

Te Poari Akoranga

AGENDA – Open

Date	14 July 2021
Time	10.00am – 11.40am
Venue	Online via Teams
Te Poari Akoranga Members	Dr Angela Beaton (Co-Chair), Jeanette Grace (Co-Chair), Greg Durkin, Lorna Gillespie, Kieran Hewitson, Sue Smart, Deborah Young, Glynnis Brook, Natalie Waran, Neil Carroll, Dahrian Watene, Jordan Gush.

Karakia timatanga

Welcome and apologies – Special welcome to the Learner Representative Members
Whanaungatanga

OPEN SESSIONS

1	Open Minutes of Previous Meeting Scheduled Meeting – 9 June 2021	<i>Attachment 1</i>
2	10.10am – 10.20am Angela Beaton June Academic Report to Te Pūkenga July council meeting Verbal update – Te Pūkenga July council meeting For noting	<i>Attachment 2</i>
3	10.20am – 10.30am Angela Beaton Regional Skills Leadership Groups - update For noting	
4	10.30am – 11.00am Tania Winslade Learner Journey and Experience: •Te Rito: Insights from our learners and staff including Māori learners. •Te Pukenga learner personas For noting	
5	11.00am – 11.10am Natalie Waran / Angela Beaton Te Poari Akoranga Endorsed: Signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand To report	<i>Attachment 5</i>
6	11.10am – 11.40am Deborah Young/Jeanette Grace/Sue Smart Revised Drafts – Terms of Reference: - He Ohu Whakahaere Quality - He Ohu Whakahaere Approvals - He Ohu Whakahaere Rangahau Māori, Research and Postgraduate For consideration	<i>Attachment 6</i>
	Next meeting – 11 August 2021 (BCITO, Wellington)	

Te Poari Akoranga MINUTES – Open

9 June 2021 from 10.00am – 11.05am, online via Microsoft Teams

WELCOME AND ATTENDANCE

Karakia timatanga

Chair welcomed everyone to the meeting

Whanaungatanga

Present

Dr Angela Beaton (Co-Chair), Greg Durkin, Lorna Gillespie, Jeanette Grace, Oonagh McGirr, Kieran Hewitson, Nita Hutchinson, Sue Smart, Deborah Young, Glynnis Brook, Natalie Waran, Neil Carroll.

In Attendance

Stephen Town (Chief Executive, Te Pūkenga), Kelly Hynes (Minute taker).

Observing

Chris Williams (Wintec), Jonathan Sibley (EIT).

Apologies

Dahrian Watene, Jordan Gush.

1. Open Minutes of the Previous Meeting

Scheduled Meeting

Scheduled Meeting – 12 May 2021

Noted amendment to be made to reflect late arrival of Deborah Young and Glynnis Brook, due to travel delays, rather than apologies.

Resolution

Moved by Natalie Waran, seconded by Greg Durkin

Te Poari Akoranga resolved that the minutes of Te Poari Akoranga meeting held on 12 May 2021 were approved as a true and accurate record.

2. May Academic Report to Te Pūkenga June Council Meeting

- Council received the May Te Poari Akoranga report. The key updates for Council from the May Te Poari Akoranga meeting were noted.
- Appointment of Jeanette Grace as interim Co-Chair of Te Poari Akoranga.
- Acknowledgement to Oonagh McGirr and Nita Hutchinson, noting that with their membership terms coming up the June Te Poari Akoranga meeting will be their last meeting. Acknowledgement and appreciation to Oonagh and Nita for their expertise and contributions as inaugural members of Te Poari Akoranga during the important establishment phase.

3. Terms of Reference – Ohu Whakahaere Academic Quality, Terms of Reference – Ohu



Whakahaere Approvals

Revised draft Terms of Reference (TOR) He Ohu Whakahaere Academic Quality and He Ohu Whakahaere Approvals tabled.

Discussion and feedback included:

- Appreciation for the work carried out by the group to incorporate previous feedback and further review and develop the drafts
- Noted the removal of ITP and ITO differentiation in membership section
- Considerations about the wording in the TORs role sections. Endorsement to review and amend to reflect the governance nature of the committees
- Noted Communities of Practice will have a role in maintaining and improving programmes
- Suggestion to stagger the timing of membership appointments and therefore ending of terms
- Consideration for the size of membership (currently around 17 for each). Support for the reduction in the number of members for each committee. Consideration of the inclusion of marketing representation in membership and if this is required
- Importance of relevant expertise, experience, and perspectives across membership
- Support for removal of specifying level of academic role – remove 'senior'
- Importance of the language and terminology used to ensure inclusivity and application across the network. Support for use of broad language/terminology to reflect the different offerings across the network
- Language to be reviewed from a work-based learning lens with suggested amendments
- Ensuring consistency of wording – for example: education training packages vs programmes
- Remove 'the' in front of Te Poari Akoranga
- Ohu Whakahaere Chairs will report to Te Poari Akoranga
- Consideration of WDC roles and responsibilities and links with the relevant Ohu Whakahaere
- Support for the development of an indicative roadmap for sharing with local academic committees, including timing and transition details
- Ensure academic risk covered sufficiently – to be reviewed in line with Te Pūkenga risk framework

Action: Revised draft Terms of Reference He Ohu Whakahaere Academic Quality and He Ohu Whakahaere Approvals will be further reviewed to incorporate discussion and feedback from this meeting (DY/JG/SS/GD).

4. Rangahau Research Forum Feedback - Ohu Whakahaere Rangahau, Research and Postgraduate Terms of Reference

Memo and revised draft He Ohu Whakahaere Rangahau, Research and Postgraduate Terms of Reference submitted from the Rangahau Research Forum tabled for consideration.

Discussion included:

- Appreciation and acknowledgement to the Rangahau Research Forum for their valuable contributions
- Many aspects covered, encompassing a huge amount for one sub-committee
- Operating model will influence workings of the committee, for example: management across the network of postgraduate portfolio, PBRF, research development, research supports
- Support for policies and processes to be brought together, rather than separate/by functions
- Noted that some things are already covered in other TORs, to be clarified
- Queries regarding the meaning of innovation in this context, to be clarified
- Ensuring consistency of wording – across all TORs, for example 'learners' rather than 'students'
- Consideration of the wording in the role sections for the TORs. Endorsement to review and



amend to reflect the governance nature of the committees

- Confirmation around the inclusion of Level 7
- Variations of what research looks like across the network, definitions to be clarified
- Ensuring the Ohu Whakahaere is as inclusive as possible
- Importance of the language and terminology used to ensure inclusivity and application across the network
- Ensuring time for establishment of National Ethics and Animal Ethics committees, and associated legislative requirements is important for continuity
- Reiterated support for standing up this Ohu Whakahaere earlier on

Action: Revised draft Terms of Reference He Ohu Whakahaere Rangahau, Research and Postgraduate will be further reviewed, incorporating Rangahau Research Forum suggestions and discussion and feedback from this meeting (DY/JG/SS/GD).

Closed sessions

Moved by Greg Durkin, seconded by Jeanette Grace

Te Poari Akoranga resolved to move to the closed agenda.

IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGA, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC.



Pūrongo Kaunihera a Te Pūkenga

Council Report

6 July 2021

Title	Te Poari Akoranga Report
Provided by	Angela Beaton, DCE Delivery and Academic
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Council:

a.	receive the academic report from Te Poari Akoranga meeting held online via Teams 9 June 2021 (minutes attached)
b.	endorse Te Poarki Akoranga (Academic Board) recommendation for Te Pūkenga to be an inaugural signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand, and accordingly make a public pledge to meet the Commitments of the Agreement.
c.	Note the feedback provided by Te Pūkenga on the NZQA consultation, Simplifying New Zealand qualifications and other credentials.

Te Tāhuhu Kōrero | Background

Key points from the Te Poari Akoranga meeting held on 9 June 2021

- Te Poari Akoranga provided feedback on the draft Terms of Reference (TOR) for three Ohu Whakahaere (Subcommittees of the Academic Board) – specifically: (1) Academic Quality, (2) Approvals, and (3) Rangahau, Research and Postgraduate. The latter was submitted from the Rangahau Research Forum. A further review will ensure consistency of wording across all TOR.
- Te Poari Akoranga endorsed proposal for the functions and responsibilities of existing Ngā Komiti Akoranga-ā-Rohe (local Academic Committees) to remain until changes are enacted through the Te Pūkenga operating model, December 2022, or by Te Poari Akoranga. Ohu Whakahaere will need to be established prior to 2023, with some items/functions transitioning across from Ngā Komiti Akoranga-ā-Rohe earlier than later. Consensus for focus to be on transitioning in a smooth manner, rather than provision of reports to Te Poari Akoranga at this stage. A detailed schedule and transition plan to be developed, to assist local committees with forward work planning.
- Feedback was discussed regarding the current NZQA 'Simplifying New Zealand Qualifications and Other Credentials' consultation proposals. Subsidiary ITPs and TITOs were encouraged to make submissions to NZQA.
- It was noted that the first four Targeted Evaluation reports for Te Pūkenga subsidiary ITPs are currently being finalised by NZQA.

Te Tāhuhu Kōrero | Background to Recommendation b.

Invitation for Te Pūkenga to be a signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand

- The Australia New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) is an independent body that was established to provide a focus for consideration of the scientific, ethical and social issues associated with the use of animals in research and teaching.
- The New Zealand Board of ANZCCART has taken the lead in developing the Openness Agreement on Animal Research and Teaching in New Zealand. NZIST was one of the organisations that were members of the Drafting Group for the Agreement and Prof Nat Waran was asked to represent NZIST, with all subsidiaries provided with an opportunity to give feedback on the Draft which was changed accordingly.
- The objective of the Agreement is to ensure that the public are well informed about what the use of animals in research and teaching involves, the role this use plays in the overall process of scientific discovery, how animal use in research is regulated in New Zealand, and what researchers and animal care staff do to reduce animal usage, minimise suffering and harm to the animals and increase animal welfare.
- The Openness Agreement sets out five Commitments that require signatories to take steps to be more open about the use of animals in research and teaching:

Commitment 1: We (the signatories to this agreement) will be clear about why and how we use animals in research and teaching

Commitment 2: We will enhance our communications with the media and the public about our use of animals in research and teaching

Commitment 3: We will enhance our communications with tangata whenua about our use of animals in research and teaching

Commitment 4: We will be proactive in providing opportunities for the public to find out about research and teaching using animals

Commitment 5: We will report on progress annually and share our experiences

- By signing the Agreement, organisations make a public pledge to meet these Commitments and the basic principles of openness, which underpin them. ANZCCART is approaching a number of key stakeholders, to become inaugural signatories of The Openness Agreement.
- A copy of the Openness Agreement and Invitation Letter are attached.

Te Tāhuhu Kōrero | Background to Recommendation c.

Te Pūkenga NZQA submission on the 'Simplifying New Zealand qualifications and other credentials' consultation (see Recommendation c.)

- A submission was provided by Te Pūkenga in addition to those made by individual subsidiaries. The feedback from individual subsidiaries varied. Some subsidiaries expressed support for Option 1B, and some expressed strong reservations.

- Te Pūkenga feedback had a deliberate focus on consideration of the size and scale of Te Pūkenga network of provision, and the system changes needed to deliver on the aims of the Reform of Vocational Education (RoVE) and Te Pūkenga charter.
- In principle, Te Pūkenga position supports the idea of further simplification as proposed through Option 1B and is supportive of proposals 2 and 3.
- The opportunity to remove a layer of complexity – specifically, NZQA approval of Programmes of Industry Training and Programmes of Study – will support a key goal within Te Pūkenga charter, which is to enable portability for learners when they move between work-based and provider-based learning and providers.
- It is noted that, “depending on the nature and purpose of the qualification, the ‘national curriculum’ could be specified at a high level or at a more detailed level.” Greater clarity is required in relation to the level of prescription for national qualifications and skill standards (noting the example provided in the consultation document, along with the proposed use of mandatory and elective skill standards).
- If under option 1B WDCs are no longer required to approve programmes, there is risk that all qualifications may become too highly prescribed, leading to a loss of flexibility and regional and cultural context.
- The need for effective collaboration mechanisms is essential. To support effective qualification development, WDCs will be required to facilitate collaboration between Te Pūkenga and other providers (PTEs and Wānanga). If this collaboration is not effective, there is a risk the proposed changes will result in unintended consequences, when significant progress could be achieved through the unification of programmes across Te Pūkenga network under Option 1A.
- Utilising capability across the sector to support effective qualification development is essential, as is consistency of approach between WDCs. Inconsistencies in approach between WDCs has the potential to create significant challenges for large providers such as Te Pūkenga, who will be working with all WDCs. Interaction with (slightly or significantly) different processes at scale would be extremely inefficient and is counter to the aims of Te Pūkenga and RoVE, including to create an efficient operating model for Te Pūkenga.
- Under option 1B, the consultation document states that “employers, iwi and communities would only need to be engaged in the development and review of qualifications and skill standards (and not in programme development), which would result in productivity gains and more focused engagement.”
- We have considered delivery in its widest sense given the many different types of interactions with iwi, hapū, whānau, communities and employers required to support effective teaching and learning, research, rangahau Māori, and other activities that support employment outcomes for learners. Qualification development aside, we anticipate there will be a need for continued provider engagement with employers on a variety of delivery matters, particularly for the provision work-based and work-integrated learning opportunities.
- Whilst Option 1B will reduce ‘clutter’ to provide clearer and more coherent pathways for learners and employers, achieving clarity on transition plans from current qualifications to a national qualification for both full and part-time learners will be essential to ensure no learners are disadvantaged during the transition period. In addition, a shared understanding of the time it will take to transition to national qualifications will be important.

- Benchmarking of performance measures for delivery of the same qualification across the country will support quality improvements through sharing of good practice within and between communities of practice.
- Shared teaching and learning resources would be expected for Te Pūkenga but not necessarily for other providers. Nevertheless, there is potential for enhanced collaboration and to build on existing collaboration agreements between providers.
- Te Pūkenga has already commenced a process to transition from multiple programmes of study to one unifying Te Pūkenga programme of study for each qualification. Given the time it will take to transition to New Zealand qualifications, it would not make sense to suspend this transition work. However, overlaying further change in the form of option B may present implementation challenges if these workstreams are not aligned.
- Risk noted – Increased cost of delivery and redevelopment of qualifications. Given there are many L5 and L6 qualifications that align with years 1 and 2 of existing degrees delivered across Te Pūkenga network, there needs to be specific thinking around how skill standards and qualifications will align into those degrees. The possible misalignment of L5, L6 and L7 qualifications presents a significant operational/cost of delivery risk to Te Pūkenga for programmes that are currently co-delivered, and runs counter to the aims of RoVE, including to create a more sustainable network of delivery.
- Risk noted – NZQA, WDCs and other external agencies approval and accreditation processes are not well aligned. Collaboration with accrediting, licensing and/or compliance bodies is required to ensure their needs will be met as part of a simplified framework. There is an opportunity and a strong need to streamline accreditation/approval processes involving multiple regulators. It would be helpful to clarify the link between NZQA and WDCs to confirm that the regulatory role of each does not in advertently increase the level of bureaucracy in the system.
- Risk noted – Complicated transition arrangements for learners. Te Pūkenga has already commenced a process to transition to unifying programmes. It will be important for Te Pūkenga to work closely with NZQA and WDCs to understand and confirm (in some cases extended) timelines for the transition to national qualifications. This will be important to minimise any impact on learners. For example, for learners moving to a new unified Te Pūkenga programme and then to a new national qualification, multiple transition arrangements would be required and may have the potential to be very complicated and costly.
- As a review of NZQA's quality assurance settings will be required, there is an expectation this will provide scope for new and differing quality assurance responsibilities for Te Pūkenga.

Appendix:

1. Letter of invitation to inaugural signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand
2. Openness Agreement

Memo

Date	24 June 2021
To	Te Poari Akoranga
From	Angela Beaton, Natalie Waran
RE:	Signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand
For	Endorsement

Background

The Australia New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) is an independent body that was established to provide a focus for consideration of the scientific, ethical and social issues associated with the use of animals in research and teaching.

The New Zealand Board of ANZCCART has taken the lead in developing the Openness Agreement on Animal Research and Teaching in New Zealand. NZIST was one of the organisations that were members of the Drafting Group for the Agreement and Prof Nat Waran was asked to represent NZIST, with all subsidiaries provided with an opportunity to give feedback on the Draft which was changed accordingly.

The objective of the Agreement is to ensure that the public are well informed about what the use of animals in research and teaching involves, the role this use plays in the overall process of scientific discovery, how animal use in research is regulated in New Zealand, and what researchers and animal care staff do to reduce animal usage, minimise suffering and harm to the animals and increase animal welfare.

The Openness Agreement sets out five Commitments that require signatories to take steps to be more open about the use of animals in research and teaching:

- *Commitment 1:* We (the signatories to this agreement) will be clear about why and how we use animals in research and teaching
- *Commitment 2:* We will enhance our communications with the media and the public about our use of animals in research and teaching
- *Commitment 3:* We will enhance our communications with tangata whenua about our use of animals in research and teaching
- *Commitment 4:* We will be proactive in providing opportunities for the public to find out about research and teaching using animals
- *Commitment 5:* We will report on progress annually and share our experiences

By signing the Agreement, organisations make a public pledge to meet these Commitments and the basic principles of openness, which underpin them.

ANZCCART are approaching a number of key stakeholders, to become inaugural signatories of The Openness Agreement.

Copy of the Openness Agreement and Invitation Letter attached.

Recommendation for Te Poari Akoranga Endorsement

- For Te Pūkenga to become an inaugural signatory of the Openness Agreement on Animal Research and Teaching in New Zealand, and accordingly make a public pledge to meet the Commitments of the Agreement.



3 June 2021

Tēnā koe

INVITATION TO BECOME A SIGNATORY TO THE OPENNESS AGREEMENT ON THE USE OF ANIMALS IN RESEARCH AND TEACHING IN NEW ZEALAND

The Australia New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) is an independent body that was established to provide a focus for consideration of the scientific, ethical and social issues associated with the use of animals in research and teaching.

The New Zealand Board of ANZCCART has taken the lead in developing this Agreement and are approaching a number of key stakeholders, to become inaugural signatories. This Agreement will be launched at the ANZCCART Conference in Queenstown on 27 July. Organisations that were members of the Drafting Group are listed in Annex 1.

New Zealand has long been committed to maintaining and improving high standards of animal welfare as well as undertaking world-leading research and teaching using animals, as controlled under the Animal Welfare Act 1999. However, the scientific community in New Zealand also recognises the importance of demonstrating and promoting these values.

The objective of this Agreement is to ensure that the public are well informed about what animal research involves, the role it plays in the overall process of scientific discovery, how such research is regulated in New Zealand, and what researchers and animal care staff do to reduce animal usage, minimise suffering and harm to the animals and increase animal welfare.

This Openness Agreement sets out five Commitments that require signatories to take steps to be more open about the use of animals in research and teaching. By signing the Agreement, organisations make a public pledge to meet these Commitments and the basic principles of openness, which underpin them. Signing is voluntary and independent of regulatory obligations. This will be the first Agreement outside of the very successful Agreements in the UK and Europe. Please feel free to contact anzccart@royalsociety.org.nz, with any questions.

We will take signatories at any time, but if you would like to become an inaugural signatory and have your logo on the Agreement at the launch, please get back to us by 19 July.

Yours sincerely



Professor Pat Cragg
Chair, New Zealand Board, ANZCCART

ANZCCART (NZ)

c/o Royal Society Te Apārangi
PO Box 598, Wellington 6140, New Zealand
anzccart@royalsociety.org.nz

ANZCCART.ORG.NZ

Annex 1: Organisation involved in the Openness Agreement Drafting Group

AgResearch

AstraZeneca

Australian and New Zealand Council for the Care of Animals in Research and Teaching

Australian and New Zealand Laboratory Animal Association

Massey University

Ministry for Primary Industries

New Zealand Institute of Skills and Technology

Science Media Centre

SPCA New Zealand

Universities New Zealand

University of Auckland

University of Otago

Victoria University of Wellington



Openness Agreement on Animal Research and Teaching in New Zealand



anzccart
HUMANE SCIENCE

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Foreword

Professor Juliet Gerrard

The Prime Minister's Chief Science Advisor



In Aotearoa New Zealand the carefully regulated use of animals in research and teaching remains essential for vital discoveries aimed at improving the health and well-being of humans and animals, protecting our native wildlife and natural environment and generating important new advancements in science.

The undertaking of animal research requires an open dialogue and partnership with the public who deserve to be well informed about why, when, and how animals are used in research, the regulations that control this research, and our commitments to replace, reduce and refine the use of animals in research.

The Openness Agreement is a significant step in this direction and includes a public pledge to declare the nature of research undertaken and the justification for it, as well as commitments to enhancing communication and proactively providing opportunities for public engagement. I hope it is the beginning of an important conversation.

Juliet Gerrard

Introduction

Why the Openness Agreement was developed

The Australia New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) is an independent body that was established to provide a focus for consideration of the scientific, ethical and social issues associated with the use of animals in research and teaching. After years of promoting openness in animal research, the New Zealand Board of ANZCCART has taken the lead in developing this Agreement.

New Zealand has long been committed to maintaining and improving high standards of animal welfare as well as undertaking world-leading research and teaching using animals, as controlled under the Animal Welfare Act 1999. However, the scientific community in New Zealand also recognises the importance of demonstrating and promoting these values. In order to be seen as trustworthy we must be open, transparent, and accountable for the research and teaching that we conduct, fund or support, including when the high standards we strive for are not achieved. Doing more to communicate the nature of the work and the context in which animal research and teaching takes place, the work that organisations undertake to incorporate the Three Rs (the Replacement, Reduction and Refinement of animal use in research and teaching), the regulations that govern this research, and the systems that are in place to report and rectify poor practice, is key.

The signatories to this Agreement are involved in carrying out, funding or supporting the use of animals in research or teaching. The objective of this Agreement is to ensure that the public are well informed about what animal research involves, the role it plays in the overall process of scientific discovery, how such research is regulated in New Zealand, and what researchers and animal care staff do to promote welfare, reduce animal usage and minimise suffering and harm to the animals. In summary, the signatories to this Agreement want people to be better informed about the facts around the use of animals in research or teaching, so that these issues can be discussed and considered from a position of knowledge and understanding.

Further background information is available at the end of this document.



How the Openness Agreement works

This Openness Agreement sets out five Commitments that require signatories to take steps to be more open about the use of animals in research and teaching. By signing the Agreement, these organisations make a public pledge to meet these Commitments and the basic principles of openness, which underpin them. Any organisation involved in carrying out, funding or supporting the use of animals in either research or teaching may sign the Agreement. Signing is voluntary and independent of regulatory obligations.

How each organisation meets these Commitments will differ depending on their operation, purpose, capacity and legal obligations. While some signatories already have systems and structures in place to help them to fulfil the Commitments, others may require time to develop these processes. The intention of the Agreement is that all signatories demonstrate ongoing commitment towards greater openness on the use of animals in research and teaching in New Zealand. Signatories will report annually on their progress in each of the Commitments. This information will be made publicly available through a report by ANZCCART on www.anzccart.org.nz.

Commitment 1

We (the signatories to this agreement) will be clear about why and how we use animals in research and teaching

This Commitment seeks to ensure that all organisations acknowledge, both internally and externally, that they and their members carry out, fund or support the use of animals¹ in research and teaching. It also seeks to ensure that they are open about the use of these animals.

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- When we communicate about the use of animals in research and teaching, we will aim to provide descriptions of the benefits, harms and limitations, and be open about its impact on animal welfare and the ethical considerations involved.
 - We will take steps to ensure that staff (and students, where relevant) are aware of our organisation's² involvement with and support for the use of animals in research and teaching, including highlighting when the use of animals in research and teaching has been replaced with alternatives.
 - We will be prepared to provide information explaining our involvement with the use of animals in research and teaching and will be prepared to respond to reasonable³ enquiries about this. Where there are reasons not to respond to enquiries, we will clearly explain those reasons.

¹'Animals', as defined in the Animal Welfare Act 1999

²Organisations operating under another organisations Code of Ethical Conduct are expected to report separately and are invited to become signatories to the Agreement

³'Reasonable' in this context is in terms of being fair and reasonable (e.g. in terms of time, personnel, commercial sensitivity).

Commitment 2

We will enhance our communications with the media and the public about our use of animals in research and teaching

The purpose of this Commitment is to ensure that relevant details about involvement of signatories in the use of animals in research and teaching are readily accessible by the public. It builds on Commitment 1 by outlining the practical steps that organisations may take to facilitate their communications around the use of animals.

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- Within six months of signing the Agreement, we will make a policy statement about the use of animals in research and teaching available on our website. This will provide clear information about the nature of our involvement and its role in the wider context of our research and teaching aims. This statement will also be made available on and linked to the New Zealand ANZCCART website.
 - Where animal research has played a significant role in a scientific advancement and/or product development we will seek to include information about such animal research in relevant communications, including media releases.
 - We will encourage researchers to follow and report the use of acknowledged good practice when designing and publishing the results of our animal research (e.g. the principles enshrined in the PREPARE⁴ and ARRIVE⁵ guidelines).
 - We will support and encourage researchers and staff who wish to engage with the media on matters pertaining to the use of animals in research and teaching whenever possible.
 - We will identify a point of contact for information about the organisation's involvement in the use of animals in research and teaching and will aim to provide appropriate ambassadors to communicate about relevant topics.

⁴<https://norecopa.no/prepare> ⁵<https://arriveguidelines.org/>

Commitment 3

We will enhance our communications with tangata whenua about our use of animals in research and teaching

The purpose of this Commitment is to ensure that relevant details about involvement of signatories in the use of animals in research and teaching are readily accessible by tangata whenua. Along with Commitment 2, it builds on Commitment 1 by outlining the practical steps that organisations may take to facilitate their communications around the use of animals.

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- We will acknowledge Te Tiriti o Waitangi and the need to improve openness and engagement with tangata whenua as kaitiaki and pou tikanga, especially where research and teaching involves tāonga species, by engaging early, and being inclusive in determining issues and developing solutions.
 - We will actively consider the incorporation of tikanga Māori approaches where appropriate.

Commitment 4

We will be proactive in providing opportunities for the public to find out about research and teaching using animals

This Commitment aims to encourage more public discussion in Aotearoa New Zealand about the use of animals in research and teaching. It builds on Commitments 1, 2 and 3 by suggesting how signatories can engage proactively – directly and indirectly – over and above the provision of information.

- We will consider ways in which activities can be facilitated that will allow public engagement around the use of animals in scientific, veterinary and medical research and teaching.
- Where relevant, we will include information about the role of animals in talks or public events we take part in, for example at schools or with the local community.
- We will contribute to efforts to provide more comprehensive explanations of animal use in research and teaching. These explanations could, where appropriate, include images and videos, be stand-alone materials or accompany other communications, such as media releases.

Commitment 5

We will report on progress annually and share our experiences

Monitoring the implementation of the Agreement is important for its success. We want to be able to demonstrate and share how we are being open about animal research and teaching in New Zealand. We will also review the Agreement and its processes to keep them up to date.

- We will report to ANZCCART annually on actions we have taken to fulfil our Commitments, including providing examples of how we are working to promote better application of the Three Rs (Replacement, Reduction and Refinement of animals in research and teaching) and sharing our experience around the effectiveness and impact of the strategies we have adopted.
- We understand that ANZCCART will publish an annual update on openness progress.
- Three years after publication, ANZCCART, in consultation with signatories, will review this Agreement and its impact and amend the document as necessary.

Background information on the Openness Agreement

How the Openness Agreement was developed

In 2020, the New Zealand Board of ANZCCART convened a Working Group made up of relevant stakeholders, including: government, industry, research institutes, universities, communications, animal welfare, peak scientific bodies and Māori perspectives on animal research. A process was established that also involved consultation with a wider stakeholder group. This included additional stakeholders from the above groups, as well as media, funding bodies, medical research charities, patient advocacy groups and animal advocacy groups to find out what they anticipated from “openness” and what access to information they hoped the Agreement signatories would provide. This document reflects the outcomes of this process, investigation of openness and transparency agreements and associated processes worldwide, and both formal and informal opinion surveys conducted in and including New Zealand.

Overview of openness at an international level

The proactive approach of being more open and transparent about the use of animals in research and teaching is already in place in Europe. Countries such as the **United Kingdom, Spain, Portugal, Belgium, and France** have active agreements, created to better inform society and the media about this topic, contributing to public understanding and hopeful acceptance.

Regulation of animal research and teaching in New Zealand

New Zealand, like many countries, uses animals for research and teaching purposes. This use is strictly controlled under the Animal Welfare Act 1999 (specifically, Part 6), and any person or organisation using animals must follow an approved Code of Ethical Conduct (CEC) and comply with the legislation. The CEC allows establishment of an Animal Ethics Committee (AEC) and sets out the policies and procedures that must be followed. Institutions conducting animal research and teaching are bound by these legal and institutional frameworks. All applications to use animals for research and teaching must be considered by an AEC, which adheres to legislative requirements and the approved CEC, including post-approval monitoring. All organisations employ or have access to veterinarians and trained animal care staff to provide day-to-day animal care, health and welfare support.

Under New Zealand regulations, the definition of animal research and teaching is very broad. Some observational and non-invasive studies in areas such as wildlife conservation, agriculture and veterinary care (designed to improve animal welfare) fall under the same regulations as animal research for human health. Even the teaching of animal care technicians, veterinary and veterinary nursing students (e.g. for health checks, proper handling techniques) falls under this legislation. Many animal species are used for research and teaching in New Zealand. Because of New Zealand's agricultural focus, cattle and fish are the most common animals used.

The regulation of research and teaching is largely devolved to individual AECs. An important part of the government's oversight – which also ensures a level of public openness – is the collection and publication of annual statistics on the number of animals used in research and teaching. The purpose of that use, and the impact on those animals (from none to severe), is collected from all organisations where research and teaching using animals takes place.

Another important contributor to oversight, and to the representation of all views, is the National Animal Ethics Advisory Committee (NAEAC) which is the independent advisory committee to the Minister responsible for animal welfare on matters relating to the use of animals for research, testing and teaching. In addition to advising the Minister, NAEAC advises the government on each application for a code of ethical conduct and has an important role in providing support and guidance to animal ethics committees and contributing to the strategic vision for animal welfare in New Zealand. Its membership is prescribed in law and includes people who bring veterinary, medical, biological, commercial, education, animal advocacy, ethics, environmental/conservation and public views and expertise.



Replacement, Reduction, and Refinement (the Three Rs)

New Zealand encourages the principles of humane experimental techniques when animals are used in research and teaching. The Three Rs must be considered by AECs when they decide whether to approve research projects or teaching protocols.

- **Replacement**

Replace animals with non-living or non-sentient alternatives.

For example, by using computer modelling, benchtop / in vitro work, and artificial animals for education.

- **Reduction**

Use as few animals as necessary to achieve the scientific or learning outcome.

- **Refinement**

Refine the way experiments are carried out, and animals are housed, managed and handled, to reduce negative impacts and increase positive welfare. For example, appropriate pain relief, enhanced environmental enrichment and positive reinforcement behavioural training to accomplish tasks.

This means that animals can **only be** used when there are no reliable or suitable alternatives, the number of animals used is minimised and any potential harm to animals must be minimised and weighed against the potential benefit to humans or other animals.

Scientific advances have changed the use of animals in research. Recent developments let researchers reduce the number of animals used and have helped researchers refine their methods to minimise or eliminate pain and distress. Opportunities for re-homing animals are also available, where appropriate. The Three Rs are also promoted, through yearly awards at various institutions and a biennial implementation award from the government, for research that advances at least one of the three principles. The long-term goal is the replacement of animals used in research, as science, technology and law permits.

The status of the Openness Agreement

This Agreement has been developed proactively and is supported by its signatories in addition to their legal and regulatory obligations within New Zealand. Signatories are expected to proactively work towards fulfilling the five Commitments. If an organisation is unable to make any progress, it will be asked to reconsider its position as a signatory to the Agreement.

All signatories agree to take steps to be more open about their use of animals in research and teaching in line with the five Commitments. Exactly how these Commitments are fulfilled will differ between organisations depending upon their operation and purpose, their capacity and their different legal obligations.



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Understanding Animal Research – <https://www.understandinganimalresearch.org.uk/>



Signatories

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HUMANE SCIENCE



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He Ohu Whakahaere : Quality

Terms of Reference

Current Version	Previous Reviews	Next Review
Draft (July 20210		

1. Ngā Tikanga | Purpose

To provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the academic quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.

2. Role

Te Poari Akoranga delegates He Ohu Whakahaere: Quality to:

- Provide advice, leadership, and recommendations to Te Poari Akoranga that facilitate integrated evaluative quality assurance aligned to Te Pūkenga strategies, values, goals, and planned outcomes
- To drive a culture of continuous quality improvement and self-assessment by providing a forum for discussion to inform strategies, plans and practice for improving learner success and sustainable educational quality
- Monitor evidence-based quality improvement processes and review compliance and effectiveness of quality assurance processes
- Oversee the development, implementation and review of academic policies and procedures ensuring appropriate consultation.

3. Mematanga - Membership

He Ohu Whakahaere: Quality will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of context and appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience, and perspectives. Appointments will comprise the following:

- Ohu Whakahaere - Quality (Chair)
- Kaiārahi/Director Māori or equivalent
- Two (2) Academic Quality Managers or equivalent
- Seven (7) staff members
- One LearnerJourney representative
- Two (2) learner members nominated by the Te Pūkenga Student Committee.

(Total – 14)

Members of He Ohu Whakahaere: Quality are expected through the contribution of their expertise, experience, and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force being to support Te Pūkenga to achieve its Charter.

At the discretion of He Ohu Whakahaere: Quality further members may be co- opted or seconded. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. He Ohu Whakahaere: Quality retains the right to determine whether this is with or without speaking rights.

2 Whakaingoaia | Representation

The designated appointed members are selected on the basis of the following criteria:

- commitment to educational quality and learner achievement
- ability to apply both a local and global view to academic issues
- Academic and specialist knowledge, skills, and experience.

The appointment of new members will be on the basis of gaining a balanced, inclusive and broad representation.

Appointed or elected members shall hold their position for up to two years with option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Quality may be revoked by either Te Poari Akoranga or the appointed member at any time by giving four weeks' written notice in writing.

3 Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Quality. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to academic procedures, within academic policy, are delegated to the Chair, Ohu Whakahaere -Quality
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

4 Kōrama | Quorum

Half the membership plus one member of He Ohu Whakahaere: Quality constitutes a quorum.

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

5 Hui | Meetings

He Ohu Whakahaere: Academic Quality will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

6 Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

He Ohu Whakahaere : Approvals

Terms of Reference

Current Version	Previous Reviews	Next Review
Draft (July 2021)		

1 Ngā Tikanga | Purpose

To develop and direct a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued; and to recommend to Te Poari Akoranga the approval of education products and associated changes in accordance with approved delegations across the Te Pūkenga network.

2 Role

Te Poari Akoranga delegates He Ohu Whakahaere: Approvals to:

- Receive and evaluate documentation relating to education products
- Receive and approve Operational and Financial Parameters Direction (OFF) applications in conjunction with the Deputy Chief Executive: Academic and Delivery
- Approve products at Level 6 and below
- Recommend approval of products at Level 7 and above to Te Poari Akoranga for approval, and subsequently for submission to external approval bodies.
- Review and approve accreditation and consent to assess applications.
- Refer matters that constitute academic concerns or risks to the academic integrity of Te Pūkenga to Te Poari Akoranga.
- Monitor, maintain and improve the standards of all products, including but not limited to harmonisation and assessment processes including internal and external moderation
- Liaise with Work Force Development Councils (WDCs) as appropriate

3 Mematanga | Membership

He Ohu Whakahaere: Approvals will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of context and appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience, and perspectives. Appointments will comprise the following:

- Ohu Whakahaere - Approvals (Chair)
- Kaiārahi/Director Māori or equivalent
- Two (2) Academic Quality Managers or equivalent
- Seven(7) staff members
- One Learner Journey representative
- Two (2) learner members nominated by the Te Pūkenga Student Committee.

(Total – 14)

Members of He Ohu Whakahaere: Approvals are expected through the contribution of their expertise, experience, and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter.

At the discretion of He Ohu Whakahaere: Approvals further members may be co-opted or seconded. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. He Ohu Whakahaere: Approvals retains the right to determine whether this is with or without speaking rights.

4 Whakaingoatia | Representation

The designated appointed members are selected on the basis of the following criteria:

- commitment to educational quality and learner achievement
- ability to apply both a local and global view to academic issues
- Academic and specialist knowledge, skills, and experience.

The appointment of new members will be on the basis of gaining a balanced and broad representation.

Appointed or elected members shall hold their position for up to two years with option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Approvals may be revoked by either Te Poari Akoranga or the appointed member at any time by giving four weeks' written notice in writing

5 Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Approvals. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

7 Kōrama | Quorum

Half the membership plus one member of He Ohu Whakahaere: Approvals constitutes a quorum.

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

8 Hui | Meetings

He Ohu Whakahaere: Approvals will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

9 Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate

Terms of Reference

Current Version	Previous Reviews	Next Review
Draft (July 2021)		

1 Ngā Tikanga | Purpose

To provide leadership in rangahau Māori, research and innovation, and postgraduate activity. by having oversight of rangahau Māori and research planning, policy, funding and ethics determine and support the strategic directions and approaches.

2 Role

Te Poari Akoranga delegates He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate to:

- Develop and recommend to Te Poari Akoranga a pro-equity strategy for research and innovation for Te Pūkenga, including staff research activities and research-based learning programmes that support the Tikanga/Purpose above.
- Oversee the development of policy frameworks for rangahau Māori, research and postgraduate education in Te Pūkenga,
- Oversee the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.
- Oversee the national processes pertaining to contract management of all provider or individual level research grants including resourcing.
- Identify, promote and facilitate best practice rangahau and research activity, with a focus on applied and technological rangahau and research that is partnered with iwi, industry or community; ensure the organisation's research role is promoted to partners across New Zealand and internationally.

Liaise with regional rangahau, research, postgraduate and ethics committees.

- Facilitate the development of national rangahau and research programmes to leverage current Te Pūkenga research capability, enhance research capability, and support the development of rangahau and research partnerships
- Identify, promote and enhance best practice rangahau, research, research capability and innovation, including that relating to research ethics across Te Pūkenga.
 - Provide governance of a national ethics committee, providing oversight of regional ethics support and dealing with any potentially complex or contested ethical approvals or issues.
- Monitor the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies.

3 Mematanga | Membership

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience and perspectives. Appointments will comprise the following:

- Ohu Whakahaere – Rangahau Maori, Research and Postgraduate (co-Chair)
- Kaiārahi/Director Māori or equivalent (co-Chair)
- Seven (7) research active staff members including emerging and early career researchers (drawn from both ITPs and ITOs as appropriate)
- Three (3) staff members from postgraduate programmes
- Two student members nominated by the Te Pūkenga Student Committee.

Members of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate.

At the discretion of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate further members may be co-opted or seconded. Non-voting observers/understudies from within the network may attend hui unless

otherwise stipulated. He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate retains the right to determine whether this is with or without speaking rights.

4 Whakaingoatia | Representation

The designated appointed members are selected on the basis of the following criteria:

- commitment to rangahau and research quality with significant experience at the management of staff and student research functions at a senior management/ executive level
- ability to apply both a local and global view to rangahau and research needs and strategic direction
- authoritative and specialist knowledge, skills, and experience in the areas of applied and technological rangahau and research, with a demonstrable track record in industry/community partnered research and and Kaupapa Māori research, a strong publication record in the areas of focus and the related methodologies Te Pūkenga is seeking to develop.
- members will be selected on the basis of commitment to rangahau and mātauranga Māori;

The appointment of new members will be on the basis of gaining a balanced and broad representation.

Appointed or elected members shall hold their position for up to two years with option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate may be revoked by either Te Poari Akoranga (on the basis of an appropriate process), or the appointed member at any time by giving four weeks' written notice in writing.

5 Tikanga | Protocol

Members of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate.

6 Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to procedures, within appropriate policy, are delegated to the Chair, Ohu Whakahaere (Quality)
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

7 Kōrama | Quorum

Half the membership plus one member constitutes a quorum.

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

8 Hui | Meetings

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Te Poari Akoranga. Hui will be conducted according to the schedule agreed on by Te Poari Akoranga, appropriate to its tasks and delegations.

9 Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

10 Independent National Human Ethics Committee (Ohu Whakahaere Tikanga Matatika)

The national human ethics committee will report to the Rangahau Māori, Research and Postgraduate ohu whakahaere. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau and research ethics ontology and related processes.

The national human ethics committee will be HRC accredited and will have an external, independent chair and several external committee members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses, with Te Pūkenga researcher membership covering the principal research foci/discipline areas of the institution.

The national human ethics committee will have balanced representation of Māori and Pasifika members.

11 Independent National Animal Ethics Committee (Ohu Whakahaere Tikanga Matatika Kararehe)

The national animal ethics committee will report to the Rangahau Māori, Research and Postgraduate ohu whakahaere. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for animal ethics.

The national animal ethics committee will be accredited by MPI's National Animal Ethics Advisory Committee (NAEAC). In addition to balanced internal membership, the committee will comprise at least three mandated external members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses.

The Animal Ethics Committee will have balanced representation of Māori and Pasifika members.

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