Sector Alignment

A connected, networked organisation enabling student and graduate success.

Outcome Document

November 2015

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A message from Dr Rick Ede, Chief Executive

Tēnā koutou katoa

Unitec is transforming because the world of education is evolving rapidly and we can't afford to stand still. We simply must change if we want to be here for the long haul and deliver the best outcomes for our students, communities, and public and private enterprise.

In order to be a transformed organisation we must change the way we work. This is fundamentally what Sector Alignment is about. In particular, it is recognising that for the future our leaders across Unitec will be asked to work together in very different ways. It is about a new way of working that is highly connected and networked. Furthermore, it will align us much more closely and strategically with the public and private enterprises that employ our graduates or that our graduates create, by fostering a one-team culture that is collaborative and co-creative, and is multi- and transdisciplinary. We are redesigning how we work to provide learning opportunities for students so that they graduate with the mix of capabilities, experiences and confidence needed to achieve their job, career and life ambitions.

Sector Alignment is just one of a number of projects that will enable us to transform. It is a key enabler of Unitec's new strategy which was approved by Council only recently. That strategy is the outcome of many conversations and extensive research with multiple internal and external stakeholders. Sector Alignment has particularly strong synergies with the Living Curriculum, the roll-out of our new learning and teaching models, our innovative new approach to programme development and renewal, and our research and enterprise strategy. Together with the Student Services Blueprint and the changes we are making to our physical spaces, these components will work together to fundamentally change how we operate.

Becoming a highly collaborative and networked organisation requires change at all levels of the organisation. It also requires us to revisit and cement our commitment to our partnership document, Te Noho Kotahitanga.

Te Noho Kotahitanga plays a fundamental role in the culture and collective success of Unitec. It is essentially our foundation document and as such must inform decision-making across the whole organisation.

Through the consultation process significant feedback was received about our partnership with Māori and how we as an organisation must do better. These concerns will be addressed at all levels of the organisation. It is recognised that these issues are much bigger than any one of our change projects, which is why they will be addressed outside of this consultation process. The new operating model (ie. the collaborative methodologies and frameworks) is entirely consistent with the principles of Te Noho Kotahitanga and the new model enhances partnership opportunities. In this document you will find the responses to the specific issues raised that relate directly to Sector Alignment. Unitec's commitment to Te Noho Kotahitanga and all its principles are ongoing and will continue on a wider scope within and beyond the Sector Alignment process as Unitec continues to transform.

Over the coming months there will be some changes in the portfolio of the Executive Leadership Team as we move to our new ways of working. This will be an evolutionary process as we reconfigure how we work together and build new partnerships and relationships

externally. These changes will be communicated once further decisions have been made, but ultimately will reinforce collaboration and connection both internally and externally.

Finally, I would like to thank all of you for your patience during this process and the many well-considered and thoughtful submissions that have been made. I also want to acknowledge that this Outcome Document has significant repercussions for many people. I assure you once again of my commitment to supporting everyone through this transition, including those who will be moving on from Unitec.

I look forward to the next stage of our journey when the implementation of our new operating model begins and benefits start to emerge from increased collaboration and deeper connections with the industries and communities that employ our graduates.

It is vital that we constantly remind ourselves what this transformation is all about: better outcomes for our students, communities and public and private enterprise.

Ngā mihi nui, ngā mihi mahana,

Dr Rick Ede

Chief Executive

1. Introduction and background

Unitec's change model uses a continuous improvement cycle that involves three stages: Relook, Rethink, Redesign. A Relook will normally involve a current state assessment or stocktake that may include independent research, market analysis and benchmarking. Where a Relook identifies opportunities beyond improvements to 'business as usual', a Rethink may be undertaken to develop a change proposal for consideration by those affected. A Redesign occurs when the nature of a required change has been established.

The Sector Alignment Proposal for Change was developed because a global imperative was identified and an opportunity to fundamentally change the way we organise ourselves so as to realise the aspirations of our transformation. A new leadership and management model and an organisational way of working that is highly collaborative and networked was proposed.

Early consultation with staff indicated growing agreement that traditional departments and faculties were beginning to constrain us, and that we need to transform if we are to be a centre of innovation and collaboration that helps tackle social challenges and drive economic growth.

The Sector Alignment Proposal for Change was released on 7 August this year. The key strategic purposes of the Proposal were to:

- Facilitate an outside-in approach to what we do to enhance the value of outcomes for all key stakeholders, in particular our learners
- Leverage strategic stakeholder engagement to build authentic and productive partnerships to sustain the viability of our academic portfolio
- Create a collaborative leadership model to deliver alignment of our academic portfolio to meet the needs of our learners, industries and communities
- Strengthen disciplines and facilitate their working together by opening up collaborative networks and opportunities
- Realise cross-disciplinary opportunities throughout our entire programme portfolio
- Drive implementation of new teaching and learning models and associated programme and course (re)development to align closely with the transformation timeline
- Integrate academic development support into resource pools that work in co-creative partnerships with staff
- Generate opportunities to harness the creativity of an agile and talented workforce
- Enable wise stewardship of resources, including targeted investment in innovation that meets stakeholder needs
- Support decision-making that transcends localised interests.

Following the release of the Proposal for Change, staff and students were given one month to provide feedback on the proposed two-phase change process.

Phase One proposed to:

- Reconfigure our current faculty and department structures and cluster disciplines into Networks and Practice Pathway Groups that align with major industry sectors
- Disestablish our existing faculty and academic department leadership and management model and establish a new, networked leadership and management model to deliver the outcomes from our transformation

- Establish a new cross-organisational framework that ensures the investment in resources benefits stakeholders and ensures financial viability for the future
- Establish an industry workforce development framework to ensure Unitec develops more and deeper relationships with employers to maximise the relevance of our academic programmes and increase the opportunities for our students and graduates
- Cluster and embed into our various work components of academic support processes, including academic quality, research, and programme administration; rationalise and renew academic committees
- Integrate Language Studies and Foundation Education (Bridgepoint) into the networked model
- Integrate the FSHS Centre for Interdisciplinary Scholarship and transdisciplinary programmes into the networked model.

Phase Two proposed to:

- Redesign programme and academic quality administration, timetabling, technician roles, and other faculty and department technical and administrative support, to align with the new Network model.

The Proposal for Change provided the context and outlined the proposed changes for **Phase One**. It included information on the positions and roles that are in scope, and on the consultation process to be followed.

Following the one-month consultation period, all of the feedback received was collated, analysed, summarised and considered by the Executive Leadership Team.

This Outcome Document outlines the final decisions that have been made regarding the proposed changes for Phase One as well as a summary of all of the feedback received and the corresponding responses.

The implementation plan for Phase One is set out in Section 8.

2. Key decisions

This section summarises the key decisions that have been made in relation to the new operating model.

Phase One:

- Reconfigure our current faculty and department structures, and cluster disciplines into **Networks** and **Practice Pathway Groups** that align with our major industry (employment) sectors.
- Disestablish the existing faculty and department leadership and management model and establish a new shared and networked leadership model. This will include a range of new roles and positions to align with leadership and management requirements of the **Networks** and **Practice Pathway Groups**.
- Establish industry workforce development general management positions to enable the development and leveraging of strategic and productive stakeholder partnerships. Aligned with this, benefits realisation general management positions will be established to enable us to meet the targets and milestones of our transformation agenda.
- Cluster and embed various components of academic support processes, including academic quality and research services, into the way we work; and redefine academic committee structures and decision-making.
- Align Language Studies and Foundation Education (Bridgepoint) and other related activities into a new Bridgepoint Network, and bring together the Centre for Interdisciplinary Scholarship (CIS) and other multi- and transdisciplinary programmes from across Unitec into a new Transdisciplinary Network.
- A number of current leadership and management roles and positions are now surplus to requirements. However, there are a number of new positions and roles that may be filled by existing staff. Most faculty and department academic positions remain unchanged.

3. Overview of feedback received

This summary highlights some of the key themes in staff feedback, and provides summary responses to these. It intentionally lacks granularity, and leaves out comment on specifics related to positions and roles and to the Networks and Practice Pathway Groups. Close scrutiny of received feedback is evidenced instead in Appendix D which systematically groups all feedback items and associated replies. There was a total of 110 submissions of feedback received from individuals and/or groups. The Sector Alignment Steering Group – comprised of the three Executive Deans and the Executive Director Organisational Development – have read and considered all feedback submitted and confirm that the feedback summaries in Appendix D are an accurate reflection of the feedback received.

There might seem to be a mismatch between the volume of feedback received and the number of changes actually made to the original proposal. In large part this has occurred because many questions and suggestions raised are already inside the intent of the change proposal. For example, some respondents saw tensions between the ambition to be a connected and networked organisation on the one hand, and position descriptions and KPIs on the other. This is natural; the latter defines accountability and reporting lines, whereas becoming a one-team ecosystem cannot be defined because it has to be organic and continually evolving. There was also some concern that the proposal is more to do with increasing staff compliance than with increasing collegiality. This is rejected; innovation and structure are not incompatible opposites. Alignment with and achievement of strategic priorities, and monitoring the implementation of ambitious development initiatives for the benefit of students and external stakeholders are all valid and essential.

Some concerns were raised about the overall transformation programme. Some respondents thought there is a lack of a clear vision, and some challenged the CE statement that 'the transformation and the direction we are travelling is not up for debate'. Unitec's new strategy was approved by Council only recently. It is the outcome of a weighty programme of evaluative conversations that included extensive research in 2014 through focus groups with current students, prospective students, influencer groups, employees and employers. Strategy and vision were therefore not up for consultation in the proposal for change; the proposal for change is instead about enabling arrangements to give life to that strategy.

This year two Kickstart events were held to explain and celebrate the transformation story. At the July event 321 of 667 participants responded to the online survey. The survey showed that the percentage of staff who have a clear understanding of where Unitec is headed increased from 59% in February to 72% in July, and the percentage who support the vision for Unitec and the path we are on, increased from 61% to 66%. It is acknowledged that fewer staff embrace the transformation than understand it; change is not easy.

There were concerns that the proposal has taken a deficit approach rather than building on what is already working, and that particular experimental models will be favoured. There is no intention to abandon practices that are demonstrably and successfully focused on delivering outcomes that continue to be valued by stakeholders, although the way these are organised may change to enhance opportunities. The proposed models are not based on any one foundation, and there will be no copy-and-paste approach to programme and course development and renewal. With regards to a question about whether any discipline can be strengthened by the current proposal, our

response is that multi- and transdisciplinarity is not about replacing disciplines but is rather concerned with strong disciplines working together.

Concern was raised about the risk of damaging stakeholder relationships. Key external stakeholders know about and endorse the changes; many have been demanding change. Prior to releasing the Proposal for Change in August, there were conversations with all the professional bodies relevant to our programmes. No surprises will accompany the announcement of change. Indeed, the intended shift from individual to sustainable institutional relationships has been broadly welcomed.

There were various concerns that Unitec is to be run as a business. Unitec is a not-for-profit organisation focused on providing benefits for our students, stakeholders and communities. Integrating and utilising good business models and practices will help maximise the value we can offer these groups. All programmes are assessed on a financial basis; but quality, stakeholder benefit and strategic relevance are equally critical. Nonetheless, the transformation is underpinned by the assumption that we will be more relevant and efficient, and therefore sustainable, at the end of the transition period and that the transformation will enable us to repay the monies borrowed to undertake the change programme.

There were questions about the speed of the transformation, and whether the change programme could be more evolutionary. First, analyses of global trends makes it clear that significant changes are already with us and are increasing their impact. Second, many changes have to occur simultaneously – for example, we cannot have Qualification Boards and Faculty Academic Committees operating at the same time. Some other changes will be phased so that they can articulate with the changes that precede. Third, most of the work to be undertaken is already happening – for example, the foundational Living Curriculum initiative started in 2009, and the new Research Strategy 2015–2020 is already in place. The transformational shift is more about momentum and weight than content. Indeed, the KPIs identified in the proposal document are all grounded in established aspirations.

There was concern that historically change has not been managed well. Change is difficult, and it is important not to equate disruption and stress with poor management. Sometimes things do not go so well; there is only a problem if there is failure to learn from them. The first major area to undergo change was IT services, leading in 2012 to the establishment of Information Management Services (IMS). The development of the Technology Strategy followed, and it continues to be rolled out successfully. More recently, the Library underwent a Rethink-Redesign in 2014. In September last year, while library staff were in the middle of staff redeployment interviews, 1231 student and staff users participated in the Insync survey to benchmark our performance against the libraries of 40 other Australasian tertiary institutions. The overall score was 81.4%, which placed us in the top quartile of libraries. What was outstanding was that not only had we maintained our ranked position but our overall performance increased by 0.8% on the previous result in 2012. Change can and will be managed well.

Some questions were asked about whether the student voice is being heard. The Student President and other student council members sit on or are invited to attend a variety of Unitec forums including the Unitec Council. Regular meetings are held with a variety of senior Unitec staff about a number of projects happening across the institution. As both the Student Services Blueprint and Sector Alignment projects developed, the Student Council were kept up to date with what was happening and every opportunity was taken to include a wider student voice in the project. A regular briefing was established, which all student representatives at Unitec were invited to and this

covered Unitec's entire transformation agenda and specifically changes related to the two proposals. It needs to be emphasised that students and their career and life aspirations are at the heart of the transformation agenda.

There was significant concern from a wide range of respondents that the proposed changes failed to demonstrate a commitment to partnership and Te Noho Kotahitanga. The new operating model (ie. the collaborative methodologies and frameworks) is entirely consistent with the principles of Te Noho Kotahitanga and the new model enhances partnership opportunities. However, it is acknowledged that there is work to be done and that some of the issues raised are much bigger than any one of our change projects. Our commitment to Te Noho Kotahitanga and all its principles is ongoing and will continue on a wider scope within and beyond the Sector Alignment process as Unitec continues to transform. In the meantime, within the Sector Alignment redesign, embedding mātauranga Māori has been explicitly added to the accountabilities of the Deans Innovation and Development, Heads of Practice Pathway Groups, and Academic Leaders. One further change is that one of the three Research Partner positions will now have the specialism Rangahau Māori and Research Development.

Numerous submissions express concern that the Sector Alignment and Student Services Blueprint proposals are not aligned and are based on different language, assumptions and thinking. This is acknowledged, although one was principally a detailed a set of proposed arrangements where the other was more a design model. Nonetheless, it is critical that the student experience is seamless and not bifurcated. As part of the development of Phase 2 of Student Services Blueprint, the project teams will be working to ensure closer alignment at the interfaces between teaching and student services. Key internal stakeholders will be engaged across the organisation to assist with this.

Finally, the affirmations in the responses that were received are acknowledged. Perhaps the most crisp validation came from one individual:

> *What's looking good and exciting?*
>
> *1. Proactive responses to a fast changing world.*
> *2. Clear institutional KPIs.*
> *3. Strong focus on student success.*

4. Interface between Sector Alignment and Student Services Blueprint

Because the Sector Alignment and Student Services Blueprint proposals for change were released to staff at the same time, many staff have correctly identified areas of potential crossover between the two proposals in their feedback. Some of these areas of interface have been specifically acknowledged in the table below.

Sector Alignment and Student Services Blueprint are two of a number of change projects and strategic developments that are part of a much broader programme of transformation work.

At Unitec our aspiration is to be a world leader in contemporary applied learning. To meet this aspiration we need to create a sustainable future for the Institute within a dramatically changing educational landscape, and our transformation programme is our plan to achieve this.

Other areas of our transformation programme include:

- Transforming our physical spaces through the Property Strategy
- Transforming our technology to be an enabling platform to enhance student experience
- Introducing new teaching and learning models through the Teaching and Learning Strategy
- Redesigning some of our courses through Te Waka Urungi
- Supporting the development of a workforce that has the capabilities required for our future through the Workforce Strategy
- Creating a financially sustainable business model.

These areas of work are highly connected. While each one is critical to our success in its own right, together they are greater than the sum of their parts, and will allow us to make our aspiration and purpose a reality.

Specific areas of crossover between Sector Alignment and the Student Services Blueprint

The following key points of interface have been identified and are currently being considered. It is acknowledged that this list is not exhaustive and work will continue through transition and implementation of both projects. It is also worth recognising that many of these changes will be considered in Phase Two of the Student Services Blueprint. Key internal stakeholders will be engaged across the organisation to assist with this.

Key points of interface	Blueprint	Sector Alignment	Addressed through:
Enquiry to Applications to Enrolment Processes	Customer Services (Relationship Managers) are first point of contact	Academic Leaders and Programme Administrators deal with exceptions	• Process mapping • Technology solutions • Process and system training
Escalation and referral processes relating to student queries, wellbeing and success	ORM/Help Desk and specialist Student Services staff manage the escalation processes as well as incoming referrals	Academic staff provide and/or respond to referrals/escalations	• As above plus Service Level Agreements define expected levels of service both ways

Key points of interface	Blueprint	Sector Alignment	Addressed through:
Collaborative leadership across academic and student services	Proposed Guiding Coalition	SA Leadership Team	• Aligned accountabilities and KPIs • Lead the new ways of working
	General Manager Business Realisation (GM BR)	GM BRs with other GMs across the organisation	• GMs community of practice across the organisation
First 6 weeks orientation/induction	Proposed Student Life and Student Achievement teams (OSA Model) have accountability for design and delivery	Academic Leaders have input to design and assist with delivery	• Phase 2 Blueprint (BP) development of OSA Model
Strategic leadership to optimise Priority Group outcomes	Proposed Priority Group Centre of Excellence	Deans Innovation and Development and Heads of Practice Pathway Groups	• Phase 2 BP development of OSA Model
Student pathway decision-making	Self-service resources provide an additional decision-making channel for students. ORMs/Help Desk provide single point resolution of queries or escalation as necessary	Academic Leaders and Programme Administrators deal with escalated queries	• Process mapping • Technology solutions • Process and system training • Service Level Agreements define expected levels of service both ways
Career ecosystem	Proposed Student Achievement function lead the development of an institution-wide career ecosystem.	General Managers Industry Workforce Development (GM IWDs) and Senior Workforce Connectors ensure line of sight between industry requirements and what we teach and implement project-based initiatives that connect students to employment.	• Phase 2 BP development of OSA Model
Academic/achievement services	Proposed Student Achievement function supports academic areas to enhance teaching and learning outcomes	Academic staff, Heads of Practice Pathway Groups and Deans Innovation and Development work collaboratively with Student Services to enhance the student experience	• Phase 2 BP development of OSA Model

5. Summary of changes made as a result of feedback

Distribution of disciplines within Practice Pathway Groups

- Incorporate Medical Imaging, Undergraduate and Postgraduate Osteopathy, and Nursing into one Practice Pathway Group that will be retitled **Health Care Practice Pathway Group**. The BHSD and its specialisations to move to Community Development Practice Pathway Group. There will be no Allied Health Practice Pathway Group. This means there will be 15 Practice Pathway Groups in total, and therefore 15 Heads of Practice Pathway Groups (rather than 16).
- Interior Design to move to the Architecture Practice Pathway Group.
- Early Childhood Education to be in the Community Development Practice Pathway Group and Postgraduate Education to be in Te Miro – Transdisciplinary Network.

Nomenclature

- **Pathways and Practice Group/s** to be **Practice Pathway Group/s**.
- **Network Administrators** to be **Business Administrators**.
- **Research and Enterprise Office** to become **Tūāpapa Rangahau, partnering research and enterprise**.
- **Dean Research and Enterprise** to be **Dean Research and Enterprise, Tūāpapa Rangahau**.
- **Qualification Alignment Boards** to be called **Qualification Boards**.
- **Programme Committees** to be **Programme Framework Committees**.

Positions/Position descriptions

- Amendments to Research positions/Accountabilities:
  - Change to one of the Research Partner position descriptions to reflect additional specialism of Rangahau Māori and Research Development.
  - Change to contributory accountability for Research Productivity in the General Manager Industry Workforce Development (GM IWD) position description to include *'… and that Research Strategy expectations are met.'*
  - Correction to position descriptions for Deans Innovation and Development: Research Productivity accountability to include *'…and ensure that Research Strategy expectations are met.'*
  - Change to the FTE allocation for the Research Team Leader role, reduction from 0.3 FTE to 0.2 FTE to cover team coordination. This has no cost-saving implications as it is a role that is part of a full-time position.
- All position descriptions to incorporate a statement about commitment to Te Noho Kotahitanga and embedding mātauranga Māori.
- Amendment to PDs for Deans, HoPPs and ALs with regard to accountability for 'Courses and Programmes: Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements' to include *'… including embedding mātauranga Māori'.*

- Amendment of position purpose statement for Deans Innovation and Development around teaching and learning innovation, to make it consistent with Deans Bridgepoint and Te Miro. The statement to appear in all Deans purpose statements is: *'The Dean Innovation and Development will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.'*
- Addition to accountabilities for GM BR around approval to appoint new staff.
- Heads of Practice Pathway Groups to have an additional accountability under Academic Quality Management: 'Establish and monitor arrangements for making day-to-day programme management decisions that need to be made outside the Programme Framework Committee meeting cycle.'

Measures of success/KPIs

- Addition of two institutional KPIs:
  - **PBRF Performance**: Since the inception of the PBRF process, Unitec has achieved consistent improvement in the percentage of staff that achieves a rating in relation to those eligible to submit portfolios. In 2003, the number of eligible staff receiving a PBRF grade was 22%. In 2006 it was 32%, and in 2012 it was 33%.
    Target 2018: 38%
  - **External Research Income (ERI)**: In 2012, the audited external income generated at Unitec was $332k. In 2013 it was $263k, and in 2014 it was $224.3k (all ex GST). The PBRF metric will change in 2018 to increase the incentivisation for TEIs to win ERI. In response to this and despite downward trending from 2012, Unitec will prioritise ERI and increase the performance by 10% per annum.
    Target 2015: $247k; Target 2016: $272k; Target 2017: $300k; Target 2018: $330k; Target: 2019: $363k; Target: 2020: $400k.

- Change to the targets for the **Research Productivity KPI**: will now have three target levels as follows (rather than two being 2016: 72% green and 2018: 100% green)

  - Target 2016: 72% green; Target 2018: 86% green; Target 2020: 100% green.

Implementation plan

- Minor change to implementation plan timeline for recruitment of ring-fenced positions – time for them to respond to preliminary decisions has been increased from three days to one week. This will truncate the application process for these positions by two days.

Interface between Sector Alignment and Student Services Blueprint

- New section to be added to both outcome documents highlighting key points of interface between academic and student services.

Academic committees

- Change to Programme Framework Committee leadership: Programme Framework Committees to be chaired by a Head of Practice Pathway Group (rather than Deans Innovation and Development as stated in the redrafted Academic Management Policy); where there is more than one Head in a network, they will rotate.

- Addition to Programme Framework Committee structure: Bridgepoint to have one Programme Framework Committee that covers undergraduate and Levels 1–6 programmes (as for Environmental and Animal Sciences).
- Changes to Academic Management Policy:
  - Programme Framework Committee terms of reference to be extended to allow delegation of the approval of grades.
  - Boards and Programme Framework Committees to have an additional term of reference: Establish, as appropriate, a peer review process to inform Board/Committee considerations of proposals for changes to programmes.
  - The Programme Framework Committee membership statement to include: 'the Te Miro and Bridgepoint Programme Framework Committees will have up to two additional members to ensure articulation with Practice Pathway Groups. These members will be rotated annually.
  - Some additional changes to Board and Committee memberships.

6. New operating model

This section summarises the key decisions that have been made in relation to the structure of the new operating model and Academic Development Support.

6.1 Operating model

The new model will have six Networks as follows:

- Health and Community Network
- Environmental and Animal Sciences Network
- Engineering Network
- Construction and Infrastructure Network
- Business and Enterprise Network
- High Technology Network

Two further Networks will have specialised functions:

- Bridgepoint Network
- Te Miro – Transdisciplinary Network

There will be 15 Practice Pathway Groups aligned with and overseen by the Networks:

Health and Community Network

Practice Pathway Groups are:

- Health Care (incorporating Nursing; Medical Imaging; Undergraduate and Postgraduate Osteopathy)
- Community Development (incorporating Sport; Early Childhood Education; existing Department of Community and Health Services disciplines and services; and BHSD and its specialisations but excluding Medical Imaging, Osteopathy)
- Social Practice (incorporating Social Practice)

Environmental and Animal Sciences Network

Practice Pathway Groups are:

- Environmental and Animal Sciences (incorporating existing Natural Sciences disciplines)

Engineering Network

Practice Pathway Groups are:

- Engineering (incorporating Civil and Electrical/Electronic Engineering)
- Vehicle Systems and Materials (incorporating Transport Technology; Marine)

Construction and Infrastructure Network

Practice Pathway Groups are:

- Architecture (incorporating Architecture; Landscape Architecture; Interior Design)
- Building Construction and Services (incorporating Construction, Building Technology, Plumbing and Gasfitting)

Business and Enterprise Network

Practice Pathway Groups are:

- Business Practice (incorporating Management and Marketing, Communications; Accounting and Finance)
- Creative Industries (incorporating Performing and Screen Arts; Design and Contemporary Arts; but excluding Interior Design, which will be part of Architecture Practice Pathway Group)

High Technology Network

Practice Pathway Groups are:

- Computer Science (incorporating Computing)

Bridgepoint Network – Language Studies and Bridging and Foundation Education

Practice Pathway Groups are:

- Bridging Education (incorporating Foundation Education)
- Language Studies (incorporating Language Studies)

(Bridgepoint will also incorporate Free4U and IELTS Testing.)

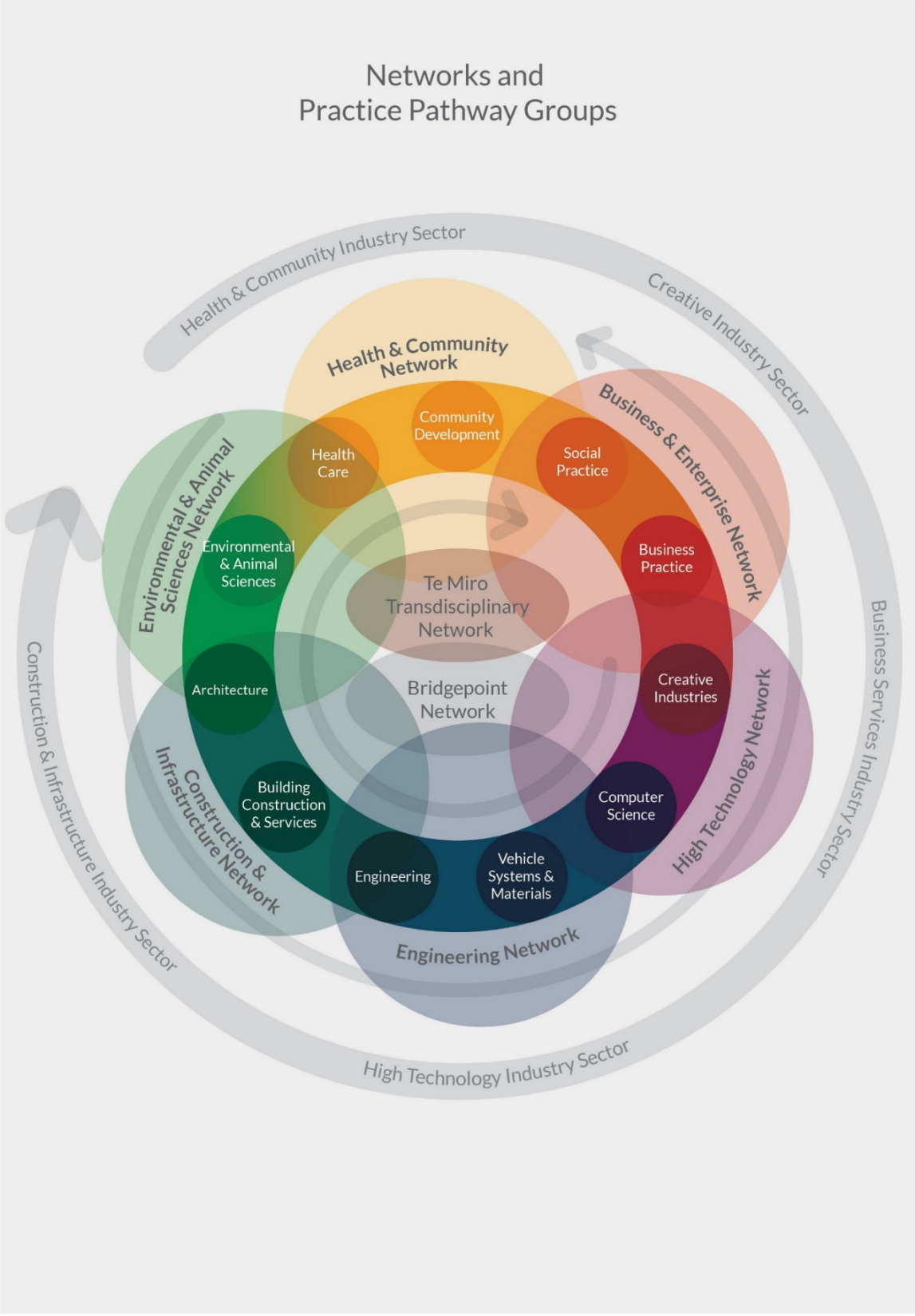
Te Miro – Transdisciplinary Network

Practice Pathway Groups are:

- Undergraduate
- Postgraduate

Te Miro will incorporate Te Kura Whanui – CIS and its current offerings and other significant cross-institutional core and shared courses, programme frameworks and learner pathways, and existing Department of Education postgraduate programmes.

Refer to organisation charts in Appendix B for more detail.


Networks and
Practice Pathway Groups
Health & Community Industry Sector
Creative Industry Sector
Business Services Industry Sector
High Technology Industry Sector
Construction & Infrastructure Industry Sector
Health & Community Network
Community Development
Health Care
Social Practice
Business & Enterprise Network
Environmental & Animal Sciences Network
Environmental & Animal Sciences
Business Practice
Te Miro Transdisciplinary Network
Architecture
Bridgepoint Network
Creative Industries
High Technology Network
Construction & Infrastructure Network
Building Construction & Services
Computer Science
Engineering
Vehicle Systems & Materials
Engineering Network

6.2 Academic leadership and administrative support

New positions and roles have been designed to enable a seamless transition to Unitec's new ways of working in a post-transformation state. Roles in innovation and development, industry workforce development, benefits realisation, pathways and practice, and academic leadership will work in close collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

These new roles and positions will be responsible for a broad range of outcomes linked to the transformation strategy.

Refer to the position descriptions in Appendix A.

6.2.1 Dean Innovation and Development (3 positions)

The **Dean Innovation and Development (3 positions)** is a strategic position that will provide leadership in learning, teaching and research excellence and will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec. Through Network leadership they will engage and guide staff through the transformation agenda to ensure excellence and continuous improvement in learning, teaching and research.

The Dean Innovation and Development, in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, will be responsible for ensuring the ongoing viability and credibility of Unitec's academic portfolio and related products and services. They will be highly responsive to external workforce development demands from industries, communities and external stakeholders – with an emphasis on converting these demands to new and changing programme frameworks, learning pathways, and products and services. They will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

6.2.2 Dean Innovation and Development Te Miro – Transdisciplinary Network (1 position)

The **Dean Innovation and Development Te Miro – Transdisciplinary Network (1 position)** will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The Dean will lead Te Miro to ensure the ongoing excellence, viability and quality of its undergraduate and postgraduate programmes and courses, all of which will transcend traditional discipline and industry boundaries. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Practice Pathway Groups so that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholders.

The Dean will work in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, and will utilise a business case approach to drive viability

testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

6.2.3 Dean Innovation and Development – Bridgepoint (1 position)

The **Dean Innovation and Development – Bridgepoint (1 position)** will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The Dean will lead Bridgepoint to ensure the ongoing excellence, viability and quality of its language studies, bridging and foundation programmes and courses. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Practice Pathway Groups to ensure that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholder.

The Dean will be responsible for leading the design and implementation of learning pathways into and out of Bridgepoint and ensuring they are viable and efficient and maximise students' aspirations to achieve the job or career of their choice. The Dean will also be responsible for establishing and leading innovative external relationships with stakeholders in our communities to ensure that the learning pathways remain innovative and future-focused.

6.2.4 General Manager Industry Workforce Development (4 positions)

The **General Manager Industry Workforce Development (4 positions)** will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The General Manager Industry Workforce Development is responsible for creating an industries engagement framework to enable us to build productive, sustainable relationships with new and existing industry and community partners and key stakeholders. These relationships will be highly productive and will enable us to identify employment (including self-employment) trends and develop and maintain the intelligence needed to ensure Unitec's academic portfolio remains future-focused and viable. The General Manager will also identify other opportunities that might benefit Unitec and its stakeholders, for example work-integrated learning opportunities and graduate employment opportunities.

They will work collaboratively with internal stakeholders including the Deans Innovation and Development and the General Managers Benefits Realisation to ensure that industry partners and key stakeholders' needs are translated into early stage innovation projects, utilising a Better Business Case approach. They will ensure industry partners and key stakeholders collaborate in the subsequent development and delivery of products and services and in the measurement of stakeholder satisfaction.

6.2.5 General Manager Benefits Realisation (3 positions)

The **General Manager Benefits Realisation (3 positions)** will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The General Manager, in collaboration with the Deans Innovation and Development, will be accountable for the Networks' revenue and expenditure budgets and will plan, organise and manage resources and processes so the benefits arising from change and transformation projects across the Networks and the wider organisation are achieved. They will identify the investment outcomes and define quantitative benefit measures of existing and new programmes, products and services. This will include measures for staff-to-student ratios and staff workload plans.

The General Manager Benefits Realisation will devise strategies, processes and approaches necessary to realise the benefits and they will optimise planning to reduce waste and ensure acceptable levels of resource, risk, cost, quality and time. They will review the impact of interventions and use insights to improve strategies to ensure the sustainability of benefits and approaches.

6.2.6 Head of Practice Pathway Groups (15 positions)

The **Head of Practice Pathway Groups (15 positions)** will work collaboratively across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The Head of Practice Pathway Groups will lead discipline-based Practice Pathway Groups to deliver high student achievement outcomes and excellence in learning, teaching, applied research and enterprise of high value to key stakeholders. They will promote interdisciplinary ways of working and will assume major responsibilities for programme quality in collaboration with Academic Services.

In partnership with the Academic Service Centre, the Head of Practice Pathway Groups will drive innovation and the continuous improvement of programmes and courses and their quality assurance, and will ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations.

In collaboration with the Deans Innovation and Development and General Managers Industry Workforce Development, they will ensure the viability of programme frameworks and learning pathways in their Practice Pathway Group, and will adopt, embed and evaluate new developments and services. They will engage with the General Managers Benefits Realisation to ensure that resource investments in course delivery, and in new developments and services in the Practice Pathway Groups, realise expected/required benefits.

6.2.7 Academic Leaders

The **Academic Leaders** will manage the day-to-day delivery and quality of the programme/s for which they are responsible, including monitoring, measuring and evaluating the student experience, managing academic staff who facilitate the programme/s, and ensuring adequate resource allocation. They will contribute to the transformative vision and strategic goals of Unitec by being an active participant within decision-making processes, through embedding of new learning and teaching models, and by promoting new programme frameworks and learning pathways for students. The Academic Leader, where appropriate, will maintain robust and productive relationships with relevant industry bodies.

6.2.8 Business Administrators (previously titled Network Administrators) (14 positions)

The **Business Administrators (14 positions)** will provide efficient and effective administrative support to the Networks and will be allocated to Practice Pathway Groups by the Deans Innovation and Development. They will also provide administrative support for a range of Network activities as required (e.g. coordination of staff professional development, tracking staff research activities, coordination of induction processes for new staff, etc.). They will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the Dean Innovation and Development.

6.3 Academic development

6.3.1 Tūāpapa Rangahau (formerly Research and Enterprise)

Support services currently provided by the Research and Enterprise Office and by Faculty Research Offices will be integrated.

The leader-manager will be the current Dean of Research and Enterprise (to be renamed Dean Research and Enterprise, Tūāpapa Rangahau), whose position description has minor amendments. Three new Research Partner positions will be created. The positions of administrators and advisors are not affected, but their Position Descriptions may require minor adjustments in the new year. A Team Leader role (0.2 FTE) will be established to manage administrators and advisors. This will be a one-year fixed-term renewable role and will be drawn from the existing pool of administrative and advisor positions (i.e. no additional FTE).

6.3.2 Programme Administration

Programme Administration will become part of the Academic Development Group. Programme Administrators will continue to work within Networks but will be integrated into a single team that can be deployed across Unitec as opportunities and needs arise.

Any further changes to Programme Administration will be proposed as part of Phase Two. An Interim Manager Programme Administration position will be established. The position-holder will make recommendations about programme administration needs in the light of organisational redesigns and will manage the implementation of any agreed changes.

6.3.3 Academic Service Centre

Heads of Practice Pathway Groups will assume major responsibilities for programme quality. Current Faculty Quality Manager positions and Deputy Executive Dean quality roles are surplus to requirements and will not be replaced.

The Academic Service Centre Manager extends responsibility for supporting Heads of Practice Pathway Groups across Unitec to drive innovation and continuous improvement of programmes and courses and their quality assurance. One new position, Programme Development Partner, will be established to support this work as a cross-pollinating connector.

Existing administrators and analysts in the Faculty Quality Offices will join the Academic Service Centre. Any further changes affecting these staff will be proposed as part of Phase Two. In the meantime, a Team Leader role will be established to manage the administrators and analysts. This

will be a one-year fixed-term renewable role and will be drawn from the existing pool of administrative and advisor positions (i.e. no additional FTE).

6.3.4 Te Waka Urungi

Te Waka Urungi will continue to be part of the Academic Development Group.

6.3.5 Teaching and Learning

The advisory work of Te Puna Ako will continue to be generally focused on teacher capability development, with Te Waka Urungi specialising in course development as a fixed-term operation until the end of 2017. Institutional and faculty staff responsible for timetabling will be integrated into a single team reporting to the Dean Teaching and Learning.

The position descriptions of the Dean Teaching and Learning and the Manager Te Puna Ako will require minor amendments in the new year, with the latter more affected by the Student Services Blueprint.

6.3.6 Mātauranga Māori

There is no change to the Dean Teaching and Learning Mātauranga Māori, and the Kaihautū arrangement is not affected. The position of Dean may be affected by wider considerations about Te Noho Kotahitanga (see Message from Rick Ede, Chief Executive).

6.3.7 Library

Library is in scope for Phase 3 of the Student Services Blueprint.

6.3.8 e-Learning

No additional position or role.

6.3.9 Academic decision-making

A new academic committee structure will be implemented on 1 May 2016. All current Programme Committees except Postgraduate Programme Committees will be disestablished along with Faculty Academic Committees.

6.3.10 Programme Framework Committees

New structure starting 1 May 2016

Each of the eight Networks will usually have two **Programme Framework Committees**, one covering each of:

- Qualifications at Levels 1–6 that have been subject to a TRoQ process.
- Undergraduate degrees and Level 7 graduate certificates and diplomas.

A single Programme Framework Committee will cover the programmes assigned to Bridgepoint, and one Programme Framework Committee will have responsibility for shared undergraduate multi- and transdisciplinary courses.

	Undergraduate	Levels 1–6 TRoQ
Health and Community	One committee	One committee
Environmental and Animal Sciences	One committee	
Engineering	One committee	One Committee
Construction and Infrastructure	One committee	One committee
Business and Enterprise	One committee	One committee
High Technology	One committee	
Bridgepoint	One committee	
Te Miro – Transdisciplinary	One committee for shared undergraduate transdisciplinary courses	No committee

Current Postgraduate Programme Committees will remain in place until (approximately) September 2016 when they will be merged into a single cross-Unitec Postgraduate Programme Framework Committee. This will be timed to fit the *Committee and Decision-Making Relook* – see below.

The Postgraduate Programme Committees that will remain until September 2016 cover:

- Current postgraduate programmes in Social and Health Sciences
- Master of Business
- Master of Computing
- Doctor of Computing
- Master of Communications
- Master of Design by Project
- Master of Landscape Architecture by Project
- Master of Architecture (Professional)
- Master of Architecture by Project.

Mergers may occur before September 2016.

Each Programme Framework Committee will be encouraged to delegate day-to-day programme management to discipline-based fora, while retaining others – for example, overseeing quality assurance arrangements and actions arising, and approving C (Committee) and recommending F (Faculty/Board) changes. The Programme Framework Committee will monitor consistency in the decision-making. They also focus on teaching and learning initiatives, and curriculum and strategic alignment.

These committees will be chaired by a Head of Practice Pathway Groups on an annual rotating basis.

Full terms of reference and committee membership are provided in Appendix C.

6.3.11 Qualification Boards

Qualification Boards (QBs) will be established (to replace existing Faculty Academic Committees), one covering each of:

- Qualifications at Levels 1–6 that have been subject to a TRoQ process
- Undergraduate degrees and Level 7 graduate certificates and diplomas
- Postgraduate qualifications.

The need for a Postgraduate Board may change when the single Postgraduate Programme Framework Committee is established in September 2016.

All Deans of Innovation and Development will be members of these Boards, whereas previously (2004-08) on the Boards of Studies only Programme Leaders were members.

Programme Framework Committees will report to the Qualification Boards, and the Boards will report to the Academic Board.

For the first two years, each Qualification Board will be chaired by an Executive Dean.

Full terms of reference and board membership are provided in Appendix C.

6.3.12 Research including postgraduate research

One Relook submission offered a rationale and detailed suggestions for renewal of the postgraduate ecology and for replacing existing research committees with an integrated Unitec Research Ethics and Postgraduate Framework. These suggestions will be taken up with the new Network leadership early in 2016.

6.3.13 Committee and decision-making Relook – Autumn 2016

In early 2016 the members of the new committees and the wider Unitec community will take a Relook at committees and decision-making, with a view to contributing to a Rethink that could lead to a Redesign for implementation in September 2016.

6.4 Te Miro – Transdisciplinary Network

Te Miro will host all transdisciplinary **postgraduate** programmes (e.g. Master of Applied Practice (MAP), Master of Creative Practice, Doctor of Professional Practice) and those postgraduate courses that are multi- and transdisciplinary. It will also host postgraduate programmes from the existing Department of Education. Other specialist courses will be managed within the appropriate Network.

Multi- and transdisciplinary **undergraduate** programmes will be managed in the appropriate Networks, but courses that are multi- and transdisciplinary (both now and in the future) will be hosted by Te Miro. These include the Health and Social Sciences courses currently delivered in the CIS. The first year courses of the Bachelor of Creative Enterprise will be delivered in Te Miro, and others by the Business and Enterprise Network. Moving the Kaupapa Māori courses to Te Miro will be considered as part of Phase Two.

Te Miro will be led by a Dean of Innovation and Development with a permanent core of academic staff with associated specialists from practice. As part of the ‘Living Job’ initiative, staff will be able to work in Te Miro full- or part-time on secondment. Where appropriate, staff will work

simultaneously in both Te Miro and a Network. The operating model of Te Miro will be based on the pioneering work of the CIS.

6.5 Bridgepoint Network

The Department of Language Studies and Foundation Education will align into a Network called Bridgepoint. This alignment was decided in a Relook, Rethink and Redesign process in 2014. The alignment will create opportunities and encourage innovation by combining the significant expertise and experience from two major disciplines to enable Unitec to become a leader in English language studies, bridging and foundation education.

6.6 Key Performance Indicators (KPIs)

The following Key Performance Indicators (KPIs) are metrics that will be used to evaluate and measure factors that are crucial to the success of our Transformation Strategy. Sector Alignment plays a vital role in enabling achievement of these KPIs.

Area	Key Performance Indicators
A: Students and Stakeholders	
A1. Student Achievement	Successful course completion for all students in 2014 was 83%. **Target 2019: > 86%**
A2. Māori Student Achievement	Successful course completion for Māori students has improved from 68% in 2009 to 77% in 2014. **Target 2019: 80–86% (Parity with all students)**
A3. Work-Integrated Learning (only one question)	Programmes of study often or more than often included improved knowledge and skills that contributed to students' perceived employability. In September 2014, 77.4% of students perceived that their programme of study often or very often contributes to their employability. **Targets for 2015–2017: 5% year-on-year increase in students perceiving work integrated learning often or very often.**
A4. Student Satisfaction NPS	Students are asked how likely they would be to recommend Unitec to their friends or family. This survey is conducted twice a year with all students. This is captured through Net Promoter Score (NPS). September 2014: 15

Area	Key Performance Indicators
	June 2015: 19 **Target June 2016: 25** **Target June 2017: 30** **Target: statistically significant year-on-year improvement in the NPS.**
A5. Graduate Satisfaction (NPS)	Graduates are asked how likely they would be to recommend Unitec to their friends or family. This survey is conducted as part of the graduate survey in June each year. This is captured through Net Promoter Score (NPS). May 2014: 21 June 2015: 26 **Target: statistically significant year-on-year improvement in the NPS.** June 2016: 30 June 2017: 35
A6. Stakeholder Engagement and Recognition	Percentage of stakeholders who agree or strongly agree with the statement: 'Unitec is responsive to industry needs.' The survey for this indicator is currently in-field. **Target: 5% year-on-year improvement.**
A7. Unitec Brand	Unitec as the market's first choice was 3% in 2013 and 2014. **Target 2020: 8%**
B: Curriculum and Research	
B1. Course and Programmes	Currently there are 1634 active courses in 137 active programmes. **Course target by end 2017: 20% reduction.** **Qualification target by end 2017: 20% reduction of the number of discrete qualifications at Level 7 and above.** (Note: The number of Levels 1–6 programmes is dictated by NZQA and the TRoQ review process.)

Area	Key Performance Indicators
B2. Living Curriculum	It took five years (2009–2014) to reach 100% achievement of Phase 1 Living Curriculum, with almost 50% of those occurring in the final year. **Target end of 2016: all programmes achieve Phase 2.** **Target end 2018: all programmes achieve Phase 3.**
B3. Teaching and Learning Models	Currently course modes of delivery are heavily weighted to on-campus delivery. Implementation of the Teaching and Learning models is targeted to achieve the following average blend by 2020: **On campus: 30%** **Online: 15%** **Work-based: 20%** **Independent: 35%**
B4. Research Productivity	Ten programmes had moved upwards (three from red to amber, one from red to green, and six from amber to green), one moved from amber to red, and one from green to red. There are five programmes that have been red for three years and two programmes have remained amber for three years. **Target 2016: 72% green** **Target 2018: 86% green** **Target 2020: 100% green**
B5. PBRF Performance	Since the inception of the PBRF process, Unitec has achieved consistent improvement in the percentage of staff that achieve a rating in relation to those eligible to submit portfolios. In 2003, the number of eligible staff receiving a PBRF grade was 22%, 2006 it was 32% and in 2012, 33%. **Target 2018: 38%**
B6. Exteral Research Income	In 2012, the audited external income generated at Unitec was $332k, in 2013 it was $263k and 2014 is $224.3k (all ex GST). The PBRF metric will change in 2018 to increase the incentivisation for TEIs to win ERI. In response to this and despite downward trending from

Area	Key Performance Indicators
	2012, Unitec will prioritise ERI and increase the performance by 10% per annum. **Target 2015: $247k** **Target 2016: $272k** **Target 2017: $300k** **Target 2018: $330k** **Target: 2019: $363k** **Target: 2020: $400k**
B7: Meeting Employer Requirements	In the annual Graduate survey, we ask 'how well does your Unitec qualification enable you to meet the requirements of your main job'? In the 2014 Graduate survey, those who said that their qualification enabled them to meet their job requirements either extremely or very well was 68%. **Actual 2015: 68%** **Target 2016: 72%** **Target 2017: 75%**
C: Institutional	
C1. Leadership	Percentage of permanent Unitec staff who demonstrate confidence in leadership (accessibility, good role modelling, listening to staff) through the annual staff engagement survey. Leadership in this context is defined as Executive Leadership, Directors, General Managers, Heads of Departments and Deans. Current (as at 2014): 31%. **Target 2015: 35%** **Target 2016: 50%**
C2. Staff Engagement	Percentage of permanent Unitec staff who demonstrate engagement with Unitec's purpose (organisational direction, results, focus, mission and values, ethics, role clarity, diversity) through the annual staff engagement survey. Current (as at 2014): 68%. **Target 2015: 70–80%** **Target 2016: 85%**
C3. Academic SSRS	In 2008 the academic staff student ratio (SSR) was 15.8, and, based on the Unitec Future

Area	Key Performance Indicators
	Sustainability Project Report produced by PWC, a five-year target of 19, or preferably 20, was set. By 2013 the SSR reached only 17.7. **Target by end of 2015: 20** **(current forecast 18.2)** **Target by end of 2019: 26*** ***This is an institute average not an indication of class sizes.** ***Subject to the design and implementation of the new teaching and learning models.** ***Contingent on the agreed staff work load models as per employment agreement.**
C4. Financial Decision-Making	Greater efficiency and effectiveness in use of resources will lead to an increased (teaching) contribution margin. **Target by 2015: 51%** **Target by 2019: 58%**
C5. Performance Development	Percentage of permanent Unitec staff with a current Performance Development Plan and current annual review. Current (as at 2014): 40%. **Target 2015: 60%** **Target 2016: 90%**
C6. Net Promoter Score	Likelihood of permanent Unitec staff to recommend a job at Unitec to a friend or colleague, from the annual staff engagement survey. Current (as at 2014): -38. **Target 2015: -20** **Target 2016: -10** **Target 2017: +10**

A statistically significant change means a change in the numbers that is not due to sample or population variation. The change from one year to another is statistically significant at the 95% level of confidence.

7. Staffing impact

This section summarises the key decisions that have been made in relation to staffing requirements for Phase One of the new operating model.

7.1 Positions and roles surplus to requirements/needs

Roles: (Note: Incumbents will revert to substantive academic positions).

- 18 × Heads of Department
- Associate Head of Department – Language Studies
- Associate Head of Department – Department of Community and Health Services
- Associate Head of Department - Department of Management and Marketing
- Associate Dean Strategic Development TBE
- Associate Dean Academic Development SHS
- Associate Dean International Education SHS
- Associate Dean Centre for Interdisciplinary Scholarship SHS
- 2 × Co-Heads Centre for Interdisciplinary Scholarship SHS
- Associate Dean Research SHS
- Head of Projects and Innovation SHS
- Deputy Executive Dean CIB
- Academic Leader – Language Studies
- Curriculum Leaders
- Programme Leaders* [become surplus to requirements end of Semester 1, 2016]

Positions:

- Academic Director, Bridgepoint – Foundation Education
- Department and Special Projects Manager (TBE)
- Faculty Academic Quality Manager TBE (vacant)
- Academic Quality Manager CIB (vacant)
- 6 × Faculty Operations Managers
- Operations Administrator (currently vacant)
- 19 Departmental PA/Administrators (18.2 FTE); Personal Assistants
- Executive Admin Manager DoMM
- Director, Campus Development

These positions are surplus to requirements because they do not exist in the new structure. Many of the accountabilities of these positions have been redirected into various new positions.

7.2 Changes impacting others

7.2.1 Position title changes

- Research and Knowledge Transfer Coordinator will change to Research Administrator
- Associate Dean Research and Enterprise CIB will change to Research Partner
- Faculty Academic Quality Administrators will change to Quality Administrators

7.2.2 Reporting line changes

- Operations Administrators will report to Manager Timetabling (Te Puna Ako).
- Programme Administrators will report to the Interim Manager Programme Administration (Academic Development)
- Programme Leaders (for Semester One, 2016) and faculty academic staff who are currently reporting to a Faculty Head of Department or Executive Dean will report to a Head of Practice Pathway Groups.
- Faculty academic staff currently reporting to Programme Leaders will report to Academic Leaders when these new roles come into effect at the beginning of Semester Two, 2016.
- Faculty Academic Quality Advisors, Analysts and Administrators will be embedded into Academic Development.
- Faculty Academic Quality Administrators will report to Team Lead Quality Administration (new role) within Academic Development.
- Technicians and Technical support staff (various) who currently report to a Faculty Head of Department or a Faculty Operations Manager will report to a Head of Practice Pathway Groups.
- Other departmental professional staff currently reporting to a Faculty Head of Department or a Faculty Operations Manager will report to a Head of Practice Pathway Groups.
- Faculty Research Administration staff will report centrally into Tūāpapa Rangahau, partnering research and enterprise.

7.2.3 Positions with some position description changes (see Appendix A for position descriptions)

- Academic Timetabling Manager (Te Puna Ako)
- Dean Research and Enterprise, Tūāpapa Rangahau
- Manager Academic Service Centre
- Operations Administrators

7.2.4 Positions unaffected in Phase One that may be reviewed in Phase Two

Please note that some existing academic departmental positions are unaffected in Phase One but may be reviewed in Phase Two. These include:

- Academic Resources Manager (Architecture)
- Project Coordinator (Computing)
- Technology Centre Coordinator (Communication Studies)
- Administration Assistant (Management and Marketing)
- Business Engagement Manager (Management and Marketing)
- Supported Learning Administrator (Social and Health Sciences)
- Administrator (Education)
- Administrator (Language Studies)
- Student Advisor × 3 (Language Studies)
- Student Advisor/Team Leader (Language Studies)
- Language Learning Centre Administrator (Language Studies)
- Receptionist/Student Advisor (Language Studies)
- IELTS Administrator (IELTS Testing)

- Administrative Assistant (IELTS Testing)
- Receptionist (Osteopathy)
- Practice Manager (Osteopathy)
- Community Relations Coordinator (Social Practice)
- Student and Administration Support (Social Practice)
- Technicians
- Senior technicians
- IT Resource Coordinator (Computing)
- Research Assistant (Accounting and Finance)
- Web Technologist (Computing)
- Technical Support (Computing)
- Desktop Publisher (Architecture)
- Computer Systems Manager (Construction)
- Administrator Bridgepoint

7.2.5 Secondments

There are a number of staff who are currently seconded from impacted positions. Staff who have been seconded from an impacted position will have been notified of the impact to their substantive position. Each of these secondment arrangements will now be assessed and if amendments to the secondment arrangements are deemed necessary, meetings will be held with staff involved to discuss the impact.

7.3 New positions and roles

7.3.1 New permanent positions

Evaluation of these positions indicates that these are new positions not currently being performed and as such they will be advertised externally as well as internally. All those in roles and positions that are surplus to requirements are welcome to apply.

- 4 × General Manager Industry Workforce Development
- 3 × General Manager Benefits Realisation
- 3 × Dean Innovation and Development (Networks)
- 1 × Dean Innovation and Development (Bridgepoint)
- 1 × Dean Innovation and Development (Te Miro – Transdisciplinary Network)
- 15 × Head of Practice Pathway Groups
- 1 × Interim Manager Programme Administration (fixed-term for 12 months)
- 3 × Research Partners
- 1 × Programme Development Partner
- 3 × Resource Coordinators
- 3 × Senior Administrator Workforce Connections
- 14 × Business Administrators (previously titled Network Administrators)

As noted above, there will be 14 new administrative support positions (Business Administrators) that have been evaluated as significantly similar to existing Departmental PA/Personal Assistant positions. These 14 positions will therefore be ring-fenced to be filled by existing PA/Administrators through a contestable internal selection process.

7.3.2 New roles

(Note: these are roles and incumbents will have substantive academic positions.)

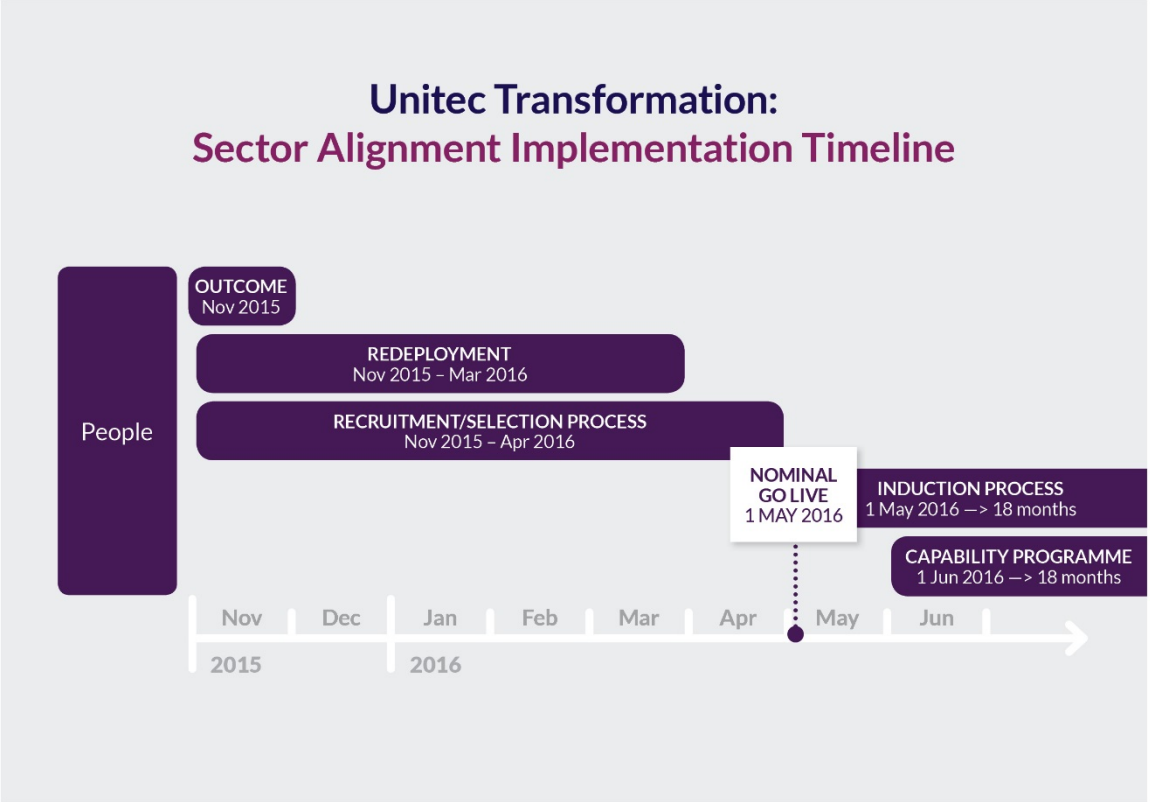
- Academic Leaders (from beginning of Semester Two, 2016)
- Quality Administration Team Lead (0.3 FTE) to be filled by one of the current Quality support staff
- Research Administration Team Lead (0.2 FTE) to be filled by one of the current Research support staff.

8. Implementation plan

The purpose of this plan is to set out the approach and timeline for managing the implementation of the structural changes arising from this Outcome Document. The plan covers:

- Management of staff surplus
- Redeployment for ring-fenced positions
- Recruitment and selection for new positions/roles
- Transition to new structure

Key stages are outlined in the figure below.



8.1 Management of staff surplus including redeployment

This section outlines the various options that will be applied to manage any staff surplus. This process is consistent with all employment agreements applying to affected employees.

Please note that now a final decision has been made on the proposed staff surplus situation, affected employees will be notified, together with their unions if applicable.

This approach applies to 'affected' employees, being those employees who fill positions that have been confirmed as surplus to requirements/needs. Employees who currently fill 'roles' that are affected will revert to their substantive positions unless they apply for and are successful for any of the new positions and roles that are created.

This includes permanent employees, i.e.:

- Permanent full-time and proportional employees
- Permanent employees currently on all forms of leave, including leave without pay and parental leave, as well as employees who are currently seconded to other positions but their permanent substantive position is impacted by the proposed changes
- Secondments from impacted permanent positions.

Fixed-term (temporary or limited tenure), hourly paid or casual employees are not covered by this approach even though roles or tasks they currently perform may be affected. In this case the relevant provisions of their employment agreement will apply.

Employees in positions not confirmed as surplus (those reconfirmed into their positions or who are impacted by reporting line changes or position title changes only) are not covered by this approach.

8.1.1 Options for managing staff surplus

The following options apply to employees whose positions have been declared surplus to requirements/needs:

- Attrition, or the normal process of staff turnover where an employee resigns
- Redeployment, where an employee is successful in obtaining an alternative position within Unitec, including within the new structure, such that their employment does not terminate and they do not receive a severance payment
- Enhanced early retirement, where an eligible employee elects to be paid the money available under the severance option according to the conditions of the employee's superannuation scheme to make up the actual super annuity payable
- Severance, where an employee is paid their severance payment calculated in accordance with their employment agreement:
  - Expressions of interest will be invited for voluntary redundancy from current HODs and Associate Deans as an alternate to reverting to their substantive position. Acceptance of any expression of interest will be at Unitec's discretion and subject to business needs.
  - Voluntary redundancy will be offered in the first instance to the Faculty PA/Administration staff in order to minimise the number of forced redundancies. This is applicable because the number of similar positions in the new structure is less than the current number of staff.

The above options, which are mutually exclusive, continue to be available to any employee whose position has been declared surplus until their last day of employment.

Attrition

As an option, attrition has been considered and found to not be viable for implementing the required changes due to the nature of some specific positions and the relatively low staff turnover rates in the impacted areas. In instances where employees do choose to resign during this change process, consideration of additional options will not be required and they will not be entitled to a severance payment.

Redeployment

The option of redeployment is to place affected employees into suitable alternative positions while ensuring that Unitec meets its statutory responsibility under the State Sector Act to appoint the best person for the job.

A suitable alternative position is one that involves duties that are not unreasonable taking into account the employee's skills, knowledge, attributes, qualifications and experience, and where the employee could reasonably be expected to effectively carry out those duties with a reasonable amount of training and development.

Enhanced early retirement

Where this is provided for in an affected employee's employment agreement, the employee may elect to take early enhanced retirement as an alternative to severance (redundancy). Enhanced early retirement enables an eligible employee to be paid the money available under the severance option which may, if the employee desires, be used according to the conditions of the superannuation scheme of which the employee is a member to make up the actual super annuity payable.

If enhanced early retirement is agreed with the affected employee, then this will be confirmed in writing.

Severance

If none of the aforementioned options are agreed, then the affected employee's applicable notice period will be completed (notice will be given two months prior to the expected date that employment will end as advised in the table in Section 8.4). Where a longer notice period is preferred for operational transition reasons, this may be agreed between Unitec and the affected employee.

During the notice period, Unitec and the employee may consider any opportunities for other options that may arise. If an affected employee is appointed to another position within Unitec or another option outlined in this document is agreed, then the employee will no longer be paid severance.

Where an affected employee has not been appointed to another position within Unitec during the notice period and no other option is agreed, severance compensation will be paid at the end of the notice period in accordance with the affected employee's employment agreement. Employees will have reasonable time off to attend interviews for alternative employment subject to operational requirements.

8.2 Redeployment for ring-fenced positions

8.2.1 Redeployment application process (ring-fenced positions – Business Administrators)

To assist with redeployment opportunities, the 14 × **Business Administrator** (previously titled Network Administrator) positions will be initially ring-fenced, or held, for specific affected permanent employees currently in similar permanent positions. This includes the following positions:

- Faculty and department PAs/Administrators
- Personal Assistant (PASA)
- Personal Assistant to Deputy Executive Dean CIB

The redeployment application process for these positions includes:

- Affected employees listed above will be considered for the Business Administrator positions unless they opt out and express an interest in voluntary redundancy.
- Affected employees are requested to complete and submit an updated CV and cover letter to Kim Curreen, Talent Acquisition Consultant, Unitec Institute of Technology. Kim's contact details are kcurreen@unitec.ac.nz.

The Executive Leadership will determine the selection panel. The intention is that membership of each panel will include a Human Resources staff member, a Māori representative and a moderator who will provide advice on the selection process and documentation. Applicants will be advised of the panel membership prior to their interview taking place.

The selection process will include:

- Interviews being conducted by the appropriate selection panel. All interviews will be moderated for consistency and impartiality.
- The selection panel will then assess employees against the selection criteria based on the CV and interviews and will make recommendations for redeployment. The panel may also seek further information from nominated referees or the employee's manager. This may be done by an individual member on behalf of the panel.
- The proposed selection criteria are Unitec's Foundational Capabilities set out below as well as the position requirements listed in the position description, e.g. administrative proficiency (including Office computing applications such as word processing, spreadsheet, presentation software such as PowerPoint and email); organisational skills; communication skills – both written and verbal.

Once the Executive Director Organisational Development (the Chair of the selection panel for ring-fenced positions) has approved final recommendations, formal offers of redeployment will be made to individuals. This will be done as soon as decisions are made, and where possible, by 16 December 2015. Where this is not possible, employees will be notified of a revised date.

Employees who are offered a new alternative position but do not accept the offer will still receive their severance payment. However, once an offer is accepted for an alternative position, if the employee then subsequently changes their mind, they will not be eligible for a severance payment.

If an employee is redeployed to a position with a lower salary, an equalisation allowance will be paid in accordance with their employment agreement.

If an employee does not accept a position offered to them, then an offer(s) may be made to any other impacted employee or external applicants may instead be invited to apply where there is an insufficient number of affected employees remaining to fill the required number of new positions.

8.2.2 Redeployment timeline (ring-fenced positions)

The following timeline applies for the 14 × **Business Administrator** positions.

Action	Date
Final document presented to staff	6 November 2015
Implementation • Redeployment workshops	Week commencing 9 November 2015
• Application process	6 November – 20 November 2015
• Shortlist and interviews	23 November – 3 December 2015
• Interview selection process (including reference checks)	4 December 2015 (Reference checks will be done ASAP after a candidate has been interviewed)
• Preliminary outcomes of the redeployment selection process fed back to applicants	7 December 2015
• Opportunity for staff to respond to preliminary outcomes of their redeployment application	7 December – 11 December 2015
• Final decisions of the redeployment selection process fed back to applicants	16 December 2015

For unsuccessful applicants, formal notice of disestablishment will be given two months prior to the date of disestablishment.

Note: Recruitment time frames will extend beyond the above dates for non-ring-fenced positions.

8.3 Recruitment and selection for new positions/roles

8.3.1 Selection process for positions and roles open to the internal and external market

All other positions will be filled by the best available candidate through a fully contestable process open to the external market as well as all Unitec staff as required by the State Sectors Act. The new role of Academic Leader will be recruited through an internal process.

All of these positions will be advertised through the following channels:

Position or role	Recruitment managed by	Advertising channels
Head of Practice Pathway Groups × 15	Unitec's Talent Acquisition Team	Seek.co.nz Mahi.co.nz jobs.unitec.ac.nz Other channels as required
Interim Programme Administration Manager × 1	Unitec's Talent Acquisition Team	Seek.co.nz Mahi.co.nz

Position or role	Recruitment managed by	Advertising channels
		jobs.unitec.ac.nz Other channels as required
Programme Development Partner × 1	Unitec's Talent Acquisition Team	Seek.co.nz Mahi.co.nz jobs.unitec.ac.nz Other channels as required
Resource Coordinator × 3	Unitec's Talent Acquisition Team	Seek.co.nz Mahi.co.nz jobs.unitec.ac.nz Other channels as required
Senior Workforce Connector × 3	Unitec's Talent Acquisition Team	Seek.co.nz Mahi.co.nz jobs.unitec.ac.nz Other channels as required
Academic Leaders (roles not positions)	Unitec's Talent Acquisition Team	jobs.unitec.ac.nz (internal ONLY) The Nest
GMs × 4 Industry Workforce Development	External recruitment agency	unitec.co.nz Channels TBD by agency
GMs × 3 Benefits Realisation	External recruitment agency	unitec.co.nz Channels TBD by agency
Deans × 3 Innovation and Development (Networks)	External recruitment agency	unitec.co.nz Channels TBD by agency
Deans × 1 Innovation and Development (Bridgepoint)	External recruitment agency	unitec.co.nz Channels TBD by agency
Deans × 1 Innovation and Development (Te Miro – Transdisciplinary Network)	External recruitment agency	unitec.co.nz Channels TBD by agency
Research Partner × 3	External recruitment agency	unitec.co.nz Channels TBD by agency

Unitec staff and the general market will be able to apply through the advertised channels for these positions. Selection will be based on the application letter, CV, interview, reference check plus any additional requirements as determined by the interview panel.

The Executive Leadership will determine the selection panel. The intention is that membership of each panel will include a Human Resources staff member, a Māori representative and a moderator who will provide advice on the selection process and documentation. Applicants will be advised of the panel membership prior to their interview taking place. Second interviews and/or psychometric

testing may apply for some of the positions. The expected time frames for the recruitment process are outlined below – please note that these are indicative only.

Staff who remain affected after the recruitment and selection process has been completed will be entitled to the options set out in the previous section.

8.3.2 Recruitment and selection timeline (non-ring-fenced positions) for in-house recruitment

The following positions will be recruited by Unitec's Talent Acquisition Team, supported by external moderators.

Please note that these time frames are indicative only.

Position or role	Open to internal or external candidates	Application process	Shortlist and interviews	Interview selection process (including reference checks)	Outcomes of process fed back to staff
Head of Practice Pathway Groups × 15	Internal and external	6–27 November 2015	30 November – 11 December	14–23 December 2015	By 23 December 2015
Interim Programme Administration Manager × 1	Internal and external	6–27 November 2015	30 November – 11 December	14–23 December 2015	By 23 December 2015
Programme Development Partner × 1	Internal and external	6–27 November 2015	30 November – 11 December	14–23 December 2015	By 23 December 2015
Resource Coordinator × 3	Internal and external	18–29 January 2016	1–19 February 2016	22 February – 4 March 2016	By 4 March 2016
Senior Workforce Connector × 3	Internal and external	18–29 January 2016	1–19 February 2016	22 February – 4 March 2016	By 4 March 2016
Academic Leaders (role not position)	Internal ONLY	May 2016	May 2016	June 2016	June 2016

8.3.3 Recruitment and selection timeline (non-ring-fenced positions) for agency recruitment

The following positions will be recruited for by external recruitment agencies.

Please note that these time frames are indicative only.

Position or role	Open to internal or external candidates	Application process	Shortlist and interviews	Interview selection process (including reference checks)	Outcomes of process fed back to staff
GMs Industry Workforce Development × 4	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016
GMs Benefits Realisation × 3	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016
Deans Innovation and Development (Networks) ×3	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016
Dean Innovation and Development (Bridgepoint) × 1	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016
Dean Innovation and Development (Te Miro – Transdisciplinary Network) × 1	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016
Research Partner × 3	Internal and external	6 November 2015 – 17 January 2016	18 January – 12 February 2016	15–29 February 2016	29 February 2016

8.3.4 Selection criteria for all positions and roles

Selection criteria for the positions and roles will be based on all applicants being assessed through their application, a structured interview and reference checks (plus any additional requirements as determined by the selection panel) against their proven ability to demonstrate the attributes at a level appropriate to the position they are applying for. The assessment will be *largely* based on the criteria set out below in Unitec's Foundational Capabilities plus any position-specific criteria or competency. (Note: not all attribute bullet points below relate to every position, and the various sections will receive different weightings for different positions.) Some position-specific assessment not covered by Unitec's Foundational Capabilities may also apply where applicable.

Unitec's Foundational Capabilities

Attribute	Weighting
Mana *We are committed to upholding Unitec's values in the pursuit of our organisational vision and goals. We exercise our personal power to advocate appropriately in the best interests of the organisation*. **Passion for the kaupapa** • Advocates for Unitec's kaupapa • Demonstrates pride to work at Unitec • Passionate about learning and the success of our students • Inspired to make Unitec a better place. **Courage** • Acts with courage, in the best interests of Unitec and in support of our people • Confidently takes action when required • Admits mistakes and learns from failure • Faces up to people and situational problems directly. **Honesty and integrity** • Leads by example • Acts and treats other consistently • Follows through on promises and commitments • Maintains confidences and is discreet when necessary • Models our core values.	TBC per position
Growth *We embrace evidence-based action planning and execution and continuously strive to redefine our standards of excellence.* **Credibility** • Practice and knowledge is current and continuously improving	TBC per position

Attribute	Weighting
• Sought out by others to contribute insight, opinions, knowledge, experience. **Reflective and responsive** • Open, responsive and adapts well in dynamic environments • Open to feedback from all corners and able to adapt in response • Self-reflective and self-aware • Aware of their value and knows when to step forward or back as the situation requires. **Innovation and creativity** • Discovers and develops creative solutions to solve problems and implement new ideas • Pushes boundaries and challenges assumptions • Uses initiative to actively seek opportunities for continuous improvement and development.	
Drive *We are a student-centred organisation. We demonstrate internal motivation for high performance and exceeding customer expectations.* **Energy** • Resilient and exhibits determined resolve in the face of obstacles and uncertainty • Brings energy and enthusiasm to their work • Make things happen. **Customer-centric** • Puts customers at the centre of everything they do • Establishes, manages and consistently meets agreed customer expectations • Understand how their work in their role contributes to student success. **Delivery and accountability** • Develops plan and systems to meet goals • Uses evidence to make informed judgements • Owns outcomes of decisions and actions. • Delivers what has been agreed • Manages people and/or performance effectively.	TBC per position

Attribute	Weighting
Collaboration *We actively work together. We effectively support the success of our people in the pursuit of Unitec's vision and goals.* **Relationships** • Is mindful and respectful of others • Communicates effectively, engaging, sharing and focusing on issues • Manages difficult relationships effectively. **Teamwork** • Contributes positively to teams to achieve shared goals • Creates open, safe environments in which others can be successful • Builds strong and engaged teams • Values diversity and leverages these strengths in teams. **Partnering** • Acknowledgement and application of *Te Noho Kotahitanga* in collaboration • Builds collaborative interdisciplinary networks to achieve shared goals • Explores opportunities to develop industry partners.	TBC per position
Direction *We accept change as a constant. We are passionate about Unitec's vision and effectively bring others on board in the pursuit of our strategic imperatives.* **Vision and purpose** • Creates a compelling vision for their team or work area • Translates the overall vision for Unitec into a meaningful story • Links work to the 'big picture' context • Identifies a common purpose within their team. **Change advocate** • Actively embraces change and responds positively to efforts for progress • Assists others to overcome resistance to change • Instills energy for change in others. **Inspires others** • Exhibits personal leadership that inspires others to reach their potential • Actively creates opportunities for others to learn and grow • Provides appropriate and meaningful feedback and encouragement.	TBC per position

8.4 Transition to new structure

As a result of the phased recruitment process, there is need for a detailed transition plan to be developed to manage the changes being implemented. The Change Manager, Sector Alignment in conjunction with a Project Manager, Implementation will work with stakeholders from across the organisation to undertake this detailed planning. The intention is for the new structure to nominally 'go live' as of 1 May 2016. Staff redeployed or new staff recruited may take up positions prior to this date; however, this will be the nominal commencement date for the new Practice Pathway Groups and will be when induction commences formally for all staff.

In line with expected recruitment timelines (subject to more detailed transition planning) key changes in the transition to the new operating model are expected to take effect on the following dates:

Key changes	Date
Faculty Quality Administration integrates with Academic Service Centre	9 November 2015
Faculty Research functions integrate with Tūāpapa Rangahau, partnering research and enterprise	9 November 2015
Curriculum Leader roles disestablished	31 December 2015
Operation Administrators report to Academic Timetabling Manager	1 January 2016
Director Campus Development disestablished	9 January 2016
Programme Administration reports to Interim Manager Programme Administration (subject to appointment of the Interim Manager)	1 February 2016
Heads of Department roles disestablished	30 April 2016
Associate Dean roles disestablished	30 April 2016
Faculty Operations Managers disestablished	30 April 2016
Associate Heads of Department disestablished	30 April 2016
Co-Heads for Interdisciplinary Scholarship disestablished	30 April 2016
Head of Projects and Innovation SHS disestablished	30 April 2016
Deputy Executive Dean CIB disestablished	30 April 2016
Academic Leader Language Studies disestablished	30 April 2016
Academic Director Bridgepoint disestablished	30 April 2016
Department and Special Projects Manager TBE disestablished	30 April 2016
Faculty Academic Quality Managers disestablished	30 April 2016
Departmental PAs/Administrators disestablished	30 April 2016
Executive Admin Manager DoMM disestablished	30 April 2016
New committee structure becomes operational	1 May 2016
Nominal 'Go Live' for Networks and Practice Pathway Groups	1 May 2016
Programme Leader roles disestablished	30 June 2016

9. Support available

It is widely acknowledged that Unitec is undergoing transformational change in order to realise the Unitec Strategic Framework. Unitec recognises that this places a significant amount of pressure on our staff, especially for those of you whose employment is directly affected.

A number of Employee Assistance Programme (EAP) sessions have been arranged following the release of this Outcome Document for all affected staff. These will be onsite at Mt Albert and Waitākere campuses.

At the start of 2015, a number of wellbeing initiatives were tested that would support our staff to manage the change more effectively. A number of these initiatives received very positive feedback, and these will be made available to staff following the release of this Outcome Document and throughout implementation.

The following support is available to you now:

- Employee Assistance Programme (EAP): 0800 327 669 – *see below for drop-in times*
- Conciliator – Glenda Grant (an independent service provided outside of HR or EAP): 021 810 173
- Your HR Consultant
- Wellbeing Advisor – Shona Arms: 021 518 993, sarms@unitec.ac.nz
- Wellbeing Initiatives – contact Shona Arms: 021 518 993, sarms@unitec.ac.nz

EAP Support Services are open to all impacted staff.

Counsellors are available for 0.5–1 hour drop-in sessions.

EAP Support Services open to all impacted staff

Counsellor available for ½ hour drop-in sessions

Date	Time	Activity	Who	Venue
Fri 6	8:30 – 3:00pm	EAP drop-in sessions - Counsellor available post presentations	EAP Counsellor	180-1085
Mon 9	11:00 – 2:00pm	EAP drop-in sessions: Mt Albert	EAP Counsellor	113-2003
Tues 10	12:30 – 3:30pm	EAP drop-in sessions: Waitakere	EAP Counsellor	510-2033
Thurs 12	11:00 – 2:00pm	EAP drop-in sessions: Mt Albert	EAP Counsellor	113-2003
Mon 16	11:00 – 2:00pm	EAP drop-in sessions: Mt Albert	EAP Counsellor	113-2003
Tues 17	12:30 – 3:30pm	EAP drop-in sessions: Waitakere	EAP Counsellor	510-2033
Thurs 19	11:00 – 2:00pm	EAP drop-in sessions: Mt Albert	EAP Counsellor	113-2003

Appendix A – Position descriptions

Please note that the foundational capabilities in Section 8.3.4 form part of the position description.

General Manager Benefits Realisation

Reporting to: Executive Leadership
Direct Report/s: Resource Coordinator

Position Purpose

- The General Manager Benefits Realisation will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.
- The General Manager, in collaboration with the Deans Innovation and Development, will be accountable for the Networks' revenue and expenditure budgets and will plan, organise and manage resources and processes so the benefits arising from change and transformation projects across the Networks and the wider organisation are achieved. They will identify the investment outcomes and define quantitative benefit measures of existing and new programmes, products and services. This will include measures for staff to student ratios and staff workload plans.
- The General Manager Benefits Realisation will devise strategies, processes and approaches necessary to realise the benefits and they will optimise planning to reduce waste and ensure acceptable levels of resource, risk, cost, quality and time. They will review the impact of interventions and use insights to improve strategies to ensure the sustainability of benefits and approaches.

Position Accountabilities

Position outcomes arising from these accountabilities will be established depending on organisational priorities for any given review period.

Accountable for Organisation-Wide

- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.

Mutual Accountability

- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Prime Accountability

- **Course and Programmes**
  Ensure all courses and programmes are financially viable.
- **Financial Decision-Making**
  Ensure the Networks operates within Budget including revenue and contribution targets.
- **Approval to Appoint New Staff**
  Ensure that Networks operate within staffing allocations and approves all new appointment requests including replacement of staff lost through natural attrition.

- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Planning and Portfolio Management**
  Allocation of resources for projects.

Contributing to Accountability

- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Senior management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- A track record of sound financial management including financial literacy and strong budgeting capability.
- Demonstrated experience in successfully managing and leading a team.
- Project management experience.
- Understanding of the need for sound business practices/operations and quality assurance skills.
- Appropriate tertiary qualification.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the Dean Innovation and Development and Executive Dean
Number of Direct Reports: 1
Responsible for contract staff, and/or coaching, training of others: Yes

General Manager Industry Workforce Development

Reporting to: Executive Leadership
Direct Report/s: Senior Administrator Workforce Connections

Position Purpose

- The General Manager Industry Workforce Development will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.
- The General Manager Industry Workforce Development is responsible for creating an industries engagement framework to enable us to build productive, sustainable relationships with new and existing industry and community partners and key stakeholders. These relationships will be highly productive and will enable us to identify employment (including self-employment) trends and develop and maintain the intelligence needed to ensure Unitec's academic portfolio remains future-focused and viable. The General Manager will also identify other opportunities that might benefit Unitec and its stakeholders, for example work-integrated learning opportunities and graduate employment opportunities.
- They will work collaboratively with internal stakeholders including the Deans Innovation and Development and the General Managers Benefits Realisation to ensure that industry partners and key stakeholders needs are translated into early stage innovation projects; utilising a better business case approach. They will ensure industry partners and key stakeholders collaborate in the subsequent development and delivery of products and services and in the measurement of stakeholder satisfaction.

Position Accountabilities

Position outcomes arising from these accountabilities will be established depending on organisational priorities for any given review period.

Accountable for Organisation-Wide

- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Mutual Accountability

- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Prime Accountability

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.

Contributing to Accountability

- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future employment aspirations.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.

Person Specification

- Senior management experience and proven ability to work effectively and collaboratively as part of a senior team.
- Evidence of industry and community credibility and a strong reputation as an inspirational leader in the commercial or educational sector.
- Excellent interpersonal and communication skills with the ability to work effectively across commercial and educational environments.
- Demonstrated expertise and innovation in stakeholder engagement with a clear understanding of necessary balance between the educational objectives and the alignment with industry needs.
- Knowledge of and experience with stakeholders and target markets of a tertiary institute.
- A dynamic, solution-oriented and creative approach to working across a complex organisation.
- Appropriate tertiary qualification.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the GM BR and Executive Dean
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Dean Innovation and Development – Networks

Reporting to: Executive Leadership
Direct Report/s: Head of Practice Pathway Groups, Business Administrators

Position Purpose

- The Dean Innovation and Development is a strategic position and will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec. They will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec. Through Network leadership they will engage and guide staff through the transformation agenda to ensure excellence and continuous improvement in learning, teaching and research.
- The Dean Innovation and Development, in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, will be responsible for ensuring the ongoing viability and credibility of Unitec's academic portfolio and related products and services. They will be highly responsive to external workforce development demands from industries, communities and external stakeholders; with an emphasis on converting these demands to new and changing programme frameworks, learning pathways, and products and services. They will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrate leadership capability to ensure staff confidence in the leadership.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Prime Accountability

- **Student Achievement**
  Ensure student success and retention for all programmes delivered within the sector continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori student success and retention rates continue to improve for all courses delivered within the sector and meet the targets set.

- **Student Employability**
  Ensure Unitec programme offerings are highly relevant and develop student capabilities in line with their future employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements including embedding mātauranga Māori.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.
- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed targeted SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- In-depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and the need to build a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Dean Innovation and Development – Bridgepoint

Reporting to: Executive Leadership
Direct Report/s: Head of Practice Pathway Groups, Business Administrators

Position Purpose

- The Dean Innovation and Development – Bridgepoint will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.
- The Dean will lead Bridgepoint to ensure the ongoing excellence, viability and quality of its language studies, bridging and foundation programmes and courses. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Practice Pathway Groups to ensure that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholder.
- The Dean will be responsible for leading the design and implementation of learning pathways into and out of Bridgepoint and ensuring they are viable and efficient and maximise students' aspirations to achieve the job or career of their choice. The Dean will also be responsible for establishing and leading innovative external relationships with stakeholders in our communities to ensure that the learning pathways remain innovative and future-focused.

Position Accountabilities

- Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Prime Accountability

- **Student Achievement**
  Ensures student success and retention for all programmes delivered within Bridgepoint continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori student success and retention rates continue to improve for all courses delivered within Bridgepoint and meet the targets set.
- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future employment aspirations.

- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements including embedding mātauranga Māori.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefit.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.
- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- In depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and building a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Dean Innovation and Development – Te Miro Transdisciplinary Network

Reporting to: Executive Leadership
Direct Report/s: Heads of Practice Pathway Groups, Business Administrators

Position Purpose

- The **Dean Innovation and Development Te Miro – Transdisciplinary Network** will provide leadership in learning, teaching and research excellence and work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.
- The Dean will lead Te Miro to ensure the ongoing excellence, viability and quality of its undergraduate and postgraduate programmes and courses, all of which will transcend traditional discipline and industry boundaries. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Practice Pathway Groups so that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholders.
- The Dean will work in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, and will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Prime Accountability

- **Student Achievement**
  Ensures student success and retention for all programmes delivered within the transdisciplinary centre continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori student success and retention rates continue to improve for all courses delivered within transdisciplinary centre and meet the targets set.
- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future career and employment aspirations.

- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements including embedding mātauranga Māori.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.
- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- In-depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and building a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Head of Practice Pathway Groups

Reporting to: Dean Innovation and Development
Direct Reports: Academic Leaders

Position Purpose

- The **Head of Practice Pathway Groups** will work collaboratively across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec. The Head of Practice Pathway Groups will lead designated disciplines to deliver high student achievement outcomes and excellence in learning, teaching, applied research and enterprise of high value to key stakeholders. They will promote interdisciplinary ways of working and will assume major responsibilities for programme quality in collaboration with Academic Services.
- In partnership with the Academic Service Centre, the Head of Practice Pathway Groups will drive innovation and the continuous improvement of programmes and courses and their quality assurance, and will ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations.
- In collaboration with the Deans Innovation and Development and General Managers Industry Workforce Development, they will ensure the viability of programme frameworks and learning pathways in their Practice Pathway Group and will adopt, embed and evaluate new developments and services. They will engage with the General Managers Benefits Realisation to ensure that resource investments in course delivery, and in new developments and services in the Practice Pathway Group, realise expected/required benefits.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities**.**

Prime Accountability

- **Student Achievement**
  Ensure student success and retention continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensure Māori student success and retention rates continue to improve and meet the targets set.
- **Student Employability**
  Ensure that Unitec students' are developing their capabilities in line with their future employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements including embedding mātauranga Māori.
  Ensure arrangements for transdisciplinary programmes are well developed and maintained.
- **Teaching and Learning Models**

Ensure all learning pathways and their courses implement the agreed new Teaching and Learning model/s.

- **Academic Quality Management**
  Ensure that system requirements for program development, delivery, ongoing evaluation and review are met.
  Maintain ongoing records of evidence-based action-planning and execution, and produce programme evaluation reports periodically, as required.
  Establish and monitor arrangements for making day-to-day programme management decisions that need to be made outside the Programme Framework Committee meeting cycle.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Teaching Currency/Capability**
  Ensure that students are being taught in ways that are effective for them.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place, and meeting professional development expectations/requirements.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.

Person Specification

- Relevant tertiary qualification to a postgraduate level and is a critical thinker.
- Senior management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- Demonstrated experience in successfully managing and leading a team.
- Deep working knowledge of quality systems and the life cycles of academic programmes.
- Demonstrated innovator.
- A track record in all or most of the following:
  - Academic credibility in a discipline area relevant to the learning pathway
  - Academic quality management
  - Scholarly research in at least one of the relevant discipline areas
  - Teaching excellence
  - Staff management
  - Effective leadership and management of change
  - Establishment and maintenance of industry and professional partnerships
  - Successful knowledge transfer

- Successful development of a strong research culture and of teaching excellence in relevant disciplines
- Sound financial management including financial literacy and strong budgeting capability
- Engagement with and understanding of tertiary funding systems.

Financial Authority

Budget owner: Yes
Delegated Financial Authority as per Unitec's Delegations Policy: Yes
Responsible for new employee hire: Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Academic Leader

Reporting to: Head of Pathway Practice Groups
Direct Reports: Teaching staff

Role Purpose

- The **Academic Leaders** will manage the day-to-day delivery and quality of the programme/s for which they are responsible, including monitoring, measuring and evaluating the student experience, managing academic staff who facilitate the programme/s, and ensuring adequate resource allocation.
- They will contribute to the transformative vision and strategic goals of Unitec by being an active participant within decision-making processes, through embedding of new learning and teaching models, and by promoting new programme frameworks and learning pathways for students. The Academic Leader, where appropriate, will maintain robust and productive relationships with relevant industry bodies.

Role Accountabilities

Position outcomes arising from these accountabilities will be established depending on organisational priorities for any given review period.

Prime Accountability

- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec's programmes are informed by strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements including embedding mātauranga Māori.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Performance Development**
  Ensure staff capabilities match the needs of the programmes through well-managed professional development and performance plans.
- **Partnership**
  Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Academic Leaders could have responsibility in relation to student admission, enrolment, interviews for programmes, student misconduct and grade appeals. These responsibilities may change depending on programme needs.

Contributing to the following accountabilities

- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence.

Person Specification

- Strong academic leadership skills.
- Broad understanding of academic fields.
- Vision and creativity with respect to programme design, standards and development.
- Strong commitment to academic integrity.
- A genuine interest in faculty, staff and students and their personal growth and development.

Financial Authority

Budget owner: No
Delegated Financial Authority as per Unitec's Delegations Policy: No
Responsible for new employee hire: No
Number of Direct Reports: TBA
Responsible for contract staff, and/or coaching, training of others: Yes

Business Administrator

Reporting to: Dean Innovation and Development

Position Purpose

- The **Business Administrators** will provide efficient and effective administrative support to the Networks and will be allocated to Practice Pathway Groups by the Deans Innovation and Development.
- They will also provide administrative support for a range of Network activities as required (e.g. coordination of staff professional development, tracking staff research activities, coordination of induction processes for new staff, etc.). They will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the Dean Innovation and Development.

Position Outcomes

Assistance to Dean Innovation and Development

- Provide timely, efficient high-level administrative and secretarial services for Dean Innovation and Development including minute taking and related administrative support to meetings, workshops, seminars and related forums as required.
- Provide timely, effective diary management by prioritising and organising meetings with internal and external stakeholders including managing conflicting demands.
- Prepare as required and ensure that all outgoing correspondence, reports, submissions and briefings submitted by the Dean Innovation and Development conforms to Unitec's style, format and content protocols.
- Collect and disseminate information in a timely and accurate manner on behalf of the Dean Innovation and Development ensuring the highest levels of confidentiality.
- Develop and maintain effective communication networks and working relationships internally and with key external stakeholder organisations to facilitate the exchange of information within and outside the sector.
- Follow up where required any communication and correspondence outcomes bringing any issues to the attention of the Dean Innovation and Development, as appropriate.
- Ensure all documentation prepared for HR and Payroll-related work, e.g. recruiting, part-time academic staff appointments, guest lecturers, etc., is completed correctly, signed off by the correct authority and processed in a timely way.
- Deal confidently, courteously and sensitively with clients on behalf of the Dean Innovation and Development.

Function Management

- Coordinate domestic and overseas conference travel, insurance and accommodation arrangements, ensuring compliance with relevant Unitec policy and practice.
- Organise meetings, workshops, seminars and related forums including arranging attendance of participants, venues, transport and catering where appropriate, including distributing relevant documentation.

General Departmental Administration

- Establish and implement best practice processes and systems relating to administrative functions undertaken.
- Assist in the monitoring and recording of professional development of staff within the sector.
- Ensure induction processes for new staff are coordinated efficiently and within time frames, organising phones, computer hard- and software, signage, badges, business cards, where appropriate.
- If required, review and record all staff leave, redirecting to the Dean Innovation and Development for action and follow up, as required.
- Ensure filing is kept up-to-date and record-keeping systems are established and maintained within agreed standards (this includes general filing and staff personal files retained by the Dean Innovation and Development).
- Assist with facilities and timetable management if required.
- Assist with financial matters including invoicing, procurement, preparation of budgets, monitoring expenditure, purchase orders, internal requisitions, journals, records and filing.
- Access student information from PeopleSoft as required in order to assist the Dean Innovation and Development.
- Carry out general administrative tasks to contribute to the smooth running of the sector, e.g. distribution of mail, logging jobs, ordering and distribution of stationery, maintenance of sector records, etc.

Person Specification

Essential

- A minimum of three years' experience in a high-level administration and personal assistant role.
- Extensive experience in providing support and assistance at a senior level.
- Extensive experience in organising seminars and meetings, including preparation and distribution of documentation.
- Experience of maintaining a budget, processing purchase orders appropriately and monitoring expenditure.
- Advanced skills in Office computing applications including word processing, spreadsheet, presentation software such as PowerPoint and email.
- The ability to compose and present correspondence of a non-specialist nature.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Desirable

- Ability to develop effective systems and processes.
- Good report writing skills: able to take minutes and prepare reports**.**

Financial Authority: TBA

Resource Coordinator

Reporting to: General Manager Benefits Realisation

Position Purpose

- The Resource Coordinator will assist the General Manager Benefits Realisation in the planning, organising and managing of resources and processes within a sector/s so the potential benefits arising from transformation projects and change across the sector/s are actually achieved.

Position Outcomes

- Participate in the development and implementation of annual operational and strategic plans with the GM Benefits Realisation.
- Assist in the development and implementation of all Benefits Realisation policies and procedures.
- Support the development of transformation project business cases as appropriate
- Analyse transformation business case requests and ensure compliance to all policies and procedures have been adhered to.
- Vet reports and presentations produced by other members of staff for and/or on behalf of the GM Benefits Realisation to ensure professional standard and readability.
- Prepare logs of all transformation business case requests and track progress and reports.
- Collate resources prior to all meetings and prepare documents for General Manager Benefits Realisation.
- Work with relevant managers to ensure that all follow-up activity/actions from project related meetings and ad hoc events are progressed satisfactorily, including the amendment/updating of any relevant plans or other documents.
- Oversee all budget administration activities (e.g. ordering, invoicing, entering, running reports, drill down, monitoring, journals, etc.) and budget management and financial reporting requirements.
- Coordinate with Deans Innovation Development, Head of Programmes and Project Managers to maintain record of all resources and its availability and analyse all backlogs to ensure delivery of project resource within required time frame.
- Maintain integrity of all data through standard processes and collaborate with management within a Sector/s to assist in the forecasting of all resource requirements of sector/s and special projects.
- Research and reporting for sector/s and special projects including options analysis and workload modelling.
- Reporting on FTEs, EFTs, EERs and SSRs for a sector/s to the GM Benefits Realisation
- Prioritise and manage multiple and changing demands based on a firm grasp of business strategy and implementation. Identify high risk and urgent needs and deal with appropriately.
- Maintain online database and ensure maximisation of all resources.
- Coordinate requests to recruit and contracts for service.
- Ensure all documentation prepared for contracts for service is completed correctly, signed off by the correct authority and processed in a timely way.

- Provide relevant reporting for Deans Innovation and Development and Heads of Programmes.
- Approve expenditure as per delegated authority.

Person Specification

Essential

- At least three years' experience in a relevant field, e.g. business studies, finance, administration, information management or information technology.
- Relevant tertiary qualification.
- Demonstrated experience in the use of Microsoft Office products including, Excel, Word, Outlook and PowerPoint.
- Experience in a project support role in either an administrative or project support capacity.
- Proven experience in designing and implementing effective administrative business processes.
- Evidence of analytical and reporting skills including workload modelling.
- A keen eye for detail and the ability to develop reports, research and create presentations to a high professional standard.
- Evidence of problem-solving and use of initiative.
- Ability to work to objectives and tight timescales.
- Ability to be part of a team.
- Flexibility to work in a changing environment.
- Have excellent communication and presentation skills.
- Strong interpersonal skills with the ability to manage conflict and work effectively with ambiguity.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Desirable

- Experience in the use of Microsoft Project and MS Access.
- Experience of having worked on a Prince2-led project.
- Experience with PeopleSoft.

Financial Authority

Delegated Financial Authority: TBA

Senior Administrator Workforce Connections

Reporting to: General Manager Industry Workforce Development

Position Purpose

The Senior Administrator – Workforce Connections will provide administrative support to the GM Industry Workforce Development to ensure Unitec's academic portfolio remains future-focused and viable. The Senior Administrator – Workforce Connections will take responsibility for establishing and maintaining a number of systems, processes and relationship networks within the wider organisation and externally with industry and the community. The Senior Administrator – Workforce Connections will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the GM Industry Workforce Development.

Position Outcomes

- Undertake research to support the GM Industry Workforce Development in identifying new opportunities with industry partners and key stakeholders.
- Support the GM Industry Workforce Development in keeping abreast of industry and community changes in terms of workforce development and graduate employment.
- Assemble proposals including workforce intelligence for new investment projects and academic portfolio renewal.
- Develop and maintain knowledge of priority sectors, market trends and routes to market for improved effectiveness.
- Support GM Industry Workforce Development in activities such as preparing for and supporting events, industry visits and meetings.
- Develop a network of operational contacts that will support the work of the GM Industry Workforce Development.
- Provide support in accurately maintaining the organisations CRM system, completing visit reports on behalf of the GM Industry Workforce Development.

Person Specification

Essential

- At least three years' experience in a relevant field.
- Relevant tertiary qualification.
- Demonstrated experience in the use of Microsoft Office products including, Excel, Word, Outlook and PowerPoint.
- Experience in a business development support role in either an administrative or project support capacity.
- Proven experience in designing and implementing effective administrative business processes.
- Evidence of analytical and reporting skills.
- A keen eye for detail and the ability to develop reports, research and create presentations to a high professional standard.
- Evidence of problem-solving and use of initiative.
- Ability to work to objectives and tight timescales.
- Ability to be part of a team.

- Flexibility to work in a changing environment.
- Have excellent communication and presentation skills.
- Strong interpersonal skills with the ability to manage conflict and work effectively with ambiguity.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Desirable

- Experience in the use of Microsoft Project and MS Access.
- Experience of having worked on a Prince2-led project.
- Experience with PeopleSoft.

Financial Authority

Delegated Financial Authority: TBA

Interim Manager – Programme Administration

Fixed term: One year (to December 2016)
Reporting to: Executive Leadership

Position Purpose

This position exists to lead a team of administrators to provide effective and efficient support for programmes across the institute. The position holder will make recommendations about programme administration needs in the light of organisational changes and will manage the implementation of agreed changes.

Position Outcomes

- To contribute actively to implementation of Unitec's transformation agenda.
- To participate in institutional decision-making.
- To map and make recommendations about programme administration needs in the light of organisational redesigns and in phased changes that follow.
- To oversee the implementation of transition arrangements for the efficient and effective administrative support for programmes throughout Unitec.
- To identify and pursue opportunities for system innovation.
- To be a connector and continually enhance interfaces within and between the team and other Unitec service/support providers for synergistic productivity.
- To ensure effective communication within the team and with the wider Unitec community.
- To lead, manage and inspire staff.
- To identify risks and assist with the development and implementation of appropriate mitigations.
- To troubleshoot and investigate matters of concern.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a successful leader-manager who is results-oriented
- Has a working knowledge of quality systems and the life cycles of academic programmes
- Is comfortable with disruptive change, and exercises care for the wellbeing of all those involved
- Has capability to analyse systems and identify opportunities for innovation
- Is effective in communicating complex matters across multi-media channels
- Has capability to coordinate the management of big projects
- Is technologically savvy
- Is an innovator
- Has a tertiary degree and is a critical thinker
- Has a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Programme Development Partner

Reporting to: Manager Academic Service Centre

Position Purpose

This position exists to help ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations. The position holder will be a 'cross-pollinating' connector who through partnership will help to drive innovation and the continuous improvement of programmes and courses and their quality assurance.

Position Outcomes

- To partner with Heads of Practice Pathway Groups to ensure system requirements for programme development, delivery, ongoing evaluation and review are met.
- To provide advocacy and support for evidence-based action planning and execution, particularly responsiveness to stakeholder feedback.
- To support programme decision-making processes including committees.
- To identify and pursue opportunities for system innovation and for creating internal synergies.
- To identify risks and assist with the development and implementation of appropriate mitigations.
- To troubleshoot and investigate matters of concern.
- To be available for deployment in project-based teams working in new environments outside traditional management hierarchies.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Has a deep working knowledge of quality systems and the life cycles of academic programmes
- Is results-oriented
- Is effective in communicating complex matters across multi-media channels
- Takes a partnership approach to negotiating system-based solutions to problems
- Has capability to manage major projects
- Is a digital native or immigrant with citizen status
- Is an innovator
- Has a tertiary degree and is a critical thinker
- Has a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Research Partner

Reporting to: Dean Research and Enterprise, Tūāpapa Rangahau.

Position Purpose

The position holders will be 'cross-pollinating' connectors who through partnership will drive and support research and enterprise initiatives across Unitec. Together with the Dean, they will provide advocacy and collaborative support for the achievement of ambitious, institutional targets, and for ensuring that Unitec's applied research is impactful and is highly valued by external stakeholders.

Each will provide and facilitate research and enterprise support for a portfolio of Networks and their staff, such that all academic groups have a research partner. Each will also provide a specialised cross-portfolio leadership and management service – Enterprise, Māori and Research Development, Research Performance.

Position Outcomes

- To be the research partner for a portfolio of Networks and their staff.
- To provide advocacy and support for and advice on Unitec's research and enterprise agenda.
- To contribute within their portfolio to research decision-making and evaluation, including support for committee processes.
- To be a connector who realises opportunities for synergistic research productivity.
- To foster and model innovation and collaboration.
- To foster research toward the goals of the Māori Success Strategy, the Māori Research Strategy and Te Noho Kotahitanga.
- To build research and enterprise capacity maximise Māori cultural and economic potential at Unitec and in Aotearoa.
- To ensure delivery on commitments to and expectations of internal and external partners and stakeholders.
- To identify risks and assist with the development and implementation of appropriate mitigations.
- To troubleshoot and investigate matters of concern.

Specialist Outcomes

Research Enterprise

- To collaborate with the GMs Industry Workforce Development to develop and sustain long-term institutional relationships with private sector, business, and community organisations.
- To coordinate the securing of opportunities including partnerships and joint ventures for research and consultancy.
- To identify and secure IP and commercialisation opportunities for external and internal stakeholders.

Rangahau Māori and Research Development

- To coordinate the development and sustaining of long-term institutional relationships with iwi, the public sector, Government agencies, and Māori/iwi research institutes.
- To champion increasing external research funding by overseeing the planning and writing of research grants, and the negotiation of externally funded scholarships and grants especially where Māori are the focus.
- To support the establishment and operation of externally-funded cross-institutional research projects in particular the partnership with Ngā Pae o te Māramatanga.
- To build the capability and capacity of all staff and students to undertake research that contributes to Māori development.

Research Performance

- To champion best practice in the management of research projects.
- To manage internal research funding processes.
- To monitor and respond to Unitec's research performance and productivity.
- To identify and pursue opportunities for innovation in the research and enterprise system including reporting.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a collaborative leader-manager who is results-oriented
- Is a highly effective communicator in different professional contexts
- Has a history of collaborating with people from diverse backgrounds and with varying levels of expertise to undertake and complete projects
- Has worked successfully in research and enterprise crossing academia and industry
- Has capability in research project management and particular expertise in one or more areas such as research funding, grant application development, system innovation, performance monitoring, IP and commercialisation, research partnerships and joint ventures, research communications, research quality assurance, and research policy development
- Has a tertiary degree and is a critical thinker
- Is an innovator with an entrepreneurial bent.

Rangahau Māori Research Development (applicable to one of three Research Partner positions)

In addition to the general person specifications above, the successful applicant will be able to demonstrate that s/he:

- Has knowledge of Māori research networks
- Is competent in applying tikanga in different research situations
- Has a level of fluency in te reo Māori. Complete fluency is desirable but not essential.

Administration Team Leader (0.3 FTE)
Academic Service Centre

Fixed term for only one year during whi ch decisions will be made about organisational fit, this to align with the review of programme administration.

Reporting to: Manager Academic Service Centre

Position Purpose

- This role exists to help ensure that the administration and analysis functions of the Academic Service Centre are integrated into the team's work plan with flexibility to adjust priorities as and when needs arise.
- This is a 0.3 role, fixed for one year and renewable, with the remainder of the staff member's usual work being that of their substantive position.

Role Outcomes

- To manage and support the administration and analysis staff in the Academic Service Centre.
- To identify and pursue opportunities for system innovation and for creating synergies across Unitec.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a confident in leadership roles and is results-oriented
- Is able to negotiate system-based solutions to problems
- Is an effective communicator
- Is an innovator
- Has a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Administration Team Leader (0.2 FTE)
Tūāpapa Rangahau, partnering Research and Enterprise

Fixed term for only one year during which decisions will be made about organisational fit, this to align with the review of programme administration.

Reporting to: Dean Research and Enterprise, Tūāpapa Rangahau.

Position Purpose

- This role exists to help ensure that the administration and analysis functions of the **Tūāpapa Rangahau** are integrated into the team's work plan with flexibility to adjust priorities as and when needs arise.
- This is a 0.2FTE role, fixed for one year and renewable, with the remainder of the staff member's usual work being that of their substantive position.

Role Outcomes

- To coordinate and support the administration and advisor staff in **Tūāpapa Rangahau**.
- To identify and pursue opportunities for system innovation and for creating synergies across Unitec.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a confident in leadership roles and is results-oriented
- is able to negotiate system-based solutions to problems
- Is an effective communicator
- Is an innovator.
- Has a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Dean Research and Enterprise, Tūāpapa Rangahau

Reporting to: Executive Dean, Academic Development.

Position Purpose

- To provide strategic academic leadership of research that is applied and contributes to the business development of Unitec, partners and clients.
- To promote the ongoing development of a collaborative institutional research culture that is externally engaged and grounded in practice.
- To lead and manage a team of 'cross-pollinating' connectors and administrators who through partnership drive and support research and enterprise initiatives across Unitec.
- To oversee the development and implementation of the institutional Research Strategy and research policies.
- To oversee the institution's research management and reporting processes.
- To oversee the processes related to the supervision, examination, and quality assurance of postgraduate student research.

Key Responsibilities

Strategy

- Provide advice to the Executive Leadership Team and to other Unitec leaders on the institutional Research Strategy and on research policies.
- Contribute actively to implementation of Unitec's transformation agenda and participate in institutional decision-making.
- Monitor and report on the implementation of the institutional research strategy and on associated initiatives.
- Provide strategic input into postgraduate programme developments.

Planning

- Maximise ways to increase Unitec's research performance as measured by the PBRF and maximise external research income.

Leadership

- Develop and implement an operational plan for Tūāpapa Rangahau, partnering research and enterprise.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.
- Promote the ongoing development of a collaborative institutional research culture that is externally engaged and grounded in practice.
- Chair the Unitec Research Committee.

Manager Academic Service Centre

Reporting to: Executive Dean, Academic Development.

Position Purpose

To guide the Academic Service Centre, which is responsible for:

- Ensuring that Unitec's responses to the requirements mandated by external approval, accreditation and audit bodies are implemented across the institution
- Being an active connector between internal service groups to enable whole-of-organisation problem-solving and continuous improvement across both academic and operational spheres
- Providing advice and administrative services that support the consistent application of the Quality Management System across Unitec.

To contribute in the implementation of the Unitec transformation agenda by:

- Leading the institution in innovative and efficient quality management practice through proactive and solutions-focused collaboration
- Supporting leader-managers across the academic networks in their endeavours to continually refresh academic provision and initiatives
- Being available for deployment in project-based teams that will, where appropriate, apply capability in new environments and outside of traditional management hierarchies.

Key Position Responsibilities

Institutional Leadership

- Lead ongoing improvement of the Academic Quality Management System of policies and guidelines to ensure it is current and comprehensive, incorporates expectations of the Unitec Strategic Framework including Teaching and Learning and Research Strategies, and is innovative in content and form.
- Support academic leader-managers across Unitec to drive innovation and continuous improvement of programmes and courses and their quality assurance.
- Identify opportunities and recommend solutions for reducing process clutter where appropriate, and lead agreed initiatives.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.

Academic Support Services

- Coordinate the provision of agreed, centralised support services related to the quality management system of academic policy and processes.
- Build effective relationships and liaise appropriately with external approval, accreditation and academic audit bodies.
- Learning, Dean Teaching and Learning (Mātauranga Māori) and Dean Research with appropriate and timely advice on academic policies and processes.
- Provide interpretive advice to academic leader-managers enable them to advise and help staff on:
  - academic policies and processes and on their creative application
  - how to realise ideas for programmes and related changes through institutional systems

  - drafting new or revised provisions in their programme regulations.

- Enable effective programme development, approval, monitoring and review.
- Provide support for academic audit activities.
- Investigate academic issues and produce reports on these.
- Provide the institution with further academic support services, as negotiated with the Executive Dean Academic Development.
- Manage the Academic Service Centre Advisors, Administrators and Analysts.

Academic Timetabling Manager
Te Puna Ako

Date: July 2015

Reporting to: Manager Te Puna Ako
Direct Report/s: Eight direct reports

Position Purpose

The overall purpose of the Timetabling Manager's position is to provide Unitec with a coherent, comprehensive timetable structure and process that accommodates a wide range of interrelated factors – academic and operational. This purpose also includes the development of strategic approaches and initiatives that articulate with the institution's strategy, guiding principles and key outcomes. This includes:

- Ensuring that timetables for programmes, courses and examinations are optimised for suitability and utility, and are in compliance with the Unitec's Academic Timetabling Procedures and corporate as well as academic departments' objectives.
- Constructing timetables, including those for examinations, using software tools such as Scientia Enterprise (Timetabling) and Syllabus Plus and physical space Facilities Management (FM) systems for programmes and courses, including examinations offered at Unitec.
- Taking a leading role in determining current usage and planning for optimising future space requirements and use at Unitec without compromising integrity and coherence of academic programmes.
- Ensuring that timetabling and conduct of examinations are in accordance with Unitec's Academic Statute and Examinations Policy.

Key Position Responsibilities

Strategy

- Ensure Timetabling Office operational plans are aligned with Unitec's Organisational Strategy.
- Contribute to the strategic planning for Te Puna Ako.

Planning

- Develop and implement annual operational plans for the Timetabling Office.
- Identify with Manager Te Puna Ako training issues regarding timetabling support and examination procedures.
- To assist in determining current usage and planning for optimising future space requirements and use at Unitec without compromising integrity and coherence of academic programmes.
- Assist in projects to explore potential of centralised management of academic space, including geographical zoning, to minimise staff and student travel times and maximise future space utilisation.

Leadership

- Provide support and direction to Timetabling Team by assisting them understand the needs of the organisation and mobilising them to achieve organisational outcomes.
- To ensure that timetables are optimised for suitability and utility, and are in compliance with the Unitec's Academic Timetabling Procedures and corporate as well as academic departments' objectives.
- Participate as a member of the Te Puna Ako Leadership team.
- In collaboration with Facilities Management, develop strategic plans around ongoing and future space utilisation across all campuses.

Human Resources

- Ensure new staff are inducted into Unitec as per Unitec's Procedures.

Operational Management

- In collaboration with academic departments, provide an effective and efficient programme, course and examinations timetabling service.
- Assist Operation Administrators to construct timetables that accommodate Networks requirements and meet conditions of compliance with Unitec's Academic Timetabling Procedures.
- Establish and maintain strong links and effective communication amongst networks required to implement effective timetabling campus wide involving: Te Puna Ako academic advisors, academic staff, Operation Administrators and FM staff.
- To construct timetables, including those for examinations, using software tools such as Scientia Enterprise (Timetabling) and physical space Facilities Management systems for programmes and courses, including examinations offered at Unitec.
- Ensure data entry into Scientia Enterprise software is accurate and efficient so that timetabling requests are actioned in a timely fashion by Timetabling Staff.
- Liaise with Operations Administrators and ensure the production of timetables that optimise the utilisation of current space.

Additional Key Areas

- Initiate and participate in the training of direct reporting staff, in the use of Scientia Enterprise and PeopleSoft Link software, and other software programmes, as appropriate.
- To ensure that timetabling and conduct of examinations are in accordance with Unitec's Academic Statute and Policy and Procedures.
- Ensure that the conduct of examinations organised by academic departments is coordinated centrally but implemented through academic department-based examination supervisors and invigilators and meets Academic Statute and Policy and Procedures of Unitec.
- Maintain Syllabus Plus database of examination invigilators as allocated by academic departments.

Performance and Development Management

- Manage own individual performance and development in accordance with the Unitec Performance and Development Management Policy.

Health and Safety

- Manage individual performance of all direct reports in accordance with the Unitec Performance and Development Management Policy.

Commitment to Unitec Values

- Carry out your employee and position responsibilities as set out in Unitec's Health and Safety Policy and Procedures.
- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and the embedding of mātauranga Māori.
- Demonstrate adherence to the Unitec Code of Conduct, and all other Unitec policies and codes of practice.

Other Tasks/Projects

- Work in accordance with Unitec's objectives and strategic plans.
- Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager.
- Investigate academic issues and produce reports on these.
- Provide the institution with further academic support services, as negotiated with the Executive Dean Academic Development.
- Manage the Academic Service Centre Advisors, Administrators and Analysts.

Operations Administrator

Grade and/or Salary Range: Grade 3
Date: July 2015

Reporting to: Academic Timetabling Manager
Direct Report/s: none

Position Purpose

The Operations Administrator will work collaboratively with each other and the Academic Timetabling Manager to provide operational timetabling services for their designated portfolio as well as across other portfolios as required. TA designated portfolio may change from time to time.

Key Position Responsibilities

Planning

- Manage the Faculty's classroom teaching and workshop/studio facilities and co-coordinate booking systems efficiently to maximise use.
- Develop and implement plans for managing periods of peak facilities usage, including negotiation with academic staff, whilst seeking to minimise the impact.

Timetable Coordination

- Establish systems to synchronise all timetabling requirements (including exam timetables) to meet the specific needs of all programmes in the allocated portfolio, and ensure space is utilised effectively.
- Liaise with the Academic Timetabling Manager in respect of all timetabling issues and be responsible for negotiating to effect a satisfactory outcome of conflicting requirements.
- Make one-off room bookings as required, acting in the best interests of the designated portfolio.
- In collaboration develop and implement robust timetabling procedures and ensure these are updated and adhered to.

Operational Management

- Work with Programme Leaders and Faculty Operations Manager recording and tracking information relating to the Work Load model for academic staff.

Performance and Development Management

- Manage own individual performance and development in accordance with the Unitec Performance and Development Management Policy.

Health and Safety

- Carry out your employee and position responsibilities as set out in Unitec's Health and Safety Policy and Procedures.

Commitment to Unitec Values

- Demonstrate a willingness to commit to the values of Te Noho Kotahitanga and embedding mātauranga Māori.

- Demonstrate adherence to the Unitec Code of Conduct, and all other Unitec policies and codes of practice.
- Work in accordance with Unitec's objectives and strategic plans.

Other Tasks/Projects

- Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager.

Position Contacts and Relationships

Internal

- Dean Teaching and Learning
- Manager Te Puna Ako and wider team
- Academic Networks (HOPPs, Programme Leaders)
- Information Technology (especially the IS Group)
- Deans Innovation and Development
- Facilities Management
- Student Services

External

- Australasian Examinations Network
- Australasian Syllabus Plus Users Group

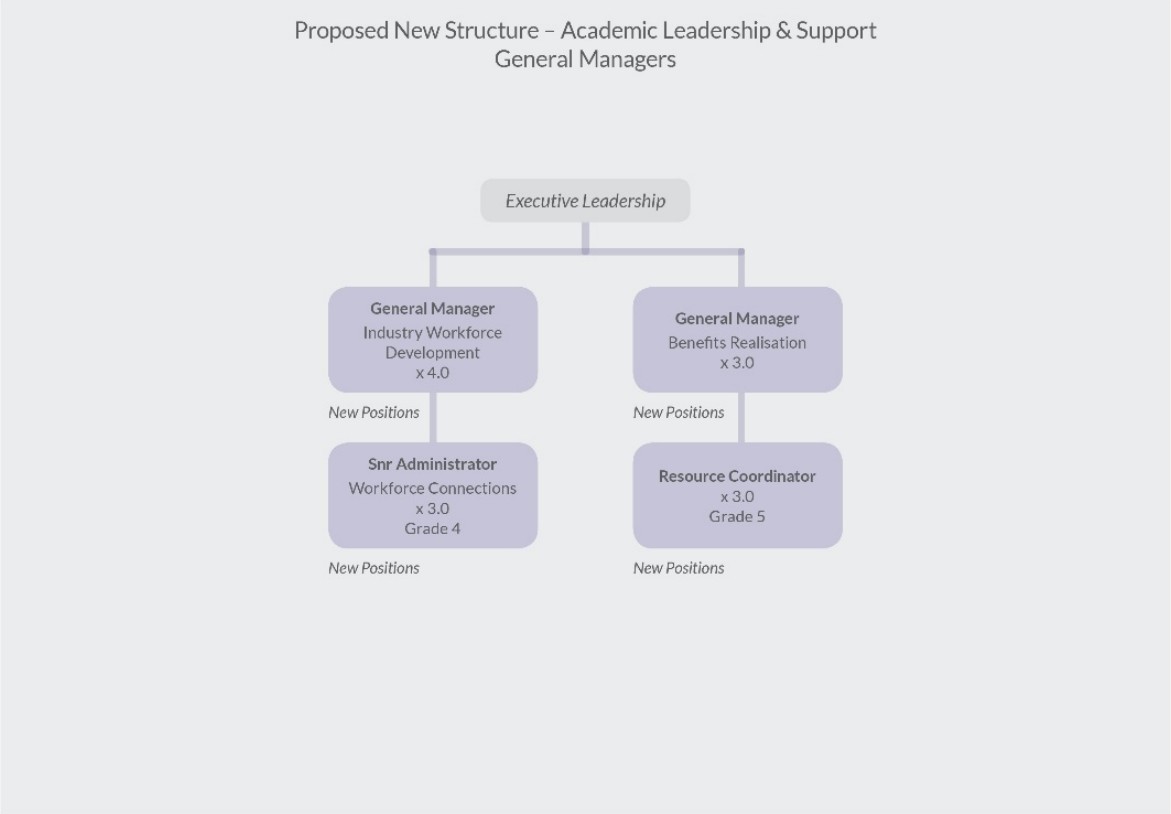
Committees/Groups

- Support Groups
- Campus Planning Committees

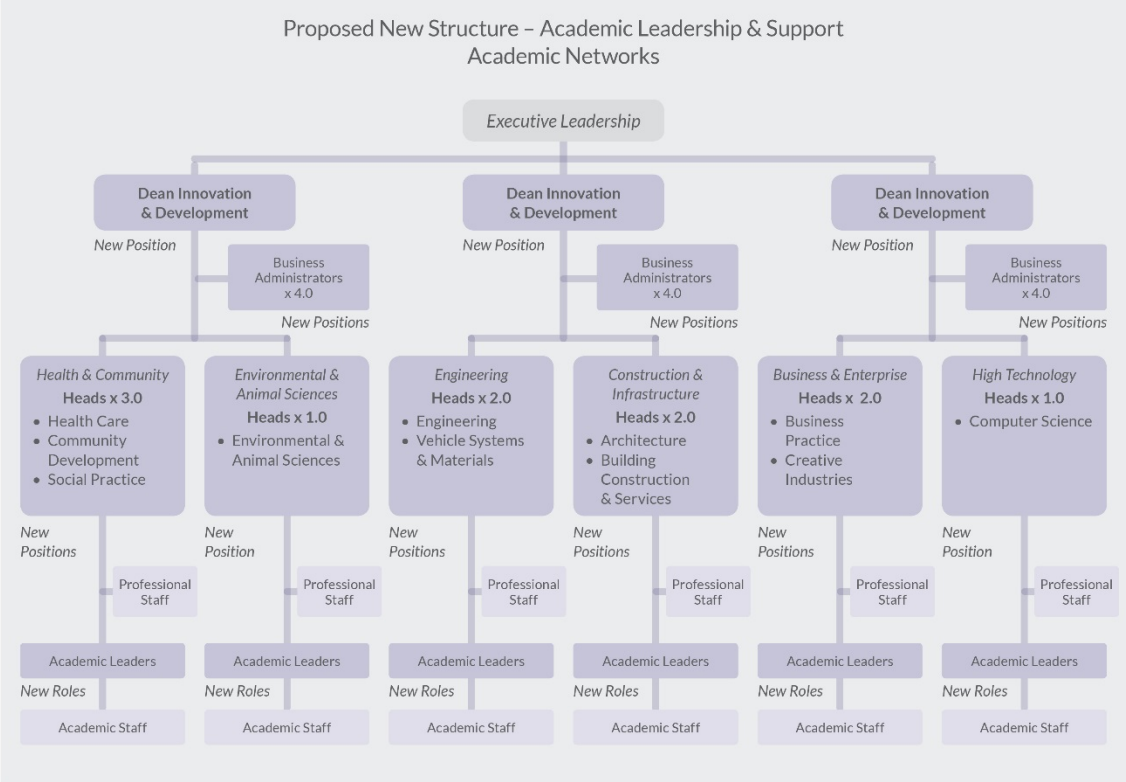
Appendix B – Organisational structure

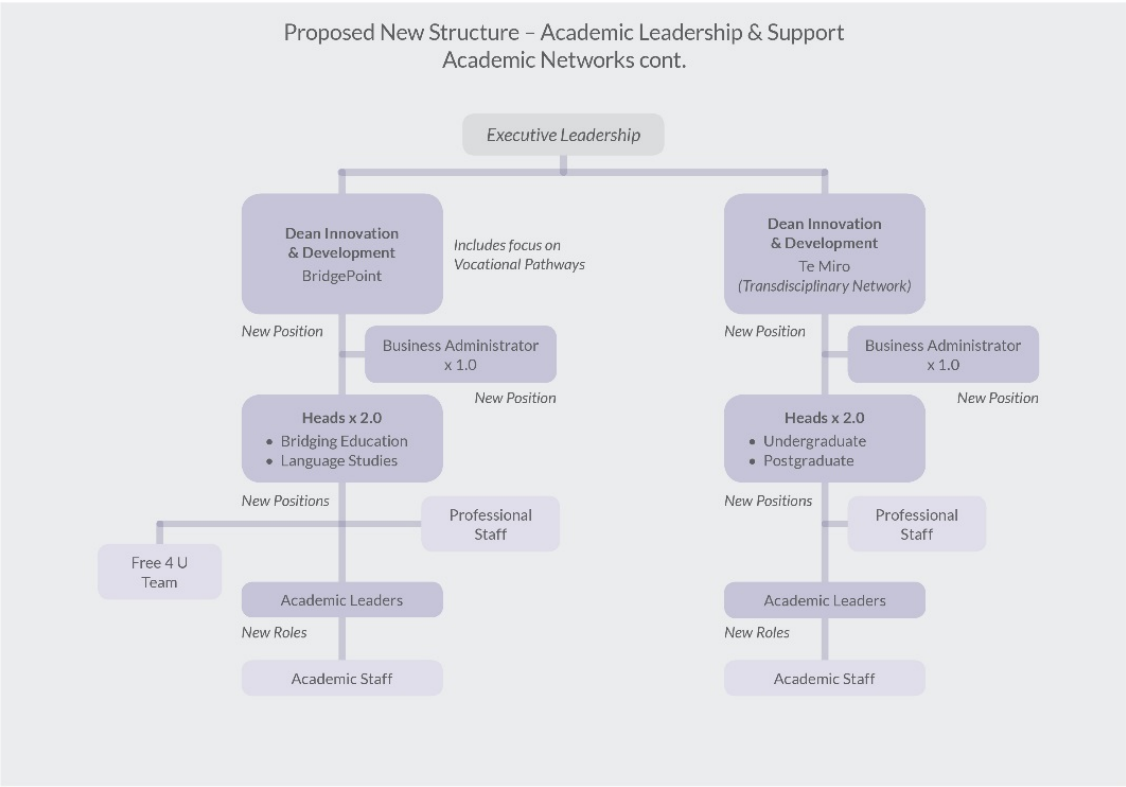
Academic Leadership and Support

General Managers

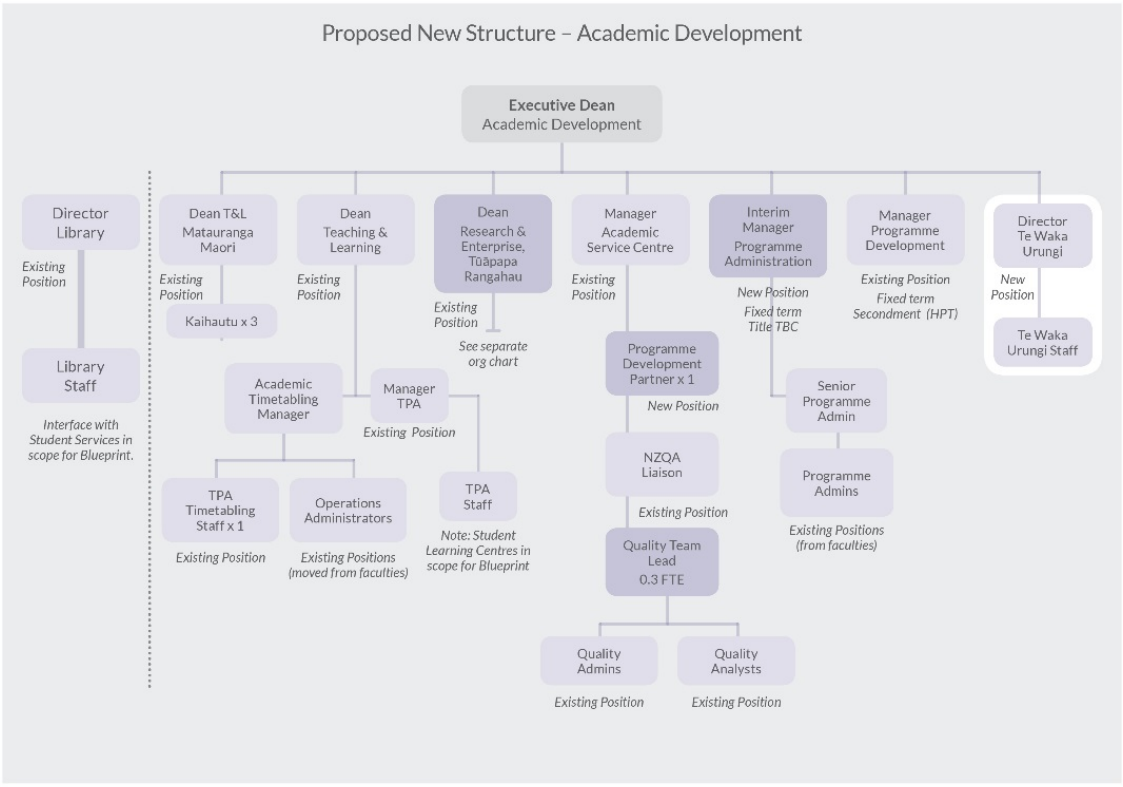


Academic Networks

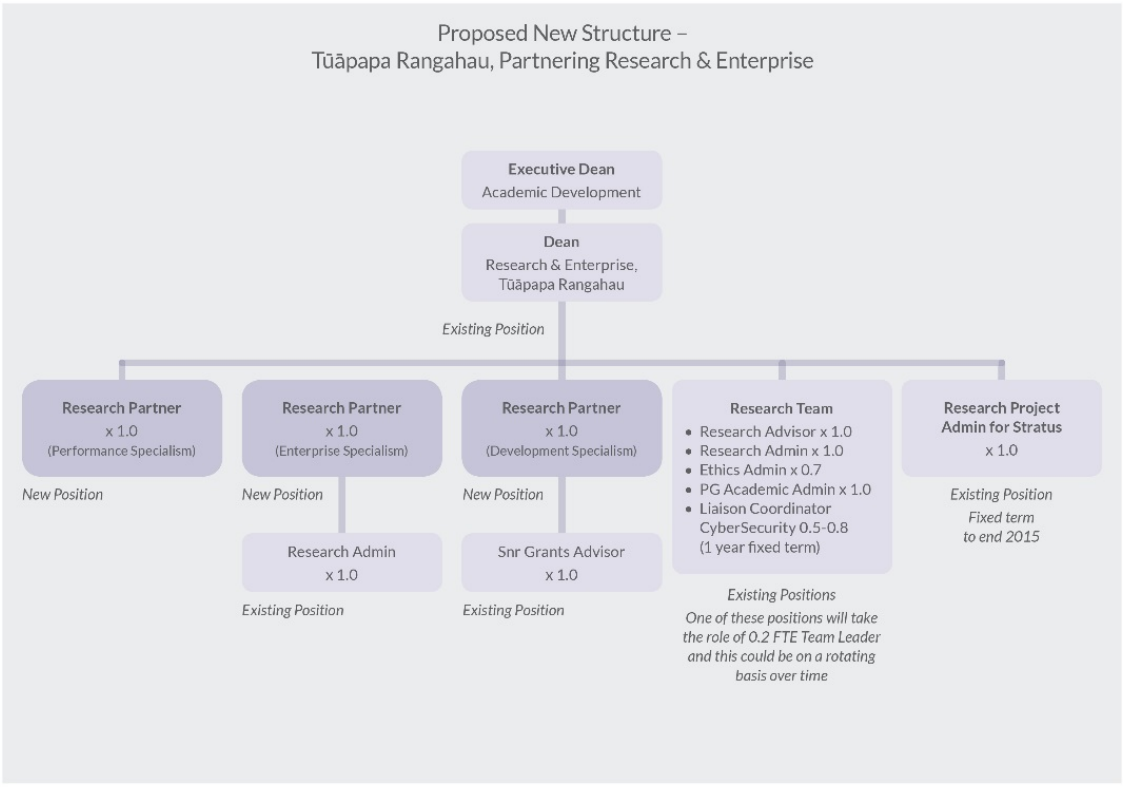




Academic Development



Academic Development – Research and Enterprise



Appendix C – Academic Management Policy

ACADEMIC COMMITTEES – POWERS, FUNCTIONS, MEMBERSHIP

General

1. There shall be established:
    a. an Academic Board of Unitec which shall be responsible to Council;
    b. a Standing Committee which shall be responsible to the Academic Board;
    c. an Academic Board Appeals Committee which shall be responsible to the Academic Board;
    d. a Research Ethics Committee which shall be responsible to Council through the Academic Board and which shall have power to report directly to Council;
    e. a Research Committee which shall be responsible to the Academic Board;
    f. Qualification Boards which shall be responsible to the Academic Board – one for each of three Qualification Categories: Postgraduate Qualifications, Undergraduate Qualifications, and levels 1–6 New Zealand Qualifications
    g. from time to time, an Academic Appeals Committee for each Qualification Category which shall be responsible to the relevant Qualification Board;
    h. a Programme Framework Committee for every group of Programmes, which shall be responsible to the relevant Qualification Board for that group of Programmes;
    i. a Postgraduate Research and Scholarships Committee which shall be responsible to the Academic Board; and
    j. a Learning and Teaching Committee which shall be responsible to the Academic Board.

Qualification Boards

1. There shall be three Qualification Boards each of which shall be responsible to the Academic Board for:
    a. maintaining and reporting on the academic standards of all Approved Programmes and Courses assigned to the Board in accordance with the Quality Management System;
    b. ensuring that qualification graduate profiles are current and that graduate capabilities are highly valued by external stakeholders;
    c. having a 'controlled watch' process for close scrutiny of programmes where the standard of performance is at risk or unacceptable;
    d. driving strategic alignment across the academic portfolio;
    e. facilitating collaborative arrangements including programme mergers and facilitating wise stewardship of resources;
    f. overseeing the implementation of approved recommendations and decisions of the Academic Board and the other committees of Unitec as applicable;

g. receiving the minutes of meetings of relevant Programme Framework Committees and overseeing the activities of these committees;
h. determining arrangements where more than one Programme Framework Committee may bear responsibility for a particular programme;
i. evaluating Programme proposals for new Programmes and major changes to Programmes, including the regulations for the new Programme and making recommendations about such proposals to the Academic Board;
j. receiving and discussing the Programme review reports and endorsing the responses and proposed actions in relation to these;
k. receiving and discussing the monitoring reports of Programmes accredited by external agencies and endorsing the responses and proposed actions in relation to these;
l. approving Programme regulations and Programme regulation schedules for Approved Programmes, and any changes to them;
m. approving, monitoring and reviewing Short Courses and their delivery;
n. evaluating and approving proposals for field/subfield accreditation;
o. establishing subcommittees to advise and make recommendations to the Qualification Board on such matters as it considers necessary for its efficient and effective operation;
p. establishing, as appropriate, a peer review process to inform Board considerations of proposals for changes to programmes; and
q. undertaking any other matter required or permitted by this policy, or as otherwise authorised by the Academic Board.

2. Membership of each Qualification Board shall be determined annually and shall comprise:
   a. one Executive Dean who shall be chair;
   b. one GM Industry Workforce Development;
   c. one GM Benefits Realisation;
   d. the Dean, Teaching and Learning or his/her delegate;
   e. the Library Director or his/her delegate;
   f. all relevant Deans of Innovation and Development;
   g. Heads of Practice Pathway Groups who chair Programme Framework Committees;
   h. two Students studying in Programmes within the Qualification Category, nominated annually by the Unitec Student Council;
   i. the Unitec Student President and one student nominated annually by the Student Council;
   j. one Kaihautū;
   k. additional members of staff co-opted by the Qualification Board as necessary for a defined period.

Programme Framework Committees

1. Each Programme Framework Committee shall be responsible to the relevant Qualification Board for maintaining the currency of graduate profiles, ensuring that curricula are continually developed and maintained and are relevant to the approved objectives of the Programmes, and for enabling student retention, success and academic progress. In

addition, each Programme Framework Committee shall be responsible to the relevant Qualification Board for:

a. ensuring that the Programme regulations and relevant sections of this statute are implemented;
b. ensuring that the formal requirements of the Programmes and their Courses are communicated in written form to students;
c. establishing and applying appropriate procedures for the admission, enrolment and selection of Students to the Programme; and may delegate this authority in accordance with s222(2) of the Act provided that such delegation is in writing and signed by at least two members of the Programme Framework Committee. Such delegations should be recorded in the Programme Framework Committee minutes;
d. considering and approving applications for Credit Recognition;
e. excluding a Student from any Course for which it is responsible, including off-site practical or work experience;
f. ensuring that the quality assurance processes of all Courses for which it is responsible comply with the Quality Management System;
g. ensuring the Programmes are regularly evaluated and include provision for Student Course evaluations and external peer review;
h. establishing strategic alignments between programmes and facilitating the sharing of processes and resources across programmes and courses ensuring the maintenance of required standards of Assessment and grading of Students including setting up an efficient system for Assessment and its moderation;
i. approving the suspension or extension of a regulation where a Student on a postgraduate degree Programme is prevented by ill health or other cause from completing requirements within the maximum period of registration;
j. delivering continuous improvement as evidence-based action planning and execution, with particular attention given to responsiveness to stakeholder feedback;
k. approving programme evaluation reports;
l. formally approving Students' passes and grades for Courses other than Level 9 or 10 theses, Dissertations or research projects and any subsequent amendments to passes or grades; this authority may be delegated ensuring the delegation is in writing and signed by at least two members of the relevant Programme Framework Committee. Such delegations should be recorded in the Programme Framework Committee minutes;
m. ensuring the fair treatment of Students in the awarding of Credits;
n. ensuring Student records are correctly maintained in accordance with Unitec's policies and procedures;
o. recommending to the Academic Board the award of Qualifications for Students who have met the requirements for the award of a Qualification set out in the Programme's regulations;
p. establishing subcommittees to advise and make recommendations to the Programme Framework Committee on such matters as it considers necessary for its efficient and effective operation;
q. establishing, as appropriate, a peer review process to inform Committee considerations of proposals for changes to programmes; and

r. undertaking any other matter required or permitted by this policy, or as otherwise authorised by a Qualification Board.

2. Membership of a Programme Framework Committee shall be approved by an Executive Dean and shall comprise the following:
    a. relevant Heads of Practice Pathway Groups, one of whom shall be Chair;
    b. Academic Leaders who have responsibility for a significant number of Courses offered in the Programmes;
    c. one or more academic staff members who have a major teaching involvement in the Programmes;
    d. one Mātauranga Māori champion;
    e. one elected Student representative enrolled in the Programme(s);
    f. additional members appointed by the Executive Dean as necessary;
    g. the Te Miro and Bridgepoint Programme Framework Committees will have up to two additional members (rotated annually) to ensure articulation with Practice Pathway Groups; and
    h. additional members co-opted by the Programme(s) Committee as necessary for a defined period.
3. The Chair shall be appointed by an Executive Dean.