appreciation was extended to those involved in organising and supporting the initiative. An update was provided on the recent University leadership meeting focused on the strategy refresh. Strong engagement and positive		

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Minutes Part 1

	discussions were noted, with a focus on future priorities including capability building, leadership development, and growth opportunities. The new University strategy is expected to be launched within the next month. While details are still being finalised, the strategic direction is expected to focus on growth and investment, including programme development, delivery across multiple campuses, exploring new markets, and enhancing student, staff, and community experiences. In response to a question regarding investment in campus experience, the Chairperson advised that details were still being developed, but significant investment in campuses was being considered. Discussion also covered concerns regarding campus food and beverage options, including the closure of some independent providers. The Chairperson noted that University Services were aware of these concerns and that a broader food strategy was under development.		
5.2	Associate Dean, Teaching and Learning The ADTL thanked staff for their contributions to Semester Two orientation activities, which were well received and provided a positive start to the semester. Semester One examinations, including the new secured assessments, were completed successfully overall. Staff were encouraged to provide feedback to support improvements for future assessment periods. The University-wide course descriptor project had now been completed. Course descriptors, including attendance requirements and delivery modes, will be published on course webpages to provide greater transparency for students and staff regarding course expectations. An update was provided on the Verified Assessment Policy, which is progressing towards Academic Board approval. Subject to approval, new verified assessment types and titles will be available from 2027. Schools were encouraged to review assessment patterns and consider whether any changes may be required in preparation for the new assessment framework. The Inherent Requirements Policy continued to progress through the University approval process. Once approved, Schools will receive templates to identify and document the inherent requirements of MBS programmes. It was also noted that a University working group was developing enhancements to the PDP process, with a greater focus on teaching reflection and goal setting. In response to a question, ADTL advised that verified assessment is unlikely to be available for in-semester assessments in 2027 due to current provider capacity constraints. Further updates will be provided if this changes. The Chairperson noted that SLT had recently discussed the importance of opening Stream course sites at least two weeks before the start of semester. It was noted that MBS had performed well in this area, with the majority of Stream sites opened on time, supporting student preparedness and a positive student experience. The Chairperson thanked ADTL and staff for their efforts.		
5.3	Associate Dean, Research		

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	The ADR provided an update on research activities and achievements across the College. Staff were encouraged to apply for the College Research Awards and Medals, with applications currently open. The ADR noted that these awards are sometimes undersubscribed and encouraged staff to consider submitting applications. An update was provided on recent ranking achievements, with the College improving to 215th globally in the QS Rankings and 96th in the Times Higher Education Impact Rankings for performance against the United Nations Sustainable Development Goals. The Matthew Abel Research Awards event will be held on 18 November at 12.30 pm, with invitations to be circulated closer to the date. Progress on the Research Impact Spotlight initiative was also noted, with close to 100 research impact case studies collected from across the College. These will be shared through regular College communications and will support future accreditation activities and rankings submissions. The ADR acknowledged Prof Hung Do's development of research-related applications, which will be showcased to the College following consultation with Research Operations. Work was also continuing in the TREF space, with further details to follow as they become available. The Chairperson acknowledged the significant work undertaken in mapping research themes across the College, noting the strong multidisciplinary and transdisciplinary nature of College research and its impact on communities, industry, employers and students. Further information will be shared with the College to better showcase research strengths and impact through College websites and other channels. The Chairperson noted that the Research Impact Spotlight initiative will make an important contribution to future TREF activities and international rankings.		
5.4	Associate Dean, Māori The ADM advised that there was no substantive report for the month. An update was provided on the recent noho marae event in Wellington, with a fuller report to be provided at the next meeting. The ADM noted that Semester One Māori student pass rate data had recently been received and would be reviewed, with a more detailed update to be included in the next report.		
5.5	College Director, International The Chairperson provided an update on behalf of the CDI, noting that discussions were continuing with NUFE regarding potential expansion of undergraduate student numbers within existing programmes and the possibility of offering postgraduate programmes in China. Further updates on the partnership and next steps will be provided at a future meeting. A discussion was held regarding potential collaboration opportunities with Vietnam. It was noted that a Vietnamese government delegation and representatives from universities may visit New Zealand in August, providing potential opportunities for future engagement. Further details regarding these potential visits will be shared with the CDI. The Chairperson advised that the College remained open to new international partnerships, while continuing to carefully consider		

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Minutes Part 1

	opportunities alongside existing commitments and available capacity. A framework is being developed to guide the assessment of existing and potential partnerships.		
5.6	College Director, Accreditation The CDA advised that work was continuing in preparation for next year's accreditation visit, with the College participating as a pilot school. As part of the preparation process, work is underway to review and update accreditation data, including staff information and engagement activities. Staff will be contacted for additional information and encouraged to respond promptly to support completion of the accreditation data requirements. An update was also provided on teaching effectiveness, noting this as a key change in the new global standards. Work is progressing with the College Learning and Teaching Committee to establish a process, which will need to be in place by the April accreditation visit.		
5.7	College Executive Manager The CEM advised that there were no major matters to report, with business-as-usual activities continuing through the end of Semester One and the start of Semester Two. Preparations for upcoming Open Days are underway, with related activities progressing ahead of the events.		
5.8	Student Representatives Student reps raised concerns about issues experienced by some students during recent online supervised examinations. Some students with approved Massey accommodations, including rest breaks, reported that the ProctorU system did not recognise these arrangements and did not allow them to leave the camera frame during approved breaks. The matter had been raised with the ADTL and referred to the Exams Governance Group. The ADTL advised that a small number of students were affected due to communication issues. The matter was being addressed urgently to help prevent recurrence during the Semester Two examination period. The Chairperson noted that the issue was also being considered at the Senior Leadership Group level and acknowledged the impact on affected students. Student reps also reported that some students experienced difficulties accessing online examinations. With support from Library staff and alternative devices, affected students were able to access their examinations, with additional time provided due to the delays. The College Board thanked the Library team for their support during the examination period.		
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)		
6.1	None		
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) / LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST		
	Academic Board		
7.1	None		
	Learning and Teaching Committee		
7.2	Minutes (Part I) from LTC Meeting on 12 May 2026 Meeting	NOTED	MBS 2026/179
	Office of the Provost		
7.3	None		

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Minutes Part 1

8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)		
8.1	Draft Minutes (Part 1) received from CBAPC June 2026 meeting	NOTED	MBS 2026/175
	COURSE AMENDMENT 2027		
8.2	SCHOOL OF MANAGEMENT AND MARKETING 157216 Management, Analytics and Decision Making Proposed to: Amend the assessments	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2026/169
8.3	COLLEGE OF BUSINESS 295701 Managing Financial Decisions Proposed to: - Update learning outcomes. - Change test weighting from 30% to 25% and increase report from 35% to 40%. - Reallocate LO mapping to assignments accordingly These changes are intended to reflect the executive level of the course and its content	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2026/170/rev1
	COURSE RETIREMENT 2027		
8.4	SCHOOL OF ACCOUNTANCY, ECONOMICS AND FINANCE 137900 PhD Banking Proposed to: Retire the course	RESOLVED THAT this document be approved and details provided to Academic Committee for approval	MBS 2026/171
9	OTHER DOCUMENTS		
9.1	Chair's Action: Master of Supply Chain Management The Chairperson advised that action had been taken to reopen the Master of Supply Chain Management programme within MBS, with delivery planned from 2027. The programme has transferred from the College of Sciences to MBS and aligns with strategic opportunities in logistics and supply chain management. It will be led by the School of Management and Marketing, with potential collaboration from the School of Aviation. It was confirmed that the programme is included in the international prospectus for the February 2027 Auckland intake. Further delivery options, including Palmerston North, will be explored.	NOTED	MBS 2026/180
9.2	Update on 2027 CUAP Round The Board noted that there will be a single CUAP round in 2027, commencing on 5 April, with all proposals required to be approved by Academic Committee no later than March 2027 (agenda closing 18 Feb 2027). The Chairperson highlighted the importance of meeting these timelines to support future programme development aligned with the University's growth strategy.	NOTED	MBS 2026/181
	SUBSIDIARY COMMITTEES		
10	MASSEY BUSINESS SCHOOL RESEARCH COMMITTEE (MBS RC)		
10.1	Minutes from the April 2026 MBS RC Meeting	NOTED	MBS 2026/182
10.2	Minutes from the May 2026 MBS RC Meeting	NOTED	MBS 2026/183
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (MBS T&L)		
11.1	Minutes from the May 2026 MBS T&L Committee Meeting	NOTED	MBS 2026/184

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Minutes Part 1

12	MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (MBS QAC)		
12.1	Minutes from the May 2026 MBS QAC Meeting	NOTED	MBS 2026/185
12.2	QAC Annual Report 2026	NOTED	MBS 2026/186
12.3	MBS Course Annual QA Review Sem 2 2025 Course Results	NOTED	MBS 2026/187
12.4	Summary of Comments in Course Results Section of QA Survey, Semester 2 2025	NOTED	MBS 2026/188
12.5	MBS Assurance of Learning Report Semester 2 2025 Results	NOTED	MBS 2026/189
12.6	MBS Outstanding Quality Assurance Survey Results Report: Sem 2 2025	NOTED	MBS 2026/190
12.7	MBS Outstanding Quality Assurance Survey Results Report: Summer School 2025 (yet to be surveyed)-	NOTED	MBS 2026/191
13	MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (MBS ASG)		
13.1	Draft Minutes from the June 2026 ASG Meeting	NOTED	MBS 2026/192
14	SUPPLEMENTARY ITEMS - PART 1		
	International Student Visa Update The Head of Student Registry provided an update on international student visa requirements following advice from Immigration New Zealand. It was noted that students must hold the correct visa for MU and their programme before commencing study. Students without the required visa approval will have their enrolment suspended until the required documentation is provided. Work is underway with Immigration New Zealand and internal teams to support affected students, including exploring options to enable earlier visa applications. Staff were encouraged to work with Student Registry and Admissions teams, particularly for students progressing from undergraduate to postgraduate study. Ongoing visa processing delays are affecting a significant number of international students and are creating financial impacts for the College and University. Students from countries with longer processing times (including some South Asian countries) are encouraged to apply for visas as early as possible.		
15	EXCLUSION OF THE PUBLIC The Chair will move that members of the press and public be now excluded from the meeting so that for the undernoted reason, the following matters may be discussed without public disclosure, the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure. The Chair will note that the Committee Secretary will be in attendance for Part II. Grounds: Section 9, of the Official Information Act- (2) (a) to protect the privacy of natural persons, including that of deceased natural persons. (2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.		



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**TE KURA
HAUORA
TANGATA**
COLLEGE OF HEALTH

COHCB26/06/103
MINUTES Part I
June 2026

COLLEGE BOARD MEETING

Tuesday 16 June at 10am

Via [Microsoft Teams Meeting](#)

MINUTES – PART I

No.	Item / Details	Decisions / Actions	Doc No.
1.	WELCOME and APOLOGIES Present: Prof Jill McCutcheon (Chair) Prof Kieran O'Donoghue, Prof Marlena Kruger, A/Prof Shirley Julich, Dr Rachel Batty, Prof Chris Wilkins, A/Prof Wyatt Page, A/Prof Andy Foskett, A/Prof Rachel Page, Prof Leigh Signal, Prof Ajmol Ali, A/Prof Kerri-ann Hughes, Prof Nicolette Sheridan In attendance: Deanna Abbott (Secretary), Jill Coatsworth, Elizabeth Sturrock Apologies: A/Prof Kath Hay, A/Prof Bevan Erueti		
2.	MINUTES FOR APPROVAL		
2.1.	Minutes of the meeting held 15 May 2026	MOVED that the Minutes of the meeting held on 21 April 2026 be confirmed as a true and correct record. CHAIR <u>Carried</u>	COHCB 26/05/084
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
3.1.	None		
4.	ACADEMIC DECISIONS For approval and forwarding to Academic Committee		
4.1.	SCHOOL OF HEALTH SCIENCES		
4.1.1.	NON-CUAP QUALIFICATION AMENDMENTS – 2027: GDOCS Graduate Diploma in Occupational Health and Safety <i>Updating Qualification Graduate Profile and Attributes and mapping Graduate Attributes to Course Learning Outcomes</i>	MOVED that this be approved and forwarded to Academic Committee for approval. CHAIR <u>Carried</u>	COHCB 26/06/086
4.2.	SCHOOL OF SPORT, EXERCISE AND NUTRITION		
4.2.1.	NON-CUAP QUALIFICATION AMENDMENT – 2027: UBSPE Bachelor of Sport and Exercise (BSpEx) • Addition of a Without Specialisation option • Schedule amendment to the Core Courses - replacing 250100 with new course 234150 • Amendments to regulations to change 'Exercise Prescription' to 'Exercise Science'	Changes to the BSpEx and specialisations have been scaled back from what was initially proposed in the Early Notice proposal at the beginning of the year.	COHCB 26/06/087

COHCB26/06/103
MINUTES Part I
June 2026

No.	Item / Details	Decisions / Actions	Doc No.
4.2.2.	CUAP SPECIALISATION AMENDMENT – 2027: UBSPE2JEXPR1 Exercise Science <i>Changing title from Exercise Prescription to Exercise Science</i>	Following various meetings and further consultation, the changes now proposed will reduce risk and aim to increase EFTS. Amendment: For document COHCB26/06/087 expand on the details in the proposal section. MOVED that documents COHCB26/06/087 to COHCB26/06/091 be approved, with amendment as noted above, and forwarded to Academic Committee for approval.	COHCB 26/06/088
4.2.3.	NON-CUAP SPECIALISATION AMENDMENT – 2027: UBSPE2JWOSP1 Without Specialisation <i>Introduction of Without Specialisation option in BSpEx</i>		COHCB 26/06/089
4.2.4.	NEW COURSE – 2027: 234150 Study Skills for Sport and Exercise <i>NEW BSpEx core course replacing 250100 Health Communication</i>		COHCB 26/06/090
4.2.5.	SPECIALISATIONS OFFERING CHANGES – 2027: <i>Memo – Bachelor of Sport and Exercise and all specialisations to be offered on campus in Manawatū and open to international student enrolments</i>		COHCB 26/06/091
5.	ACADEMIC DISCUSSION		
5.1.	Revised Honorary and Adjunct non-employment Appointments Policy and Associated Procedures	DISCUSSED with no comments to note. ACTION: Members to send any comments to Deanna by Friday 19 June, with collated feedback to be provided to Neil Ulrich by 20 June 2026.	COHCB 26/06/092
6.	ACADEMIC DOCUMENTS FOR NOTING		
6.1.	School Programme Committee Minutes		
6.1.1.	School of Sport, Exercise and Nutrition - Minutes of meeting held 21 & 23 April 2026	NOTED	COHCB 26/06/093
6.1.2.	School of Health Sciences - Minutes of meeting held 23 April 2026	NOTED	COHCB 26/06/094
6.1.3.	School of Social Work - Minutes of meeting held 7 May 2026	NOTED	COHCB 26/06/095
7.	REPORTS		
7.1.	Chair’s Report Professor Jill McCutcheon - End of Semester 1 examinations and marking of final assessments. SLT will be discussing and planning to move forward with a more permanent solution regarding secured exams and assessments. - Student Experience Surveys - Chairs of Committees have discussed the results of these. Council seeks to monitor where there might be opportunities for the University to improve processes, not only in terms of academic, but also other student services, such as accommodation, catering, parking facilities, etc.		Verbal

No.	Item / Details	Decisions / Actions	Doc No.
	The Qualification Lifecycle Review Process, including course health checks, and school programme committee activities will help to develop recommendations that will go back to Council, so that we can implement what we do better, and demonstrate how we have done this. Vice-Chancellor has released a high-level draft of the University Strategy. Encourage all staff to take the time to read through this and provide comments and input.		
7.2.	Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay	RECEIVED	COHCB 26/06/096
7.3.	Associate Dean – Academic / Learning & Teaching Professor Kieran O'Donoghue - Course Health Check app – changes to questions and inclusion of help text in the app is being finalised. Still no exact date for release, but staff need a set timeframe as they are expected to start this next semester following the release of Semester 1 results. - AI in Teaching implementation plan – key items for next year and workstreams. Is the timeframe realistic? - Verified Assessment Policy has been deferred to July. - Teaching and Learning Policy – Learning Pathways and Qualification Design Policy, work including academic governance and management where they intersect and any gaps or overlap. - CUAP Round 1 next year and transition process for the future.	RECEIVED ACTION: Deanna to follow-up with Josh Miller in OAQRA on the progress of the CHC app and release date.	COHCB 26/06/097
7.4.	Associate Dean – Higher Degree Research Professor Marlena Kruger - Doctoral Policy – the policy has been updated and approved by DRC following the significant amount of feedback received. - Honorary and Adjunct non-employment Appointments Policy and Associated Procedures was discussed at DRC and noting the need to align with the Doctoral Supervision Policy. - Summary of REaDI activities.	RECEIVED	COHCB 26/06/098
7.5.	Associate Dean – Research Professor Leigh Signal - TREF – still waiting for details about the weighting systems and how they will be measured and determined. The Field-Weighted Citation Measure document should be ready soon. Plans in progress to seek input from the library staff that is specific to CoH. - Science Investment Plan — four pillar investment plans have been identified. No additional funding for science and innovation. Further details are available on our Paerongo site.		Verbal Report
7.6.	Associate Dean – Māori Associate Professor Bevan Erueti		No Report
7.7.	Director – International Professor Ajmol Ali - Pacific Roadshow in August aims to support Manaaki Scholarship engagement. - Recent visit to Loughborough University in Europe and exploring possible opportunities.	RECEIVED	COHCB 26/06/102 TABLED Report

COHCB26/06/103
MINUTES Part I
June 2026

No.	Item / Details	Decisions / Actions	Doc No.
	- Bangladesh University and Sri Lanka Institute of Health Sciences – exploring possibilities. - Visit by Chinese Vice Minister for Education – meeting with A/Prof Matt Barnes to explore sport and exercise. - BSpEx will be open to international students next year, currently developing marketing. Matt is delivering a webinar this evening. - Australian Epidemiological Association (AEA) 2026 Annual Scientific Meeting: 13-15 October, Fiji. - Student mobility opportunities		
8.	OTHER BUSINESS		
	None		
9.	MOVING INTO PART II		

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING JILL COATSWORTH, DEANNA ABBOTT AND ELIZABETH STURROCK, WHO HAVE, IN THE OPINION OF THE COLLEGE OF HEALTH BOARD, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE BOARD BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: Section 48 (1) of the Local Government Official Information and Meeting Act 1987.

Subject	Reason for Proposed Exclusion
<u>Item 1.</u> COH CB26/06/100 - Academic Board Terms of Reference Review	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j)).

CSB26/7/174



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday, 18 June 2026 at 2.00 PM via Teams**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Acting Chair), Professor Paul Kenyon, Professor Jon Huxley, Professor Jenny Weston, Professor Monty Sutrisna, Associate Professor Gillian Gibb, Associate Professor Tammy Lynch, Associate Professor Liz Norman, Associate Professor Catherine Whitby, Dr Simon Hills, Professor Gert Lube (proxy for Professor John Munday), Professor Murray Potter (proxy for Professor Jamie Quinton), Ayla Brook, Peyton Joe

IN ATTENDANCE:

Fiona Coote, Diana Kessler, Brian Hewson

1 WELCOME

The Acting Chair welcomed the Board members and visitors. The Acting Chair noted Diana Kessler was due to retire in August and thanked her for all her efforts for the College in dealing with student registry and the University. The Acting Chair also advised the sad news that Leanne Robertson, former Secretary for the Academic Committee had recently passed after illness. It was noted that Leanne had been very supportive of the College and her contribution was worthy of acknowledgement.

2 APOLOGIES

Professor Ray Geor, Professor Peter Lockhart, Professor John Munday, Professor Jamie Quinton, Associate Professor Mostafa Jelodar, Associate Professor Sarah Pain, Dr Daniel Playne, Ursula Clarke, Amy Heise

3 VISITORS

4 CONFIRMATION OF AGENDA

There were no additional agenda items advised.

5 MINUTES FOR APPROVAL

5.1 [CSB Minutes April 2026 Part I](#)

CSB26/6/150

Resolved: That document CSB26/6/150 be approved as an accurate record and forwarded to Academic Board for noting.

Acting Chair

CSB26/7/174

- 5.2 [CSB MINUTES of Part I Electronic Votes April and May 2026](#) CSB26/6/151
Resolved: That document CSB26/6/150 be approved as an accurate record and forwarded to Academic Board for noting.

Acting Chair

6 MATTERS ARISING

- 6.1 The Secretary noted that one of the courses 233313 that had been voted on electronically had been withdrawn and returned to SAE for further review.

- 6.2 [Memorandum re Amendment to 158736](#) CSB26/6/152
Noted

7 ACTION LIST

- 7.1 **Nil**

8 CHAIRPERSON'S REPORT

- 8.1 The Acting Chair raised, reported on and generated discussion on the following:
- Feedback on the draft University Strategy was open for all to provide feedback until Monday 22 Jun 26.
 - Invigilated exams were reported on by Associate Professor Norman with feedback on their progress, conduct, issues, staff marking. Comment also came from Distance Student rep Ayla Brook and other members of the Board.
 - International Student Arrivals. It was noted that International Student arrivals would conform to Immigration NZ rules more closely. Diana Kessler briefed the Board on the implications for the College and University.

9 COURSE OFFERING CHANGES

- 9.1 [Course Offering Changes approved by the DPVC April 2026](#) CSB26/6/153
Noted

- 9.2 [Course Offering Changes approved by the DPVC May 2026](#) CSB26/6/154
Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes April 2026 Part I](#) CSB26/6/155
Noted

- 10.2 [CAC Minutes May 2026 Part I](#) CSB26/6/156
Noted

11 ACADEMIC DECISIONS

- From the College of Sciences*
 11.1 [Minor Regulatory Changes Approved by CAC June 2026](#) CSB26/6/157

Resolved: That document CSB26/6/157 be noted and forwarded to Academic Committee for noting.

Acting Chair

CSB26/7/174

From the School of Agriculture and Environment

- 11.2 [Memorandum New Animal Science Qualifications and Bachelor of Horticultural and Plant Systems New Specialisation](#) CSB26/6/158

Noted

- 11.3 [CUAP New Qualification UCANS Certificate in Animal Science](#) CSB26/6/159

- 11.4 [CUAP New Qualification UDART Diploma in Animal Science](#) CSB26/6/160

Resolved: That documents CSB26/6/159 and CSB26/6/160 be approved and forwarded to Academic Committee for approval, accompanied by CSB26/6/158 for noting

Kenyon/Weston

- 11.5 CUAP Qualification Amendment UBHRC Bachelor of Horticultural and Plant Systems CSB26/6/161

- 11.6 CUAP New Specialisation UBHRC1HRTC1 Horticultural Technology CSB26/6/162

Resolved: That documents CSB26/6/161 and CSB26/6/162, together with amendments be approved and forwarded to Academic Committee for approval

Kenyon/Lynch

From the School of Mathematical and Computational Sciences

- 11.7 [Non-CUAP Qualification Amendment PMINS Master of Information Sciences](#) CSB26/6/163

- 11.8 [Non-CUAP Qualification Amendment PDINS Postgraduate Diploma in Information Sciences](#) CSB26/6/164

Resolved: That documents CSB26/6/163 and CSB26/6/164 be approved and be forwarded to Academic Committee for approval

Lynch/Kenyon

12 Teaching and Learning

- 12.1 [COSTL Minutes May 2026](#) CSB26/6/165

Noted

- 12.2 [COSTL Minutes June 2026](#) CSB26/6/166

Noted**13 VISITORS' ITEMS**

- 13.1 Fiona Coote noted to the meeting that the CUAP proposal for the Master of Agribusiness had been signed off by all other Universities

14 ANY OTHER MATTERS

- 14.1 [Feedback on Draft Doctoral Supervision Policy 1 Jun 26](#) CSB26/6/167

Noted. Associate Professor Whitby advised that the policy had been revised taking into account College feedback and there was alignment work continuing with other University policies.

CSB26/7/174

Items moved from Part II

[CSB MINUTES April 2026 Part II](#)

[CAC Minutes April 2026 Part II](#)

[CAC Minutes May 2026 Part II](#)

15 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT MEMBERS OF THE PUBLIC BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: S48(1)(a)(ii) & S7(j) of the Local Government Official Information and Meetings Act 1987 and S9(2)(k) of the Official Information Act 1982.

Fiona Coote, Diana Kessler and Brian Hewson were in attendance in Part II for their expertise in student administration and operations of the College's academic offer.



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ACADEMIC COMMITTEE MEETING

Tuesday 7 July 2026 at 1.30 pm

Teams Meeting

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jessica Board, Fiona Coote, Jonathan Elms, Greg Gilbert, Cat Griffiths, Simon Hall, Maggie Hartnett, Jean Jacoby, Diana Kessler, Jill McCutcheon, Claire Matthews, Liz Norman, Kieran O'Donoghue, Linda Palmer, Peter Rawlins, Rochelle Stewart-Withers, Ina Te Wiata, Hēmi Whaanga.

Attendees for Part I: Josh Miller

1. INTRODUCTION

1.1 Welcome

The Chair welcomed members to the July meeting of the Academic Committee and acknowledged Diana Kessler, noting this was her final Academic Committee meeting, and thanked her for her service, insight and advice to the Committee, particularly in relation to the implications of academic decisions for students and the student experience.

Jessica Board opened the meeting with karakia.

1.2 Apologies

Apologies for absence: Ray Geor (Simon Hall as Proxy), Tasa Havea, John Oldroyd (Cat Griffiths as Proxy)
 Apologies for late arrivals, Jonathan Elms, Jenny Poskitt.

1.3 Confirmation of Agenda 7 July 2026

The Part I agenda was confirmed without amendment.

1.4 Confirmation of Minutes – 2 June 2026

AC26/07/303

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 2 June 2026 [Part I Public] be confirmed as a true and accurate record.

Carried

1.5 Matters Arising

There were no matters arising from the minutes that were not otherwise captured on the agenda or action register.

1.6 Action List**AC26/07/305**

The action register was discussed. The Verified Assessment Policy was noted as an item on the agenda for consideration. The action relating to mapping the current College programme environment and providing a graphic overview for SLT remained in train. The Chair noted that this work should remain visible and would be progressed by the Chair and the Director OAQRA, with the timeframe extended by approximately two months.

2. CHAIR'S REPORT

- The Chair advised that the Universities New Zealand Education Committee would meet the following week and that transition beyond the current CUAP arrangements was an agenda item. The Committee noted that the Vice-Chancellors had agreed the move to full self-accreditation would occur from January 2028, with transition activity occurring during 2027. Further clarity regarding detailed timeframes and sector arrangements was expected within the following weeks.
- The Chair noted that the Director, OAQRA was working with colleagues across the other seven universities to clarify sector-specific arrangements.
- The Chair reported that the SLT subcommittee considering the low and no enrolment policy had recently decided to keep low-enrolment programmes open in the current context, given institutional priorities to open channels to recruit new students, particularly domestic students and students to the Wellington campus. The Chair noted that this would have implications for the shape of the academic portfolio.
- The Chair provided a report back from the Siyaphumelela Student Success Conference in Johannesburg, noting that Pūrehuroatanga benchmarked well against the South African Student Success Network, particularly because of Massey's whole-of-institution approach, the alignment of curriculum transformation with para-academic support, and the strong equity focus arising from Te Tiriti obligations and funding settings. The Chair emphasised that student success is everyone's business and that Massey should maintain momentum. A conference report was available on request.

3. ACADEMIC DISCUSSION / DECISION**3.1 Updated Revised Verified Assessment Policy AC26/07/306**

The Director, Education Futures introduced the revised Verified Assessment Policy. It was noted that the covering memo should be corrected to state that the policy had previously been discussed by Academic Committee, rather than Academic Board. The Committee was advised the policy had been out for consultation and feedback was generally supportive. Some late feedback required minor editorial changes, including removal or clarification of a glossary reference to authentic assessment where the term was not used in the body of the policy.

The Committee noted the following points:

- Support was expressed for the policy proceeding, subject to minor editorial amendments.

AC26/08/353Rev1

- A question was raised about whether Massey's proposed approach, which assures at the qualification level rather than at the course level, was consistent with other universities. The Committee agreed that sector practice should be monitored to ensure Massey remains current and does not become negatively out of step.
- It was agreed that the policy should be reviewed after 12 months rather than on the usual review cycle.
- The Committee noted that related references would need to be incorporated into the Curriculum Framework and that related policies should be reviewed for alignment. It was also noted that a small number of other approved Curriculum Framework amendments would also need to be made.

RESOLVED:**(Agreed)**

THAT the Academic Committee endorse the revised Verified Assessment Policy and submit it to Academic Board for approval, subject to agreed minor editorial changes and a 12-month review cadence; and THAT the Curriculum Framework and any other related policies be reviewed to ensure alignment with the policy.

Carried**3.2 Two-lane Assessment Framework****AC26/07/307**

The Director, Education Futures introduced the paper and outlined the rationale for moving from the current AI use framework to a whole-of-programme two-lane assessment framework from 2027. It was noted that the current AI use framework had operated as an interim measure and, in practice, had become a policing mechanism in circumstances where it was difficult to determine objectively how much AI use was too much. The Committee was advised that the Verified Assessment Policy, the in-person invigilated examinations project, and related mechanisms now provided a stronger basis for a clearer two-lane approach.

The following points were noted as part of discussion:

- Members were broadly supportive of transition to a two-lane approach, noting that the current framework was no longer providing sufficient clarity for students or staff.
- Support was expressed for the New England terminology of "assurance tasks" and "learning tasks", although the Committee agreed that terminology and associated communication should be considered further by the Learning and Teaching Committee.
- It was emphasised that Lane 2 assessment must not be understood as "anything goes". Students would still need to undertake the work and be transparent about AI use, consistent with established academic practice of acknowledging sources and support.
- The Committee noted that significant assessment redesign and staff support would be required, including centrally provided support for assessment design.
- The importance of clear and consistent communication to both students and staff was emphasised, including how information is represented on Stream sites and in assessment guidance.
- The Committee agreed that recommendations relating to nomenclature and communication should be referred to the Learning and Teaching Committee for further advice and consideration.

RESOLVED:**(Agreed)**

THAT the Academic Committee approve the transition from the AI use framework to a whole-of-programme two-lane assessment framework from 2027; THAT consequential implementation activity

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proceed; THAT the deadline for completing mapping of verified assessments be January 2028; and THAT recommendations relating to nomenclature and communication be referred to the Learning and Teaching Committee for advice and consideration.

Carried

3.3 Inherent Requirements Policy

AC26/07/310

The revised Inherent Requirements Policy was introduced, noting that the title and framing had been amended following consultation to make clear that the inherent requirements are requirements of the qualification, rather than requirements of the student. The Committee was advised that feedback had been extensive and useful, including feedback relating to Te Tiriti o Waitangi commitments, accreditation, ethical considerations and the overall relationship between inherent requirements and qualification integrity.

The following points were noted as part of discussion:

- Clarification was sought regarding operationalisation, particularly for qualifications with practicums or other practical requirements. It was noted that students should be aware of inherent requirements prior to enrolment, and that supporting processes and regulatory changes would be required to ensure clear mechanisms for managing situations where requirements are not met.
- A phased implementation approach was proposed, prioritising professional and accredited programmes first, particularly where relevant work was already well advanced.
- Clarification was sought regarding where inherent requirements would sit within regulatory documentation. The standard requirements would sit in the General Regulations, while specific requirements would sit in qualification regulations. Operational issues, including how these requirements would feed through to the web, would need to be considered.
- The Committee discussed whether the policy should include micro-credentials and short courses. It was agreed that micro-credentials and short courses should be included where relevant, particularly because some micro-credentials are industry-specific.
- Support was expressed for the policy. It was noted that the effectiveness of the policy would depend on the detailed processes developed to support implementation.

RESOLVED:

(Agreed)

THAT the Academic Committee endorse document AC26/07/310 and forward it to Academic Board for approval, subject to minor amendments including clarification that micro-credentials and short courses are included where relevant.

Carried

3.4 Micro-credentials and Short Courses

3.4.1 Micro-credentials Governance, Procedures, Quality Assurance and Recognition of Prior Learning Alignment

AC26/07/308

This paper was introduced noting that it represented the continuing work to bring micro-credentials within Massey's quality assurance processes. The Committee was advised that, because micro-credentials may be used in qualifications as credit-bearing learning, the University needs confidence

that they are approved and quality assured in a manner comparable to courses. The paper proposed inclusion of micro-credentials in course health checks and periodic course health reviews.

The Committee noted the following points:

- Revisions would be made to clarify that approval of micro-credentials occurs at Academic Committee, while approval of short courses remains at College Board level.
- A clause relating to co-branding would be revised. The policy was not intended to prohibit industry co-branding where appropriate, but to ensure consistent and approved use of Massey branding on certificates and related materials.
- The RPL-related recommendation required further consideration. Fiona advised that a further paper would be brought to the August meeting with options and include scenarios where students might combine RPL from another university with micro-credentials in ways that could affect the integrity of minimum Massey credit requirements.
- The Chair noted the need to balance accessibility and pathways with quality assurance and protection against gaming of the process.
- A wording issue was raised in relation to “quality assured assessment of short courses”; it was agreed that “quality assured evaluation of short courses” would avoid confusion as short courses do not have assessments.
- Operational issues were raised in relation to the UniReady micro-credential, including enrolment arrangements, over-enrolment, sequencing issues and clarity for students about which qualifications a micro-credential can be credited toward. Discussions were underway with Te Tumu Whakatipu on this matter.
- It was noted that the badging project and related IT/SMS readiness would need to be aligned with the micro-credential amendments.

RESOLVED:

(Agreed)

THAT the Academic Committee approve recommendations 6.1, 6.2 and 6.3 of document AC26/07/308, noting that the RPL-related recommendation is paused and that a further paper with options and scenarios will be brought back to the August meeting.

Carried

3.4.2 Overview of Massey Micro-credentials and Short Courses

AC26/07/309

The overview of approved micro-credentials and short courses was noted. This list included approved micro-credentials in SMS but did not include draft items in CM. A further list would be provided to include all known micro-credentials and short courses, including those coming through the development process and any items identified on the web but not yet in CM or SMS.

3.5 MOE Funding Considerations

AC26/07/350

The Chair introduced the Ministry of Education consultation on funding determinations and noted that feedback was due by Friday 17 July 2026. It was noted that many proposed amendments appeared to be clarifications, although there were areas with implications for micro-credentials, aviation providers and work-integrated learning placements.

A concern was raised regarding the wording on work-integrated learning placements, noting that Massey has qualifications with zero-credit practicums. It was suggested that clarification be sought as to whether the provisions are intended to apply to credit-bearing practicums or more broadly to any

practicum or placement required by a qualification. The Chair noted the point and indicated that feedback would be provided to the Ministry of Education on behalf of the Committee, while members could also provide discipline or College-specific feedback.

4. STANDING ITEMS

4.1 Learning and Teaching Committee – verbal update

The Learning and Teaching Committee had progressed exploratory and design work on aligning the teaching component of the PDP with the Teaching Foundations Framework. A series of working group meetings had focused on principles for a developmental and reflective approach. The model was being refined and would be brought back for consultation in due course.

4.2 Curriculum Transformation Update – verbal update

The implementation of the Curriculum Framework was progressing smoothly and that many elements were now embedding as business as usual. Qualification lifecycle processes and procedures had been approved, programme committees were underway, academic quality administrators were largely in place, the Teaching Foundations Framework had been completed, the transdisciplinary qualification was progressing for planned launch in 2027, and the unified academic workload model project had completed an initial consultation phase. Academic planning, curriculum mapping, curriculum architecture and alignment were proceeding through ongoing academic planning and qualification review work.

It was reported that the course descriptors project was almost complete, with communications to go out during the week and launch planned for 3 August 2026.

Phase one of curriculum transformation, could now be regarded as complete.

The Committee was advised that CUAP had approved all round two proposals and that communications would be sent accordingly.

5. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

5.1 CUAP New Specialisation

[Journalism in the Master of Arts](#)

AC26/07/312

5.2 CUAP Qualification Amendment

[Master of Arts](#)

Addition of new specialisation - Journalism

AC26/07/313

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC26/07/312 and AC26/07/313 and forwarded to Academic Board for approval and then to CUAP for approval.

5.3 Course Retirements

AC26/07/314

219228 Fundamentals of Applied Communication
 219346 Advanced Applied Communication
 299104 Drama in Performance
 299209 Speaking: Theory and Practice
 229223 Creative Processes
 299224 Making Plays for Theatre
 299303 Modern Drama
 299320 Theatre in Production
 299333 Creativity in the Community
 299763 Community Theatre
 299764 Theatre for Innovation and Communication

Te Tumu Whakipū

192062 Elementary Listening and Speaking
 192063 Elementary Reading and Writing
 192064 Skills and Strategies for Elementary Listening and Speaking
 192065 Skills and Strategies for Elementary Reading and Writing
 192070 Pre-Intermediate Listening and Speaking
 192072 Pre-Intermediate Reading and Writing
 192073 Skills and Strategies for Pre-Intermediate Reading and Writing
 192074 Skills and Strategies for Pre-Intermediate Listening and Speaking
 192075 Intermediate Reading and Writing
 192076 Intermediate Listening and Speaking
 192078 Skills and Strategies for Intermediate Reading and Writing
 192079 Skills and Strategies for Intermediate Listening and Speaking
 192080 Upper Intermediate Reading and Writing
 192082 Upper Intermediate Listening and Speaking
 192085 Skills and Strategies for Upper Intermediate Listening and Speaking
 192088 Skills and Strategies for Upper Intermediate Reading and Writing
 192089 Advanced Reading and Writing
 192090 Expressing Complex Ideas and Relationships
 192091 Accessing the Community
 192092 Advanced Reading and Writing (Special Topic)
 192095 English for Academic Purposes Advanced
 192096 Extending Language Skills & Strategies for Tertiary Studies

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC26/07/314.

★ 5.4 New Micro-credential

Inclusive Learning Support Practice and Leadership

AC26/07/315

Document AC26/07/315 was noted.

★ 5.5 Summary of Minor Regulatory Changes – June 2026

AC26/07/345

Document AC26/07/345 was noted.

6. COLLEGE OF SCIENCES

6.1 College of Sciences proposals overview **AC26/07/316**

6.2 CUAP New Qualifications

6.2.1 [Certificate in Animal Science](#)

AC26/07/317

6.2.2 [Diploma in Animal Science](#)

AC26/07/318

The Certificate in Animal Science and Diploma in Animal Science are being introduced as named completion options for Bachelor of Animal Science students who transfer to the Bachelor of Veterinary Science. It was noted that while existing Science and Technology certificates and diplomas could be used from a regulatory perspective, named Animal Science qualifications are more meaningful to students and employers. Implementation from 2028 was confirmed.

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC26/07/317 and AC26/07/318 and forwarded to Academic Board for approval and then to CUAP for approval.

6.3 CUAP New Specialisation

[Horticultural Technology](#) in the Bachelor of Horticultural and Plant Systems

AC26/07/319

6.4 CUAP Qualification Amendment

[Bachelor of Horticultural and Plant Systems](#)

AC26/07/320

Addition of new specialisation - Horticultural Technology

The proposed Horticultural Technology specialisation was introduced. It was noted that the specialisation integrates fundamental plant biology, contemporary horticultural practice, advances in horticultural technology and data science. The associated qualification amendment also amends existing majors to meet Curriculum Framework requirements of 120 credits per major. Implementation from 2028 was confirmed.

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC26/07/319 and AC26/07/320 and forwarded to Academic Board for approval and then to CUAP for approval.

6.5 Non-CUAP Qualification Amendment

6.5.1 [Master of Information Sciences](#)

AC26/07/321

[Postgraduate Diploma in Information Sciences](#)

AC26/07/322

Schedule amendment to remove retired course and replace with alternative

RESOLVED:

(Agreed)

MOVE: that document AC26/07/321 be approved.

★ 6.6 Summary of Minor Regulatory Changes – June 2026

AC26/07/346

Document AC26/07/322 was noted.

7. COLLEGE OF CREATIVE ARTS

- 7.1 CUAP Qualification Amendment **AC26/07/323**
[Bachelor of Commercial Music \(Honours\)](#)
Lowering of entry requirements

RESOLVED:**(Agreed)**

THAT the Academic Committee approve document AC26/07/323 and forwarded to Academic Board for approval and then to CUAP for approval.

- 7.2 Memo for Mātauranga Toi Māori Specialisation Schedules and New Courses **AC26/06/270**

- 7.3 Non-CUAP Specialisation Amendments **AC26/06/271**
 Mātauranga Toi Māori –
 Bachelor of Commercial Music
 Bachelor of Screen Arts with Honours
 Bachelor of Screen Arts
 Bachelor of Design with Honours
 Bachelor of Design
 Bachelor of Fine Arts with Honours
 Bachelor of Fine Arts
Schedule changes replacing courses in the Mātauranga Toi Māori specialisations.

- 7.4 New Courses
[298100 He Ara Tuku Iho: Taonga](#) **AC26/06/272**
[298200 He Ara Tuku Iho: Rangatiratanga](#) **AC26/06/273**
New courses replacements in undergraduate CoCA qualifications listed in 7.3.

Following the previous meeting, consultation had been undertaken with the College of Humanities and Social Sciences. Feedback had been productive and had resulted in minor changes to the courses including clearer prescriptions and fine-tuned learning outcomes.

RESOLVED:**(Agreed)**

THAT the Academic Committee approve documents AC26/06/271 - 273.

- 7.2 New Courses
 There are no documents for these six course proposals.

[293130 Critical Studies in Digital Worlds 1](#)
[293230 Critical Studies in Digital Worlds 2](#)
[293330 Critical Studies in Digital Worlds 3](#)
[293151 Professional Cultures in Digital Worlds 1](#)
[293251 Professional Cultures in Digital Worlds 2](#)
[293351 Professional Cultures in Digital Worlds 3](#)
New courses in undergraduate CoCA qualifications.

The discussion with Humanities colleagues had led to a shared understanding for continued collaboration in the subject area and future Digital Worlds developments.

AC26/08/353 **Rev1****RESOLVED:****(Agreed)****THAT the Academic Committee approve the above proposals.****8. MASSEY BUSINESS SCHOOL / COLLEGE OF BUSINESS****8.1 CUAP New Qualifications**8.1.1 [Certificate in Financial Capability Practice](#)**AC26/07/330**8.1.2 [Certificate in Financial Markets](#)**AC26/07/331****RESOLVED:****(Agreed)****THAT the Academic Committee approve documents AC26/07/330 and AC26/07/331 and forwarded to Academic Board for approval and then to CUAP for approval.****8.2 New Courses**[125101 Interpersonal Skills for Financial Capability Practitioners](#)**AC26/07/332**[125102 Applied Financial Capability Practice](#)**AC26/07/333**[125125 Introduction to Global Financial Markets](#)**AC26/07/334**[125126 Currency Markets and Risk Management](#)**AC26/07/335**[125127 Applied Trading of Financial Markets](#)**AC26/07/336****RESOLVED:****(Agreed)****THAT the Academic Committee approve documents AC26/07/332 – AC26/07/335.**★ **8.3 Summary of Minor Regulatory Changes – June 2026****AC26/07/347**

Document AC26/07/336 was noted.

9. COLLEGE OF HEALTH**9.1 Specialisation Offering Changes****AC26/07/337***Memo – Bachelor of Sport and Exercise and all specialisations to be offered on campus in Manawātū and open to international student enrolments***9.2 CUAP Specialisation Amendment**[UBSPE2JEXPR1 Exercise Science](#)**AC26/07/338***Changing title from Exercise Prescription to Exercise Science*

The Committee was advised that Exercise and Sports Science Australia had recently announced a Tasman agreement with Sport and Exercise Science New Zealand and Clinical Exercise Physiology New Zealand, creating more consistent accreditation pathways. It was noted that, with the proposed changes, the Bachelor of Sport and Exercise would become the second qualification in New Zealand to offer this opportunity to students.

RESOLVED:**(Agreed)****THAT the Academic Committee approve document AC26/07/338 and forward to Academic Board for approval and then to CUAP for approval.****9.3 Non-CUAP Qualification Amendments****AC26/07/339**

AC26/08/353Rev1

GDOCS Graduate Diploma in Occupational Health and Safety*Updating Qualification Graduate Profile and Attributes and mapping Graduate Attributes to Course Learning Outcomes***RESOLVED:****(Agreed)****THAT the Academic Committee approve document AC26/07/339.**9.4 Non-CUAP Qualification Amendment**AC26/07/340**UBSPE Bachelor of Sport and Exercise

- *Addition of a Without Specialisation option*
- *Schedule amendment to the Core Courses - replacing 250100 with new course 234150*
- *Amendments to regulations to change 'Exercise Prescription' to 'Exercise Science'*

9.5 Non-CUAP Specialisation Amendment**AC26/07/341**UBSPE2JWOSP1 Without Specialisation*Introduction of Without Specialisation option in BSpEx***RESOLVED:****(Agreed)****THAT the Academic Committee approve documents AC26/07/340 and AC26/07/341.**9.6 New Course**AC26/07/342**234150 Study Skills for Sport and Exercise*New BSpEx core course replacing 250100 Health Communication***RESOLVED:****(Agreed)****THAT the Academic Committee approve document AC26/07/342.****10. DOCUMENTS FOR NOTING**

★ 10.1 Learning and Teaching Committee 10 March 2026 Part I Minutes

AC26/07/343

Document AC26/07/343 was noted.

★ 10.2 Paerangi: University Learning and Teaching Plan Update for Academic Board

AC26/07/344

Document AC26/07/344 was noted.

11. ACADEMIC COMMITTEE AGENDA AND DOCUMENT PORTFOLIO FORMAT DISCUSSION

The Chair and Director OAQRA invited feedback on the agenda and document portfolio format, noting the need to reduce reading burden while maintaining sufficient information for robust discussion, archiving and discoverability.

The Chair noted that cover memos contextualising curriculum proposals are useful and should accompany proposals wherever possible.

The Committee noted the following points
:

- Members supported the inclusion of agenda links directly to CM records and brief descriptions of proposals, noting that these improve navigation and reduce the need to search through lengthy PDF documents.
- Members supported the continued use of cover memos and agreed that when these were not supplied this should be followed up with Colleges.
- Members also emphasised the importance of retaining PDF documents, particularly for members who read offline or work remotely and may not always be able to access links during preparation.

12. MOVING INTO PART II

The Chair moved that, excluding:

- Fiona Coote

Who had, in the opinion of the academic committee, knowledge that could be of assistance, members of the press and public be now excluded from the meeting so that for the undernoted reasons the following matters may be discussed without public disclosure; the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure.

Reference: Section 48 (1) of the Local Government Official Information and Meetings Act 1987.

Subject	Reason for Proposed Exclusion
Item 1: <u>Minutes of the meeting held 2 June 2026</u>	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).
Item 2: <u>Academic Board Terms of Reference</u>	Free and frank expression of opinions. (Reference s7(2)(f)



College Board Meeting

Friday 3 July 2026 at 10.00am

Confirmed Minutes Part I

1. **PRESENT:** Professor Cynthia White (Chair), Associate Professor Peter Rawlins, Dr Tony Fisher, Andrea Flavel, Professor Bill Fish, Professor Beth Greener, Professor Kirsty Ross, Professor Hēmi Whaanga, Associate Professor Tara McLaughlin, Professor Huia Jahnke, Dr Anastasia Bakogianni, Dr Stephanie Denne, Professor Fiona Te Momo, Dr Timu Niwa, Dr Pita King, Professor Jodie Hunter, Alex Macias, Lochlan Barrable

IN ATTENDANCE: Caroline Lowe, Ness Gibson, Heather Reedy, Anne Meredith (Secretary).

IN ATTENDANCE for Part I: Gerrit van Jaarsveld, Hananke van Gernerden

GUESTS:

LATE ARRIVAL: Dr Timu Niwa 10:20

EARLY DEPARTURE:

APOLOGIES: Dr Barbara Andersen, Professor Jenny Poskitt, Dr Jared Carpendale, Caroline Ryan, Dr Karyn Aspden, Associate Professor Nick Holm,

NEW MEMBERS:

Professor White opened the meeting with a karakia.

2. **CONFIRMATION OF MINUTES**

Confirmation of the Part I Minutes from the meeting held on Friday 12 June 2026

HSS CB 26/06/243

Moved by the DAQ: That the Part I minutes of the meeting held on 12 June 2026
be confirmed as a true and accurate record

Carried

3. **MATTERS ARISING**

- 3.1 As a result of the discussion about the Honorary and Adjunct (non-employment) Appointments Policy and Procedures, the DAQ was to enquire if a policy exists covering situations where current Massey staff were offered adjunct positions at another University.

There is a conflict of interest policy which broadly covers the situation where people are taking on additional work that might conflict with their duties at this University. This outcome has been circulated.

A point was raised that people having honorary and adjunct positions at other universities should be regarded as beneficial and about collaboration, not just as a potential conflict of interest. The DAQ suggested that this be raised with Jodie Banner, Director of Governance and Assurance, who was the person he was directed to consult about this matter.

4. CHAIRPERSON'S REPORT – Professor Cynthia White

- 1) Toioho Ki Āpiti: Bachelor of Māori Visual Arts exhibition runs from 3 June to 31 August at Te Pūtahi-a-Toi and is a truly stunning testament to the Toi Oho programme.
- 2) This Thinking Life is a free online public seminar series hosted by CoHSS. It runs from Wednesday 17 June to Thursday 9 July and covers a range of topics from Indigenous perspectives on artificial intelligence to democracy, neurodiversity and historical perspectives on modern life.
- 3) The PVC thanked everyone who engaged with the University strategy. TEC expected Massey to send them the strategy within six months of the appointment of our new Vice Chancellor, which is a short time frame. The CEG, with the PVC, are well equipped to begin working out how the College should enact the strategy.
- 4) Next week is semester 2 orientation and the student welcome on the Manawātū campus. Enrolments are progressing well, and have reached 4,534 as of the morning of this meeting.
- 5) Promotions are closing soon. The PVC thanked the people in the College who are serving on the Promotions Committee.
- 6) Paul Duffin has been appointed to the Communications Advisor role in the College. This will be a slightly broader role than purely Communications and Marketing, because Paul will follow College activities more closely across campuses and out in the community, and also join outreach activities. The fixed term social media role will eventually be included in the Communications Advisor's role.
- 7) The Vice Chancellor will hold a leadership forum in the following week which will be part of the work on Massey culture and the new strategy. About 80 people from the Colleges and University central service units will attend. They are people who lead teams, and have staff management and budget responsibilities for the University. It is an opportunity for the Vice Chancellor to inform leaders about what he is expecting of them going forwards in a highly competitive tertiary environment. The PVC has been asked to do a brief presentation.

5. PRO VICE-CHANCELLOR'S REPORT – Professor Cynthia White

See the Chairperson's report

6. REPORT FROM DIRECTOR, ACADEMIC QUALITY – Associate Professor Peter Rawlins***Received for noting:***

- 6.1 DAQ report to CB July 2026 HSS CB 26/07/264
The report this month concerns the documents in Item 11. There is nothing to add.

- ★ 6.2 APC Minutes Part I 25 May 2026 CONFIRMED HSS CB 26/07/265
Noted

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher***Received for noting***

- 7.1 Report from DTL for CB July 2026 HSS CB 26/07/266
Nothing else has come up since this report was written.

Noted

8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish***Received for noting***

- 8.1 Director Research report Verbal
There are many changes happening in the external research funding space, but there is nothing extra to report this month. The DR will write a detailed report or presentation on those changes for a subsequent meeting.

Noted

9. COLLEGE FORUM MINUTES***Received for noting***

- ★ 9.1 Albany Forum Minutes 18 March 2026 HSS CB 26/07/267
- ★ 9.2 MCF Minutes CONFIRMED 4Mar2026 HSS CB 26/07/268

Noted**10. STUDENT REPRESENTATIVE DISCUSSION ITEMS*****Received for discussion***

- 10.1 The student representatives had no comments or issues from CoHSS students, but said students from other Colleges had concerns about the invigilated exams which have been restarted this semester.

The DR and PVC both noted that CoHSS has no current plans to reinstate invigilated exams. This College's distance students live all over the country and around the world. Although invigilated exams have some advantages, the complexity and cost to the College would be enormous.

The DTL recently attended a demonstration by Cadmus of their new tool for video recorded oral assessments. It will typically be attached to a larger piece of assessment, so would probably fit in the Verified Assessment policy under the mixed mode assessment type. Students are set a short time to prepare for the question, have a set time to answer the question, and the answers are recorded as they are speaking. Questions are generated by an AI, based on the student's work for that assessment, so every student is given different questions. The real time recording makes it difficult for students to use AI to help with the questions. This could work as an alternative to invigilated exams in the secure assessment space. The tool is in trial at the moment and is available to courses within the College. The DTL will contact course coordinators and invite them to try this assessment method.

11. ACADEMIC PROPOSALS – Associate Professor Peter Rawlins***Received for approval for forwarding to Academic Committee:***

The DAQ introduced these items.

- 11.1 Memo re changes to graduate profiles for MA-PGDipArts-and-PGCertArts HSS CB 26/07/269

This memo concerns changes to the Master of Arts, the Postgrad Diploma of Arts, and the Postgrad Certificate of Arts to simplify their graduate profiles and more closely align them to the University graduate profile.

There was a query about Item 4 in the memo, because it feels more like a task than a competency or attribute.

The University graduate profiles read similarly, in that it is a question of whether it is a task to be done or a task that somebody can do. But if anyone has a suggested rewording of that item, they can send it to the DAQ.

Moved by the DAQ: That document HSS CB 26/07/269 be forwarded to Academic Committee for consideration
Carried

- 11.2 Memo to close Albany BC and MSLT offerings HSS CB 26/07/270

The second memo concerns the closure of some location-specific offerings of some specialisations.

The first is for the Bachelor of Communication. As part of the BC refresh after the qualification was consolidated within this College, the Public Relations specialisation offering on the Albany campus will be closed to new enrolments and taught out. HMCC no longer has the capacity and staff to teach the degree on campus from Albany, and the focus will be on Wellington and online.

There was a query about the reference to Digital Plus in the memo. That policy is about six years old now. Is there any consideration about revising the policy and is it still current?

The Digital Plus policy sits outside this College, but the DAQ will enquire about it.

At Albany the College must focus on its main strengths which are Psychology and Education in the BA and professional programme specialist teaching. The BC in Albany was not sustainable.

The second location-based offering closure is the Master of Speech and Language Therapy in Albany.

The HoU IoE spoke to this proposal.

This is a temporary closure of the internal Albany offering while the IoE resolves the issues with the qualification. The correct sequence of courses is not currently available internally to meet international students' visa requirements, and there has been a disruption in staffing. The temporary closure will give space to sort out the infrastructure of the qualification.

The teacher education programme starts in January, so applications from international students have to be taken by October, to allow time for visa processing.

The College is working with the International Team to market to North and South America and the Asia/Pacific region, and to line up times so that students can join the programmes.

The staffing issues will be resolved by 2029, and the qualification should also be available by then, so long as the regulatory processes for the other issues are completed.

The Academic Advice Service Leader asked to be notified when the restart date for the offering is known.

The PVC noted that the distance offering will still be available. This is a very strong programme and is a growth area for the College. It is accredited, so any delivery issues must be addressed. The Albany campus is very important for international students.

Document HSS CB 26/07/270 was noted by CB and will be forwarded to Academic Committee for noting.

Summaries

11.3 CoHSS Course Retirements Summary May 2026 HSS CB 26/07/271

Moved from the Chair: That document HSS CB 26/07/271 be approved and forwarded to Academic Committee for noting.
Carried

12. DOCUMENTS FOR DISCUSSION AND APPROVAL

12.1	Memo - Postgraduate Support Documents	HSS CB 26/07/272
12.1.1	Overall Roles Doctoral	HSS CB 26/07/273
12.1.2	Overall Roles Sub doctoral	HSS CB 26/07/274
12.1.3	Doctoral Student Responsibilities	HSS CB 26/07/275
12.1.4	Sub doctoral Student Responsibilities	HSS CB 26/07/276
12.1.5	PG support Supervisor Responsibilities	HSS CB 26/07/277
12.1.6	PG support PG Coord Responsibilities	HSS CB 26/07/278
12.1.7	PG support HoU Responsibilities	HSS CB 26/07/279
12.1.8	PG support Admin Roles	HSS CB 26/07/280
12.1.9	CoHSS Co-Authorship Agreement	HSS CB 26/07/281

The DR spoke to these documents.

When the administration of the postgraduate students moved from individual units to a more centralised structure in the College's academic teams, the DR was asked to clarify the different roles the academic teams would have in the overall support of the postgrad students.

This grew into a larger project to clarify the roles of all the different people who are closely involved in looking after the postgraduate students.

The documents presented to CB are the result of this process. The first two documents are summaries of who is involved in the student journey and at what stages. The next six documents are broken down by role, and can be sent to the people involved. The last document came up from discussion with the Graduate Studies Committee.

There was confusion between staff and students about when it was appropriate for staff to be co-authors on student-led projects that came out of their Postgraduate study. The Co-Authorship Agreement is a form to be filled in when cases of co-authorship happen, to provide clarity and security to students and ensure that everybody is in agreement, particularly because in this space there is the potential for students to feel that they owe something to their supervisor.

Comments and questions from the discussion included:

- These documents are excellent and the DR was thanked for this work.
- The document about co-authorship is very useful. There have been instances where students have been extremely unhappy about co-authorship. This document should empower the students and make it obvious to supervisors that they must commit to act in an open and transparent way.
- Document 273, in the admission section, talks about the supervisor's role in an English language admission waiver. The concern is that academic staff are being asked to take on a responsibility to do an assessment that may not be in their area. The need for an English language waiver should be treated as exceptional circumstances.

The DR will strengthen the language to clarify that this is exceptional circumstances. The Graduate Research School is looking at removing the ability of students to have a waiver, and will instead insist that they have a formally approved IELTS or equivalent.

- Flow diagrams could be included with the two tables.
- In the future, AI use could be included in the co-authorship document, and also AI use in drafting should be included.

The DR agreed that the addition of an AI use discussion in the authorship document could be really useful.

- The role of the student's Statement of Expectations, how it used in confirmations, and the importance of writing the statement properly, are not clear enough.

The DR will firm up the language about this in the table in document 273.

The PVC thanked the DR for the huge amount of work on this task which he has done since taking over the role of Postgraduate Coordinator. The documents are extremely user-friendly and helpful, while also responding to changes in University systems. The supervision and work with postgraduate students will benefit from this clarity.

All communication and enquiries about Postgraduate support should be directed to the CoHSS Postgraduate and Undergraduate Support Team. The main person from that admin team who the DR worked with is Roseanne MacGillivray. The admin team has asked that all communication is directed through the [PGUG email address](#), but Roseanne will probably be the person leading the process of training the team members.

13. GENERAL BUSINESS

- 13.1** Massey University College: what is it and is it the University's sixth College?
The Albany Forum Convenor raised this item.

The Academic Advice Service Leader spoke to this item.

Massey University College is the University's international student bridging arm. They mainly take students for whom English is a second language, and they do Foundation Studies, English

for academic purposes at various levels, and a diploma and a graduate diploma that can be credited into Business degrees.

Some of the international Manaaki Scholarship students have done English language top-up courses, and then gone on to study in CoHSS. This is the work which used to be done by PACE, but is now done by MUC in collaboration with Kaplan International (NZ).

Massey Business School has allowed Massey University College to teach some of their first-year courses, and if the students pass those courses they can go on to the rest of the degree. They are probably the only College to allow the MUC to teach their content to international students.

MUC is only based at the Albany Campus. Student advice tells international students to go to Auckland to work with MU College, they settle in, and then choose not to relocate elsewhere. For instance, they would have to move to Wellington to do a Bachelor of Communication internally, but they prefer to change degrees within Massey, or even move to other universities, to stay in Auckland.

International students also have to re-apply for a visa if they want to move, which takes time and introduces uncertainty.

This College puts in a lot of investment to bring in international students, but then loses some of them because they have to go to Auckland. If a student starts studying in Auckland, they tend to stay in Auckland. CoCA is also affected by this issue.

The issue of rolling out MUC across all three campuses has been discussed at SLT and Academic Board, and the VC is aware of these problems.

13.2 Pacific Academy of Science

The Staff Representative Pacific is a current Fellow of the Pacific Academy of Science. The Academy has just opened a call for new Fellows, so the Staff Rep Pacific asked that if anybody knows Pacific senior academics, to encourage them to apply for the Pacific Academy of Science Fellows, particularly females.

The Staff Rep Pacific is currently the chair for the selection committee, and in the last round one third of the applicants were females to two thirds males, which meant that there is now quite a gender difference in terms of representation.

Applicants can be domiciled in the Pacific or be Pacific Heritage in Aotearoa. This is an umbrella organisation, and it is very encouraging to have Massey people involved.

If anyone has any questions or would like more information they are welcome to email the [Staff Rep Pacific](#).

14. LATE ITEMS

Part I of the meeting finished at 11:08am.

Note: Exclusion of Press and Public:

The Chair will move that members of the press and public be excluded from Part II of the meeting so that the following matters may be discussed without public disclosure, the Board being satisfied where appropriate, that there are considerations which outweigh the public interest of disclosure.

Grounds: Section 48 (1) of the Local Government Official Information and Meetings Act 1987
Section 9.2(a), (j) and (k) of the Official Information Act – 1982

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II

Part I: Paper for Decision

DATE:	26 August 2026
AUTHOR:	Chair of Academic Board, Professor Fiona Te Momo
SUBJECT:	EXCLUSION OF PUBLIC

Recommendation

- THAT the Academic Board exclude the public from the papers as noted in the table below:

General subject of each matter to be considered		Reason	Section 48(1) grounds
AB26/08/140	Confirmation of Minutes Academic Board Meeting 22 July 2026 - Part II	For the reasons set out in the Part I minutes of 22 July 2026 held with public present	
AB26/08/141	Action Schedule – Part II	Improper gain or advantage	s7(2)(j)
AB26/08/142	Generative Artificial Intelligence Discussion	Improper gain or advantage	s7(2)(j)
AB26/08/149	Academic Board advice on Proposal for Change	Improper gain or advantage Free and frank opinions	s7(2)(j) s7(2)(f)(i)
AB26/08/143	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Papers for Noting i. Massey Business School Board Minutes 16 July 2026 – Part II (AB26/08/144) ii. College of Health College Board Minutes 16 June 2026 – Part II (AB26/08/145) iii. College of Sciences College Board Minutes 18 June 2026 – Part II (AB26/08/146) iv. Academic Committee Minutes 7 July 2026 – Part II (AB26/08/147) v. College of Humanities and Social Sciences College Board Minutes 3 July 2026 – Part II (AB26/08/148)			

This resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

Qualification Comparison

PMBSM Master of Business Administration Master Business Administration v4.0 HOD APPROVAL

compared to

PMBSM Master of Business Administration Master Business Administration v3.0 APPROVED

Updated	Added	Removed
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Number of Years	1 Year		
Professional Body			
Effective From	Interim Date	Contact Person	Notes
No Professional Body Recognition Assigned			
Year of Implementation	2027 2025		
Qualification Code	PMBSM		
Qualification Title	Master of Business Administration		
Reporting Title	Master Business Administration		
Abbreviated Title	MBA		
Credit Value	180		
Language of Instruction	English (EN)		
Qualification Duration	1 Year		
Maximum Time to Completion	5		
Qualification Type	Postgraduate		
Qualification Subtype	Postgraduate Master Degree		
No New Enrolment	No		
Without Specialisation?	wosp		
Allows Minors from other Qualifications	No		
Qualification Lead	JEFFREY STANGL (27 Feb 2026 to ---) JEFFREY STANGL (14 Nov 2024 to ---), THEODORE ZORN (12 Nov 2024 to 13 Nov 2024)		
Owning Organisation	College of Business (MU00022)		
Proposed Review Dates			
Date Types	Date		
No dates assigned			

Qualification Graduate Profile

MBA graduates will have the strategic thinking, leadership skills and cultural competence to enhance their organisations, emphasising integrity and responsibility.

Graduates of the MBA will be able to...

In the Domain of Strategic Thinking

1. Graduates of the MBA will exhibit thought leadership, push boundaries, and challenge assumptions with the confidence to do so and the ability to:
 - Exhibit critical, integrative and creative thinking to enhance business performance through development and implementation of effective strategy

In the Domain of Leading with Integrity

2. Graduates of the MBA will demonstrate a well-developed leadership capacity including:
 - A proactive ability for persuasiveness and integrity in negotiating outcomes across competing perspectives, arguments and opinions.

In the Domain of Problem Analysis and Problem Solving

3. Graduates of the MBA will have mastery in the ability to:
 - Demonstrate and articulate contextual, multi-dimensional analytic capabilities with a problem-solving focus.

In the Domain of Technology-savviness

4. Graduates of the MBA will have an elevated understanding of and familiarity with the evolving application of technology within business and management, namely the ability to:

- Operate confidently in an international, technologically advanced business environment.

In the Domain of Cultural Competence

5. Graduates of the MBA will embrace and demonstrate global mindset behaviours that:

- Display personal and professional integrity reflecting ethical standards and effective collaborative team interaction with those of different backgrounds, cultures and ethnicities.
- Display an understanding of how the principles of Te Tiriti o Waitangi inform the practice of business in Aotearoa New Zealand.

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

#	Description	Graduate Profile	Educational Objectives
GA1	Exhibit critical, integrative and creative thinking to enhance business performance through development and implementation of effective strategy	Scholarly 1 Scholarly 2 Scholarly 3 Social 3 Scholarly +	
GA2	A proactive ability for persuasiveness and integrity in negotiating outcomes across competing perspectives, arguments and opinions.	Scholarly 1 Scholarly 2 Scholarly 3 Social 3 Scholarly +	
GA3	Demonstrate and articulate contextual, multi-dimensional analytic capabilities with a problem-solving focus.	Scholarly 1 Scholarly 2 Scholarly 3 Social 3 Scholarly +	
GA4	Operate confidently in an international, technologically advanced business environment.	Scholarly 1 Scholarly 2 Scholarly 3 Social 3 Scholarly +	
GA5	Display personal and professional integrity reflecting ethical standards and effective collaborative team interaction with those of different backgrounds, cultures and ethnicities.	Scholarly 1 Scholarly 2 Scholarly 3 Cultural 1 Social 3 Scholarly +	
GA6	Display an understanding of how the principles of Te Tiriti o Waitangi inform the practice of business in Aotearoa New Zealand.	Cultural 1 Social 3 Scholarly +	
Graduate Profile 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement			

Qualification Graduate Attributes and Competencies Mapping

Qualification Graduate Attribute	Competencies
1.Exhibit critical, integrative and creative thinking to enhance business performance through development and implementation of effective strategy	
2.A proactive ability for persuasiveness and integrity in negotiating outcomes across competing perspectives, arguments and opinions.	
3.Demonstrate and articulate contextual, multi-dimensional analytic capabilities with a problem-solving focus.	
4.Operate confidently in an international, technologically advanced business environment.	
5.Display personal and professional integrity reflecting ethical standards and effective collaborative team interaction with those of different backgrounds, cultures and ethnicities.	
6.Display an understanding of how the principles of Te Tiriti o Waitangi inform the practice of business in Aotearoa New Zealand.	

Admission

1. Admission to the degree of Master of Business Administration requires that the candidate will:

- (a) meet the University admission requirements as specified; and
- (b) have been awarded or qualified for a relevant Bachelor's degree, having achieved at least a B- grade average in the highest level courses, or equivalent; and
- (c) have completed at least three years of relevant postgraduate practical experience; and
- (d) have been selected into the programme on the basis of selection process which may include a written application, referee reports and practical exercises.

Qualification Requirements

2. Candidates for the degree of Master of Business Administration shall follow a parts based course of study, totalling at least 180 credits; comprising:

- (a) Parts One and Two as specified in the schedule to the Degree; and including:
- (b) the compulsory courses specified in the Schedule to the Degree;

2. Candidates for the degree of Master of Business Administration shall follow a parts-based course of study, totalling at least 180 credits, comprising:

(a) Parts One and Two as specified in the schedule to the Degree;

and including:

(b) the compulsory courses specified in the Schedule to the Degree;

(c) attending contact courses, block courses, field trips, studios, workshops, tutorials, and laboratories as required.

Specialisations

3. The Degree of Master of Business Administration may be awarded with or without a subject.

4. The requirements for each subject are set out in the Master of Business Administration Schedule.

5. Subjects available are: AI Decision-Making for Strategic Management, Business Sustainability, Digital Transformation, Global Business.

3. The Degree of Master of Business Administration may be awarded with or without a subject.

4. The requirements for each subject are set out in the Master of Business Administration Schedule.

5. Subjects available are: Business Sustainability, Digital Transformation, Global Business.

Student Progression

6. For progression to Part Two candidates must have achieved a B- grade average across the courses completed in Part One.

6. For progression to Part Two candidates must have achieved a B- grade average across the courses completed in Part One.

7. In cases of sufficient merit, the degree of Master of Business Administration may be awarded with Distinction or Merit, in accordance with the provisions of the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates.

Completion Requirements

8. The timeframes for completion as outlined in the General Regulations for Postgraduate Degrees, Postgraduate Diplomas, and Postgraduate Certificates will apply.

9. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes; candidates who do not meet the requirements for graduation may, subject to the approval of Academic Board, be awarded the Postgraduate Diploma in Business or the Postgraduate Certificate in Business should they meet the relevant Qualification requirements.

Academic Progress

10. The general Unsatisfactory Academic Progress regulations will apply.

Schedule to be added to

Part One Core courses

90 credits

Specialisations and Courses		
Code	Credits	Title
295708	15	Essentials of AI for Strategic Decision Making
295711	15	Economic and Financial Decision Making
115764	15	Leadership and Teamwork
115765	15	Managing People and Organisations
115768	15	Marketing Analysis and Strategy
115774	15	Operations and Supply Chain Management
115766	15	Managing Financial Resources
115769	15	Business Economics

Part Two Core course selection

30 credits

Specialisations and Courses		
Code	Credits	Title
115811	30	Strategic Complexities in International Business
115810	30	Strategic Business in the Global Market

Part One Elective courses for candidates completing without a subject

30 credits

Specialisations and Courses		
Code	Credits	Title
295710	15	AI and Autonomous Decision Systems
295709	15	AI-Enabled Decision Making
115791	15	Digital Transformation
115792	15	Business Sustainability
115793	15	Global Business
115799	15	Digital Design and Disruption
115784	15	Balancing Innovation and Risk Management
115796	15	Designing Globally Competitive Products and Services

Part Two Compulsory course for candidates completing without a subject

30 credits

Specialisations and Courses		
Code	Credits	Title
115812	30	Action Learning Project

Master of Business Administration subjects

Specialisations and Courses		
Code	Credits	Title
PMBSM1SAIST1	60	AI in Strategic Decision-Making
PMBSM1SBSSS1	60	Business Sustainability
PMBSM1SDGTR1	60	Digital Transformation
PMBSM1SGLBS1	60	Global Business
PMBSM1SWOSP1	180	Without Specialisation

QGA-CLO Mapping

Displaying current status - no comparison done

Research / Information Literacy Skills

Library staff will assist students to ensure they have the skills to use information resources effectively by providing teaching modules within Stream, or help with searching by phone or e-mail. In addition, for postgraduate students the Library offers individual research consultations remotely by phone while sharing computer screens.

Future Collecting- Books

The Library regularly purchases books in the relevant subject areas and will continue to do so.

Future Collecting - Journals

Current journal and article database subscriptions are sufficient for this programme.

Recommendations

No specific textbooks have been requested at this stage. If there are compulsory or recommended textbooks for this course, the library will be required to purchase copies at a ratio of 1 per 50 students for compulsory or 1 per 15 for recommended (or ebook equivalent) at an average of \$NZ400 per copy. There is no additional collection resourcing required for this course. Ongoing purchasing of new book titles can be met from existing budgets. Fiona Diesch, Subject Librarian, 26/11/2018 ; Jo-Ann Cowie, Collection Manager, 26/11/2018

TEC Code	
Code	
MY0385	

QAC, NZQF and ISCED	11 - Masters
---------------------	--------------

NZSCED	Business Management
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Workload Limit	No
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Eligible for StudyLink	Yes
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EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks

0

Total Gross weeks

0

Teaching Hrs/wk

0

Work Experience Hrs/Wk

0

Self-Directed Learning Hrs/Wk

0

Total Learning Hrs/Wk:

0

Total Length

0

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

05705

04486

Proposal Notes

To support the inclusion of a new specialisation (AI in Strategic Decision Making) into the MBA programme.

~~To streamline and simplify our Assurance of Learning processes and reporting~~

Change Scale

2

0

Academic Contact and Purpose of the Proposal

Dr Jeffrey Stangl

To add a new specialisation, AI in Strategic Decision Making, to add two new core courses to replace two courses which are being removed from the schedule.

~~Associate Professor Elizabeth Gray~~

-

Proposal Summary

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the addition of a new specialisation AI in Strategic Decision Making in the Master of Business Administration.

This proposal will result in two new core courses - 295.708 and 295.711 which replace the following two core courses 115.766 and 115.769.

This proposal will result in two new elective courses as part of a new specialisation - 295.709 and 295.710.

~~The purpose of this proposal is to streamline and simplify our Assurance of Learning processes and reporting.~~

Justification/ Rationale

With the growing demand for AI in the business environment, there is a need for business professionals to be skilled in this rapidly evolving field, leading more students to seek education in this area.

The introduction of this new specialisation attracts and retains international students at the post-graduate level. Our longstanding knowledge in the MBA field coupled with the current success of the Master of Business Administration has laid a strong foundation for launching a AI specialisation pathway as a strategic next step. This addition would broaden the opportunities for students and strengthen our competitive edge in the market.

All students will participate in 295.708 as a new core course being added to the programme and then students will have the opportunity to choose from an existing specialisation of Global Business or Business Sustainability and the new specialisation AI in Strategic Decision Making. They will also have the option of selecting to have no specialisation and choosing two elective papers from across the specialisation topics.

~~As part of our continuous improvement processes, we've reviewed the existing MBA qualification graduate profile with a view to ensuring best alignment with AACSB accreditation requirements, the expectations of the Massey University Graduate Profile, and the 2024 refreshed Massey Business School mission and values. As part of this aligning process, key teaching staff members and leadership discussed the qualification graduate review and agreed on the proposed amendments. These amendments update and better articulate the areas in which we are educating our graduates.~~

Treaty of Waitangi Implications

There are no additional or new implications for this qualification.

~~The graduate profile has been extended to explicitly articulate that students in the qualification will develop an understanding of the implications of Te Tiriti for the practice of business in New Zealand.~~

Acceptability

AI is a rapidly growing area, with limited MBA programmes currently offering an AI course specifically, rather including it within modules or papers such as digital transformation. Both AIB (Australian Institute of Business) and RMIT University offer AI papers. AIB has an elective called Artificial Intelligence for Business while RMIT offers papers such as AI Strategy for Business Transformation, Shaping Organisations with Artificial Intelligence and Machine Learning for Decision Makers.

More broadly, MBA programmes at Universities such as MIT Sloan, Stanford, The Wharton School and Oxford all have AI strategy courses primarily as electives to their programmes.

We recognise the need to equip our graduates with expertise in AI and this new specialisation would help address the needs of the local market and keep pace with wider global trends, giving Massey a competitive advantage.

Year of Implementation and First Year Teaching Plan

2027

~~2022~~

Proposal Details

This proposal is for a new master's pathway "AI in Strategic Decision Making" in the Master of Business Administration (MBA) programme, which will be a taught masters. It will be a 180-credit masters with 120 credits at the 700-level and 60 credits at the 800-level.

Both of the new core courses and the two elective courses are 700-level papers taught as part of Part One of the MBA.

Predicted Student Numbers / EFTS

Year	Headcount	EFTS
2027	10	2.5
2028	15	3.75
2029	20	5
2030	25	5.13
2031	25	5.13

Minimum student numbers required

10 students

Strategic Considerations

We believe that the proposal is consistent with one of the key priorities of Massey University strategy, namely "Encouraging curriculum innovation taking into account the future of work and learning ...". The proposal is also consistent with one of the key MBS strategy priorities, namely "Massey Business School aspires to be an exceptional educator providing programs relevant to New Zealand and international business, while ensuring that students receive an engaging and fulfilling experience that prepares them for their future in the workplace and society".

Expected Revenue:

2027 \$143,048
 2028 \$147,339
 2029 \$189,699
 2030 \$195,390
 2031 \$201,252

Assuming a 3% full international fee rate increase each year

Accreditation Considerations (if applicable)

The proposal is consistent with Massey Business School's Mission Statement and current strategic plan and meets requirements for staff sufficiency and qualifications and learning and teaching. It is in alignment with global trends the Association of MBAs (AMBA) is identifying.

Equity Implications

There are no specific equity implications in relation to the proposed subject.

Market Research and Competitor Analysis

AI is a rapidly growing area, with limited MBA programmes currently offering an AI course specifically, rather including it within modules or papers such as digital transformation. AIB and RMIT in Australia offer an AI focused elective looking primarily at AI Strategy. More broadly, MBA programmes at Universities such as MIT Sloan, Stanford, The Wharton School and Oxford all have AI strategy electives. There is no NZ University currently offering an AI focused specialisation on their MBA programme.

With the application of AI across a broad spectrum of businesses and industries, we believe adding this specialisation to the MBA programme will equip our graduates as managers in all industries to be better able to utilise the technology to support their organisations.

Expected Costs

2027 \$107,750
 2028 \$110,119
 2029 \$132,552
 2030 \$135,663
 2031 \$138,866

Internal and External Consultation

1. Consultation has taken place with the Senior Management Team for Massey Business School.
2. Our commitment to Te Tiriti o Waitangi has been discussed with the Associate Dean Māori.
3. The consultation regarding the proposed new specialisation has been conducted with several class representatives from the current Master of Business Administration Programme as well as alumni who are working within this industry/field.
4. There have been discussions with prospective students and international recruitment partners particularly in South Asia and they are in agreement with this proposal

Financial Analysis

Financial	2027	2028	2029	2030	2031
Income	143,048	147,339	189,699	195,390	201,252
Costs	107,750	110,119	132,552	135,663	138,866
Partner Payments	0	0	0	0	0
Suplus/(Deficit) - after 52.7% OH and Uni Contribution	35,297	37,220	57,147	59,727	62,386
% of return	24.68%	25.26%	30.12%	30.57%	31.00%

Headcount and EFTS

Head count	0	0	0	0	0
Domestic EFTS	0	0	0	0	0
International EFTS	2.5	2.5	3.1	3.1	3.1
Total EFTS	2.5	2.5	3.1	3.1	3.1

Risk Management

The primary risk is programme cannibalisation, specifically a potential decline in enrolment in existing Master of Business Administration specialisations (Business Sustainability and Global Business). That said, the risk can be mitigated and is likely to remain manageable as the new specialisation is clearly positioned and intentionally differentiated.

The AI specialisation targets a distinct value proposition—deeper technical and analytical capability—while Business Sustainability and Global Business emphasise strategic, environmental, and international dimensions of management. These are overlapping but not interchangeable propositions, and evidence from comparable programmes internationally suggests that well-differentiated specialisations tend to segment demand rather than erode it.

Committee References

AC25/02/15
 Admin edit: removed expired transition, 22/10/24
 Admin edit: to correct PMBSM duration (from 1yr6mo to 1yr) - GOP 10/11/22

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Status Log

Initial Status	End Status	User	Date	Comment
Draft	HOD Approval	Karianne Grimes	24 Jul 2026 10:53 am	Seeking approval to update the qualification in support of the new AI specialisation and associated elective and core course changes covered in seperate (but linked) proposal.
	Draft	PHIL BRONN	27 Feb 2026 17:29 pm	For the addition of a new subject

Collaborating Staff
Name
FIONA COOTE
CLAIRE MATTHEWS
FIONA DIESCH
MARY DAWKINS
FAITH GRAY
JEFFREY STANGL
TRACY SANDERSON
JADE ZHOU
CONNIE HII
THEODORE ZORN
DEBORAH JUST
PHIL BRONN
SUSAN SUM
JO CULLINANE
PREETHA SAJI
Biren Karki
Aliya Kenesheva
Karianne Grimes
Helen Jay