Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

ACADEMIC BOARD
Agenda Papers

8 May, 2018

ACADEMIC BOARD MEMBERSHIP 2018

CHAIR Executive Dean (Academic)	Merran Davis
DEANS	
Bridgepoint	Nick Sheppard
Business, Enterprise and Technology	Murray Bain
Construction, Infrastructure and Engineering	Mark McNeill
Health & Community and Environmental & Animal Sciences	Debra Robertson-Welsh
Research and Enterprise	Marcus Williams
Teaching and Learning (Mātauranga Māori)	Teorongonui Josie Keelan
OTHER MEMBERS	
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - Creative Industries	Vanessa Byrnes
Head of Practice Pathway Representative - Construction and Infrastructure	Daniel Fuemana
Te Korowai Kahurangi Academic Quality Manager	Simon Tries (From end of May 2018)
Library Director	Moira Fraser
Interim Chief Executive	Alastair Carruthers
Elected Student Representative	Danni-elle Lindsay
Elected Student Representative	Matalena O'Mara
General Manager Benefits Realisation	To be appointed
General Manager International	Josephine Kinsella
General Manager Student Experience	Verity Jade
General Manager Workforce Industry Development Representative	Heather Stonyer
Director of Pacific Success	Falaniko Tominiko
The Mind Lab by Unitec Representative	Craig Hilton
Academic Quality Director	Shirley Wilson
Director Ako – Te Puna Ako	Simon Nash
EX-OFFICIO MEMBERS	
Manager Academic Administration	Marion Macneil
IN ATTENDANCE	
General Manager Governance & External Relations	Jo Alexander
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover

agenda

Academic Board

Tuesday 8 May 2018 at **9.00am**
Building 180-2043

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS

Subcommittee Chair's Reports have been submitted for:

13. Academic Board Standing Committee
    Minutes of the meeting(s) of 12-17 April, 2018
14. Ako Ahimura Learning and Teaching Committee
    Minutes of the meeting(s) of 19 April, 2018
15. Qualification Alignment Board
    Minutes of the meeting(s) of 27 March and 24 April, 2018
16. Research Committee
    Minutes of the meeting(s) of 8 April, 2018
17. Research Ethics Committee
    Minutes of the meeting(s) of 21 March, 2018

AGENDA ITEM 3

PITOPITO KŌRERO O NGĀ HUI/MINUTES OF THE PREVIOUS MEETING

RECOMMENDATION:

That Academic Board approves the Minutes of the meeting of 10 April, 2018.

minutes

Academic Board

Tuesday 10 April 2018 at 9.00 am
Building 115-1007

MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Shirley Wilson (Acting Chair)	Chris King	Daniel Fuemana
Danni-elle Lindsay	Debra Robertson-Welsh	Falaniko Tominiko
Mark McNeill	Matalena O'Mara	Michelle Smith (proxy)
Moira Fraser	Nick Sheppard	Riza Aguilar (proxy)
Teorongonui Josie Keelan	Vanessa Byrnes	Verity Jade

HUNGA MAHI/IN ATTENDANCE

Paula Wilkinson (Secretary)

1. KARAKIA

The Chair welcomed Michelle Smith attending for Josephine Kinsella, Riza Aguilar attending for Marion Macneil and Danni-elle Lindsay, the new elected Student Representative to her first Board meeting.

2. NGĀ WHAKAPĀHA/APOLOGIES

That Academic Board notes the apologies for the meeting.

Merran Davis	Alastair Carruthers	Craig Hilton
David Glover	Falaniko Tominiko	Josephine Kinsella
Kay Bramley	Marcus Williams	Simon Nash
Marion Macneil	Verity Jade (Leave early)	Moira Fraser (Leave early)

MOTION CARRIED

3. PITOPITO KŌRERO O NGĀ HUI/MINUTES OF PREVIOUS MEETING

Moved: Shirley Wilson
Seconded: Debra Robertson-Welsh

That Academic Board approves the Minutes of the meeting of 13 March, 2018 with the following corrections:

– *Agenda Item 5 (ii) Academic Quality and External Evaluation and Review 2018*

The Dean, Teaching and learning (Mātauranga Māori) met with the Eastern Institute of Technology about the initiative as they had used Te Hono o Te Kahurangi. She was also meeting with four practice Pathways and setting up a programme of activity using the Poutama is underway.

– ***Agenda Item 6 (iv) Programme Development Report Paragraph 2:***

Correct the Master of Contemporary Education programme commencement date from 2018 to 201<u>7.</u>

– ***Agenda Item 19 Draft Terms of Reference for Programme Actions and Quality Committee (PAQ), point 6 raised by members***

After consultation with Te Miro undergraduate staff, to read After consultation with Te Miro <u>post</u>graduate staff.

MOTION CARRIED

4.   ACTION AND REPORTING REQUIREMENTS

4.1   Agenda Item 4: Action and Reporting Requirements

Network Deans will give a full presentation to the Board on Unitec's strategic direction for the academic portfolio at the next Board meeting.

Action: Network Deans	Due Date: AB Meeting 8th May 2018

4.2   Agenda Item 7.5: Item 7.2: Item 6.2: Item 3 The Future of the Academic Board

The Chair advised that the proposed discussion at Academic Board about Academic Portfolio Mapping to identify any gaps from an academic perspective was complicated due to EER requirements and would therefore be deferred to the next Academic Board meeting (item 4.1 above).

Action: Chair Academic Board	Due Date: AB Meeting 8th May 2018

4.3   Agenda Item 6 (iii) Risks and Issues Register (Tabled Paper)

Updates addressed under Agenda Item 6 (ii)

4.4   Agenda Item 7 (ii) Assessment and Feedback Policy

After discussion, it was agreed that a standard communication strategy about this change to the turnaround timeframe for feedback to students following assessment completion was needed and the Academic Quality Director advised that she would send a communication to the Deans so they could decide on implementation dates for their networks.

Action: Academic Quality Director	Due Date 13th April 2018

4.5   Agenda item 19: Draft Terms of Reference for Programme Actions and Quality Committee (PAQ)

It was agreed that the Deans discuss the proposal first this week then get feedback from their HOPPs the following week in time for submission to the next QAB meeting for endorsement.

Action: Network Deans to report on progress to AB   Due Date: 8th May 2018

5. ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018

The Chair introduced the NZQA Cat 1 Programme: 2018 Month by Month Plan which encapsulates a substantial volume of the work undertaken for EER.

While the Plan, divided into four projects (Academic Quality, Student Voice and Engagement, Learning and Achievement, and Compliance), clearly lays out associated timelines and milestones to be achieved during 2018, the work will be embedded in business as usual in the future beyond the EER visit. This Plan will be circulated to members with the Minutes of this meeting.

Important dates are:

- 30th July. Final date for all data and evidence for self-assessment for NZQA (due at NZQA 13 August).
- Late August Scoping visit with Lead Evaluator. At this stage the scope is set with focus areas identified.
- 5th November. EER visit for two weeks.
- Draft report followed by Report.

Members were reminded that this is an iterative process involving changes, evaluation and action plans.

Academic Quality Project
The Chair advised that Academic Board members will be consulted on the Academic Quality Management Framework Policy, due in July, currently being worked on by Lyndsay Olney. There is also a lot of work being done around benchmarking and the Academic Dashboard.

The Internal Evaluation and Review is now set for June (the 2 weeks following Queens's birthday weekend.)

Student Voice and Engagement Project
The Student President noted approximately 50 student representatives have been appointed. She acknowledged the Business Practice Pathway who have nominated all their student representatives.

Members were advised the Student Council now own and maintain the portfolio for student representation and will train reps.

In response to comments from the Board, the Student President confirmed that she will resend a PowerPoint presentation to Deans on student representative roles.

General Manager Student Experience updated on the purpose statement for Student Wellbeing and Engagement which takes a whole of organisation approach with a focus on engagement, organization with consultation on an Engagement Calendar. The Framework or approach is not expected to be delivered prior to NZQA EER.

The Chair reiterated the importance of direct student voice.

Learning and Achievement Project
Dean Teaching & Learning Mātauranga Māori briefly acknowledged the schedule of work around Micro-credentials with groups meeting regularly to implement the 'badging' Pilot with BH&T.
She informed that the Māori Success Strategy is about to be redeveloped.

The possible use of Te Hono o Te Kahurangi (THNK) was discussed with EIT, who have used THNK previously.

Māori Studies at EIT, Hastings used Te Noho o Te Kahurangi only for programmes with a strong Māori focus, specifically their Bachelor and Diploma in Māori Studies, whereas Unitec does not have similar programmes.

After discussion with the Social Practice Pathway at Unitec it was decided to use our own Poutama for self-assessment, with THNK suggested for use at the programme development stage.

An initial hui with the Practice Pathways has been conducted and the setting up of Poutama Workshops has begun. Murray Bain was once again acknowledged for instructing his team to undertake the four basic Te Rito courses. These courses are scheduled for the whole year.

The Board agreed that Poutama Workshops should be an annual event.

The Compliance Programme
The compliance section has been expanded to include PEPs, Course Reporting, Student Evaluation and Stakeholder Engagement dates and milestones. This will be updated shortly and sent through to members.

Members agreed on the need to clearly delineate and separate self-assessment activities from compliance, whilst acknowledging the many compliance issues that must be dealt with and resolved for EER.

6. ACADEMIC BOARD: NGĀ HĒ ME TO ĀPITI WHAI ARA PŪRONGO/ OVERSIGHT, REPORTING AND TRACKING AND ACADEMIC QUALITY COMPLIANCE RISK REGISTER

(I) NZQA AND ITP SECTOR UPDATE
The Dean, Bridgepoint advised that he had updated relevant Bridgepoint staff about the changes to standards that contribute to Vocational Pathways, to ensure that assessment against expiring standards is completed before their expiry dates, and that Vocational Pathways approvals are changed for future learner cohorts.

The Chair noted two working groups set up to evaluate and feedback on proposed changes to NZQA Rules, and recognition of micro-credentials in New Zealand. Members were encouraged to join these groups.

Changes to NZQA Rules are clear, reflect operational changes, address emerging risks and enable NQA to effectively perform its quality assurance functions.

Micro-credentialing is relatively new, with NZQA proposing to recognise micro-credentials alongside qualifications within New Zealand's government regulated education and training system from July 2018.

(II) RISKS AND ISSUES REGISTER (TABLED PAPER)
The relevant Deans gave updates for their issues and risks and a number of issues were raised during discussion.

Building and Construction Industry Training Organisation (BCITO)
The Dean, Construction, Infrastructure and Engineering gave the Board an update about the Building and Construction Industry Training Organisation (BCITO) risk where both Unitec and BCITO had drawn funding from TEC for the same courses. He advised that an audit of all current contracts to ensure they were adhering to TEC requirements had been completed. Communication with TEC has seen this particular BCITO issue resolved so it is no longer critical, however he considers that the failures need to be systematically project managed and addressed.

The Chair suggested there needs to be more communication between Te Korowai Kahurangi (TKK) and Finance around TEC and NZQA funding categories, and subcontracting process issues. In addition, legacy issues from 2 or 3 years ago have prompted TKK to conduct audits from 2014 onwards.

Comment to be added within the risk that it has been identified as a wider system issue.

Action: Programme Development Partner	13th April 2018

Visa status of international students

The confusion around teaching staff having to routinely check and track whether an international student has a visa thereby ruling them in or out of being in the classroom, was addressed by Michelle Smith (International Business Support Manager. She is working with Jan Roodt (Quality Academic Adviser, International) to put a proposal together for real time reporting. Next semester International is working with Business Intelligence to report | flag students by Networks that need to visit International to attend to visa issues.

Chair said processes for next semester requiring proof of visa status will be handled by International.

Members raised the following points.

- International to send out process map
- With regards to Visas it is good to know what grace period a student has
- Would like attendance tracking, list of ineligible students
- Important that ineligible students do not get grade
- Issue for all NZCEL providers

Dean Bridgepoint and Head Academic Quality Enhancement will work with International Business Support Manager to resolve issues. This will be kept open on the Risk Register.

Programme documents update

The lack of version control with regards to Programme documents was raised as a potential issue by the Dean Business, Enterprise and Technology. He proposed changes to course descriptors and regulations, currently updated and located in the E-Academic Library, be reflected in programme documents.

The Chair considered this could be looked at again, that a working party explore current practice and determine what will work best for Unitec.

Working party:
Academic Quality Director
Programme Development Partner
Dean Business, Enterprise and Technology
Dean Health & Community and Environmental & Animal Sciences
Library Director

Chair to establish working party	Due Date – AB Meeting 8th May 2018

(iii) PROGRAMME DEVELOPMENT REPORT

The Programme Development Partner advised that a list of programmes for development in 2019 had been received from Network Deans so the number of developments that can be resourced this year can now be determined.

7. MAHIA ATU/MATTERS ARISING

7.1 Unitec's Strategic Portfolio Presentation by Network Deans (Verbal Update)

7.2 Academic Calendars – Addition of More Process Dates   Presentation

Programme Development Partner and Head Academic Quality Enhancement presented the current Academic Calendar to the Board and asked for comments the Board.

Members agreed that it is a good piece of work, that it is very useful to have a single Calendar but considered it could be further refined and perhaps colour coded to separate times of year, Committees and other events such as EER. When completed it will be uploaded to the Nest.

Head Practice Pathway, Creative Industries offered the assistance of some of her staff and Programme Development Partner will follow this up.

> Action: Programme Development Partner to follow up. Due Date AB Meeting 8 May

7.3 Academic Portfolio Mapping
Update noted.

7.4 (I) Regular Reporting
Dean Business Enterprise and Technology will give a verbal update at the next Academic Board meeting

(II) NZQA and ITP Sector Update
Discussed under Reporting and Tracking

(III) TEC Changes and Restructure (Paper tabled)
The Chair referred to the Memo which highlights 6 key priorities for the Tertiary Education Commission (TEC), key changes to the TEC structure and Guidance for Investment Plans.

Discussion raised the following points:
- Members agreed that there was a higher focus from TEC on outcomes and achievement, which aligns more with NZQA strategies.
- Educational Performance matters and performance in priority areas matter.
- TEC has invested heavily in sophisticated information management systems and databases which Unitec can access.

The Chair advised that due to early departure of members the Academic Board is now inquorate, therefore the following items have been referred to a Standing Committee for formal approval.

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

8. WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS

That the Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location:

9. CORRECTION TO AWARD OF QUALIFICATIONS

That the Academic Board approves the following correction to the Graduands list approved at the Academic Board meeting of 20th February 2018:
- *The change of student ID number from 1388921 to 1399821*
- *The student ID 1463098 is enrolled under the NCEE3 academic programme.*

10. REINSTATEMENT OF THE POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE

> *That the Academic Board approves the reinstatement of the Postgraduate Research and Scholarships Committee with immediate effect.*

Members fully endorsed the reinstatement of the PGRSC.

11. PROGRAMME APPROVAL – NEW ZEALAND DIPLOMA IN INFORMATION SYSTEMS

> *1) That the Academic Board approves the following programme effective from Semester 2 2018 for submission to NZQA*
>
> - *NZ Diploma in Information Systems (Level 5, 120 credits)*
>
> *2) That the Academic Board approves new PeopleSoft programme and course codes for the following programme, due to proposed academic development.*
>
> - *NZ Diploma in Information Systems (level 5)*

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

12. MONITORING OF DEGREES AT UNITEC - UPDATE

The Programme Development Partner updated the Board, noting there were programmes NZQA defined as 'not running'.

The Board asked Deans to look at orange programmes and identify their 'running status', and then TKK will check the programme regulations to verify run-out times of programmes and activate closure where necessary. Any programmes that need to be closed will come through to Academic Board.

Action: Programme Development Partner will confirm programme running status
Due Date 20th April 2018
Action: TKK will check programme regulations   Due Date 20th April 2018

13. MODERATION AUDIT PROJECT REPORT - UPDATE

The Programme Development Partner advised that over 98% of moderation plans had been submitted. The only Moderation Report that is outstanding is a sub-contracted category 1 external organisation and there are no concerns here.

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE MINUTES

The Programme Development Partner advised that a template to use for this reporting would be created for use shortly.

Action: Programme Development Partner

14. ACADEMIC BOARD STANDING COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 27-29 March, 2018.

15. AKO AHIMURA LEARNING AND TEACHING COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 8 March, 2018.

16. QUALIFICATION ALIGNMENT BOARD

That Academic Board receives the Minutes of the meeting(s) of 20 February, 2018.

17. RESEARCH COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 8 March, 2018.

18. RESEARCH ETHICS COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 21 February, 2018.

19. ĒTAHI KAUPAPA ANŌ/GENERAL BUSINESS

International Business Support Manager raised the need for students to receive their grades in a timely manner between Semester 1 and Semester 2. Students cannot renew their visas without their grades, which renders them classified as an over-stayer (Section 61).

The Chair advised that a Change to Grade Ratification was passed at the last Academic Board meeting to stipulate that grades be published within 10 days or at Deans discretion and welcomed input from International regarding issues recorded at International to be included in the Memo.

Action: International Business Support Manager	Due Date 17th April 2018

The Chair shared the very positive news that Unitec now has 98.3% of the Moderation Plans completed and congratulated Board members for their hard work and support.

Members raised the importance for proxies to be nominated to ensure quorum is reached.

Action: Chair will send message to members to nominate a Proxy when unable to attend.

There being no further business the meeting closed at 10.30 am.

Agenda papers are available on the H Drive at the following location: H:\2. Academic Development\E-Academic Library\Committees\ACADEMIC BOARD COMMITTEE\Agenda Papers - Individual

Next meeting date

TUESDAY 8 MAY, 2018 AT 9.00A.M. BUILDING 180-2043

Agenda deadline for the next meeting is 5pm Monday 30 April, 2018.

These minutes are a true and accurate record of this meeting.

Signed: ……………………….…………. Shirley Wilson (Acting Chair, Academic Board)

Unitec

To	Academic Board	**From**	Academic Quality Director
Title	Academic Quality and EER	**Date**	1 May 2018

Purpose

To provide reports for discussion, evaluation on progress, and to make recommend further actions in matters of academic quality and readiness for External Evaluation and Review (EER).

Key Points

The Category 1 Rōpū workstream progress updates:

- **ACADEMIC QUALITY**
  - o **Benchmarking** – Framework agreed for pacifica and Otago Polytechnic benchmarking. Discussions with Whitirea and Otago Polytechnic re dates underway.
  - o **Internal evaluation and review (IER) preparation** – The 12 focus areas have been agreed. The IER will take place the week of June 5.
  - o **Quality Management Framework** – Draft Academic Quality Assurance Map and core draft policies will come to Academic Board for discussion and consultation in June.
  - o **Self Assessment** – PEP is in progress at present. IER focus area PEPs will need to be available for the IER team at end of May.
  - o **Academic Manual Dashboard** – 2018 targets for the dashboard require ELT confirmation.

- **MAORI SUCCESS**
  - o **Maori Self Assessment** - Pathways have been visited. Poutama self-assessment workshops with academic staff are in progress and more can be planned if staff want them. Kaihautū are confirming self assessment in Computing, Sport, Plumbing and Gas Fitting, Bridging Education.
  - o **Maori benchmarking** – Meeting with Whitireia on Maori benchmarking requested.
  - o **Comms**. – Josie advised Maori Success messages are not getiing through.

- **PACIFIC SUCCESS**
  - o **Pacific Stakeholder engagement** plan now drafted with Heather Stonyer**.**
  - o The next step is to report on how Pathways will achieve 'Pacific Success' goals
  - o **Pacific PD** for pathways has been offered.

- **STAKEHOLDER ENGAGEMENT:**
  - o **Alumni database –** expected completion June 2018.
  - o **Maori Stakeholder engagement –** Work on the Maori Success Strategy to feed into Maori stakeholder engagement plan is underway.

- **LEARNING & TEACHING**
  - o **Teacher Capability Standards** - Will come to Academic Board early May for approval
  - o **Badging** – is being piloted with B&HT networks

- o **TEU** – wish to be kept well adcvised of any changes that measure teachers performance.

- **COMPLIANCE**
    - o **Degree Programme Monitor visits** – Contracts for Monitors have been completed across all required programmes now.
    - o **Sudent Evaluation of Courses & Teaching** – Most Deans will want these done in Week 13.

- **COMMUNICATIONS**
    - o **Mid year staff event -** Discussion on how best to use this for CAT1/EER. Suggestions were: Panel session from Evaluators, include Leaders and Deans on the stage as well, so people relate to them more closely; an update on workstream progress; 'state of the nation' from Alistair; focus on assessment of 'excellence/excellence' which will still retain CAT2 to reduce staff exoectation that we may not achieve CAT1 this year.

Recommendation: That a working party from Academic Board be established to provide input to the Academic Quality Assurance Map and associated Academic Policy reviews.

ISSUES REGISTER

ID	Issue Description	Priority	Assigned to Owner	Expected Resolution Date	Escalation Required (Y/N)?	Impact Summary	Action Steps	Actual Resolution Date	Final Resolution & Rationale
	Since Semester 1, 2016 Unitec had been inadvertently breaching NZQA's Rule 18, which relates to English Language entry requirements for international students. This was due to an internal staff training oversight that allowed discretionary entry to students based on an academic assessment of the student's capability to succeed in study. Upon discovery of the breach in March 2017, the International Office immediately rectified its processes and withdrew offers that breached Rule 18 for prospective Semester 2, 2017 students. NZQA and Immigration New Zealand were notified of the situation and an associated mitigation plan. Approximately 350 students were granted incorrect entry, which was a serious breach; NZQA requested a significant amount of reporting be submitted, including: *A list of all students who have not passed all of their courses including copies of their individual learning plans. *A copy of a report and next steps following the examination of a sample of student assessments submitted by students whose English language abilities were not proven. *A copy of an external review for the compliance and operational risk management of enrolments *A copy of an internal audit of international processes including NZQA	Medium	David Glover and Merran Davis	August 31st	No	Breaches of Programme Approval Rules are taken very seriously be NZQA and could lead to Statutory Actions being implemented and severe disruption to the planned study of students. Such breaches also negatively impact the overall confidence that NZQA has of Unitec and therefore the perception that NZQA has during an EER evaluation period. If not addressed correctly, unwanted media attention and a negative impact on Unitec's reputation would result.	Unitec has submitted all material to NZQA within the timeframe that was requested, further to this: *The monitoring of the academic performance of all students incorrectly granted discretionary entry is ongoing (the course pass rate of these students is 84%). *New enrolment systems are in place to prevent any further such breaches	August 31st (NZQA) All students will be monitored until completion of their study.	On Friday 18 August a letter from NZQA confirmed receipt of all material and noted the following: "NZQA has reviewed the documentation provided and nothing further is required. NZQA is satisfied that Unitec is making progress relating to improving its compliance practices and putting in place appropriate measures to reduce the risk of future Rule 18 breaches. However, should any similar non-compliance be identified in the future NZQA will take this history into consideration when determining any action, it may take." This issue will remain open until all students granted entry in breach of Rule 18 have graduated from their respective programmes.
	The Nursing Council has determined that the Bachelor of Nursing has not met all compliance standards. This issue has been reported to Council throughout 2017.	Medium		July 31st		It is imperative for Unitec programmes to comply with all registration board (or similar) requirements. Failure to meet regulatory standards can lead to a withdrawal of accreditation.	Staff in the HealthCare Practice Pathway have worked closely with the Nursing Council-appointed Monitor on fulfilling the requirements and actions that were devised as a response to the areas of non-compliance. A one-day audit took place on June 29th, with two auditors present. Compliance with the Nursing Council requirements was confirmed on the 26th of July. As part of the agreed-upon actions to create a sustainably compliant programme, Unitec has purchased the Nursing curriculum from Ara Polytechnic and used it as a basis for a new Nursing programme. This will be submitted to NZQA for approval in August. The Nursing Council require monitoring reports in October 017, February 2018 and June 2018. A full monitoring visit against all the NCNZ standards will occur in April 2018.	July 31st	The specific issue relating to Nursing Council non-compliance is closed. Ongoing monitoring of the programme will take place.
	The Medical Radiation Technologists Board (MRTB) has determined that the Bachelor of Health Science (Medical Imaging) has not met all Accreditation Standards. A corrective action for each non-compliant standard has been mandated by the MRTB. The programme has kept its accreditation for the next 12 months but the MRTB has required that: Unitec provides 3-monthly progress reports to the Board; and that there is sufficient evidence at the point of submitting the second (6-month) report that Unitec is consistently and adequately addressing the corrective actions contained in the report.	Medium		December 30, 2017		It is imperative for Unitec programmes to comply with all registration board (or similar) requirements. Failure to meet regulatory standards can lead to a withdrawal of accreditation.	16 Action Steps have been devised by the programme team to address the respective Accreditation Standards. 8 of these steps have been completed since July 2017 and will be reported in the September update to MRTB. All activity will be reported to the Ako Ahimura Learning and Teaching Committee HCS Network and the Qualification Alignment Board.	July 31st, 2018	Two of the three monthly reports have been provided, and the Practice Pathway is awaiting feedback on the January report. Senior Academic Leadership have been to Wellington to meet with the MRTB to discuss issues face to face. This issue is close to final resolution.
	It was discovered that the PGDip Counselling was not noted as an active programme on the NZQA website. Investigation into this found that a spreadsheet sent to NZQA for another purpose was mis-interpreted. The Programme is not open to new enrolments and will be completing at the end of 2018. The issue of the listing has since been resolved, however as a result of this enquiry NZQA have requested further information about the ongoing activity of Programme Maointenance. Quality related materials were sought and the evidence of ongoing monitoring and moderation practices were found to be inadequate.	High	Debra Robertson-Welsh, Dean Innovation and Development HCS Network	March 8, 2018	No	This non-compliance may have an effect our 2018 EER.	Remediation work to be undertaken immediately to appoint a Monitor and to schedule a visit during Semester 1, 2018. Moderation planning for 2018 will include remedial action to ensure that all moderation abligations are met. Particular attention will be payed to all academic compliance matters.		
	NZQA have notified Unitec of requirements for the Doctor of Computing. The primary requirement to to ensure that a new Monitor was appointed immediately and that a Monitors vist was scheduled during Semester 1, 2018. Other requirements are for further information about the ongoing activity of Programme Maointenance and egneral information including: Programme structure including component descriptors • Staffing -- that is, who teaches which components • More information on teaching and assessing and progression • Student numbers and where they are up to in the programme.	Medium	Murray Bane, Dean Innovation and Development BE&HT Network	March 7, 2018	No	Ongoing issues of non-compliance in Computing may have an effect our 2018 EER.	A project team of Computing staff has been set-up to ensure that the requirements are met and that any remediation work is undertaken within the Semester.		

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Master of Educational Leadership and Management	Postgraduate	77%			Pending TEC approval
Postgraduate Certificate in Educational leadership and Management	Postgraduate	77%			Pending TEC approval
Postgraduate Diploma in Educational leadership and Management	Postgraduate	77%			Pending TEC approval
NZ Certificate in Language Teaching	Language Studies	46%			With NZQA for approval
NZ Diploma in Information Systems L5	Computer Science	42%			With NZQA for approval
NZ Certificate in Drainlaying	Building Construction and Services	46%			With NZQA for approval
NZ Certificate in Gasfitting	Building Construction and Services	46%			With NZQA for approval
NZ Certificate in Plumbing	Building Construction and Services	46%			With NZQA for approval
Master of Contemporary Education	Postgraduate	77%			NZQA approval pending
NZ Certificate in Exercise	Community Development	27%			Pending internal approvals
NZ Certificate in Sport and Recreation	Community Development	27%			Pending internal approvals
NZ Certificate in Sport Coaching	Community Development	27%			Pending internal approvals
NZ Diploma in Sport, Recreation and Exercise (Multi-Sector)	Community Development	27%			Pending internal approvals
Bachelor of Construction (Technology)	Building Construction and Services	54%			Document feedback issues escalated to management
NZ Certificate in Health and Wellbeing (Social and Community Services) (Mental Health and Addiction Support Strand)	Social Practice	12%			Programme Document overdue

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Applied Science (Veterinary Nursing)	Environmental and Animal Sciences	31%			Programme Document scheduled for completion soon
Bachelor of Geospatial Science	Engineering	27%			Programme Document scheduled for completion soon
Bachelor of Health and Social Development (Diversional Therapy)	Community Development	65%			Programme team working on addressing NZQA feedback
Master of Counselling (Narrative Practice)	Social Practice	15%			Programme Document in progress
NZ Certificate in Animal Welfare Investigations	Environmental and Animal Sciences	12%			Programme Document in progress
Master of Applied Practice (Police)	Police Studies	23%			Programme Document on hold while Bachelor issues sorted
Postgraduate Certificate in Applied Practice (Police)	Police Studies	23%			Programme Document on hold while Bachelor issues sorted
Postgraduate Diploma in Applied Practice (Detective)	Police Studies	19%			Programme Document on hold while Bachelor issues sorted
Bachelor of Policing	Police Studies	38%			NZQA feedback received - developing team working through issues

AGENDA ITEM 5

5. Academic Board: **Ngā hē me te Āpiti whai Ara Pūrongo/** Oversight, Reporting and Tracking
   (iii) **Monitoring of Degrees at Unitec**
        (Verbal Update at Meeting)
   (iv) **Moderation Audit Project Report**
        (Verbal Update at Meeting)

6. Matters Arising

6.1 Academic Portfolio Mapping (Presentation at Meeting)

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

Award of Qualifications

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location: H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-05-08 ABMtg 08 May 2018

To	Academic Board	**From**	Debra Robertson-Welsh
			Chair QAB
Title	Change of name for QAB	**Date**	02 May, 2018

Recommendation

That the Academic Board approves name change for the Qualification Alignment Board to Quality Alignment Board | Te Pōāri Iho.

Justification

Members of the QAB agreed at the meeting of the 20th February 2018 that the committee change its name. Members discussed the agreed that the new name be Quality Alignment Board as it was felt to be more relevant and engaging and has a clearer focus towards outcomes for the EER (External Evaluation Review). Consultation with Matua Hare contributed the te reo rendering of the name.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

9. Being a Category 1 Organisation
   (Discussion at Meeting)

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Unitec Academic Board	Date	April 30 2018
CC			
From	Marcus Williams Dean, Research and Enterprise	Phone No.	8655
Subject	2018 Research Productivity Traffic Light Report		

In order to monitor the extent to which degree programme teaching and supervision is underpinned by research activity, a NZQA requirement, the Academic Board approved the use of the Research Productivity Traffic Light (RPTL) Report. This report was first presented to the Academic Board in 2012 and was repeated in 2013, 2014, 2015, 2016 and 2017. The longitudinal nature of the RPTL productivity metric means trends and forecasting for the research activity of Unitec's degree programmes can be reported.

The Unitec Research Strategy 2015-2020 outlines Unitec's future aspirations with regard to RPTL performance, stating that all programmes at degree level and above will be rated "Green" by 2020.

This Memo summarises the 2018 RPTL results for Unitec's degree programmes.

RPTL Terms of Reference and Methodology

Following is an overview of the key terms of reference and methodology:

- The criteria for inclusion is permanent full time or part time staff, or staff on contracts of 12 months or more, with an FTE of at least 0.2 who significantly taught and/or supervised on degree and above level courses during Semester One 2018.
- For the purposes of the RPTL a 'research active' staff member is defined as someone who produces at least two eligible research outputs that are verified in ROMS (Unitec's Research Output Management System) within the past two years.
- The current 2018 report is based on staff's research activity as recorded in ROMs for 2016 and 2017.

The 2018 Research Productivity Traffic Light (RPTL) Results

The RPTL analysis uses a traffic light colour system to represent levels of research activity in each degree programme:

Green is the required standard, where at least 75% of staff teaching and/or supervising on the programme are producing two or more outputs for the two-year period under review.

Amber is marginal, with 50-74% of staff reaching the threshold of two or more outputs.

Red is below standard with under 50% of staff achieving the required number of outputs.

In 2018 Unitec maintained the excellent gains made since the Traffic Light report was introduced in 2012 (see Figure 1), however the rate of progress has slowed. As shown in Table 1 below in 2017 28 degree programmes were Green Lit (68%), 7 programmes were Amber (20%), and 6 were Red Lit (12%). In 2018, 2017 28 degree programmes are Green Lit (68%), 5 programmes are Amber (12%), and 8 are Red Lit (20%).

At the programme level (as demonstrated in Table 2, 3 programmes shifted up a grade (i.e. from Amber to Green (n=2), or Red to Green (n=1)). This rate of positive shift has slowed down compared with 2017 where 8 programmes shifted upwards. Similar to last year 6 programmes downgraded from Amber to Red (n=3), or Green to Amber (n=3). See Table 2 on following page.

Programme Status	2012	2013	2014	2015	2016	2017	2018
Count of Green Lit Programmes	9	10	14	19	22	28	28
Count of Amber Lit Programmes	7	8	9	12	16	7	5
Count of Red Lit Programmes	11	9	7	4	3	6	8
Total	27	27	30	35	41	41	41

Programme Status	2012	2013	2014	2015	2016	2017	2018
Percentage of Green Lit Programmes	33%	37%	47%	54%	54%	68%	68%
Percentage of Amber Lit Programmes	26%	30%	30%	34%	39%	17%	12%
Percentage of Red Lit Programmes	41%	33%	23%	11%	7%	15%	20%
Total	100%	100%	100%	100%	100%	100%	100%

Table 1. Total Number and percentage of Green, Amber and Red lit Degree Programmes 2012-2018

Unitec holds the goal of achieving 100 percent Green Lit programmes by 2020. While this goal remains achievable it requires a strong focus, increased effort, and appropriate resourcing to shift the final group of Amber and Red programmes to Green Lit status. Careful planning needs to be put in place and implemented this year.
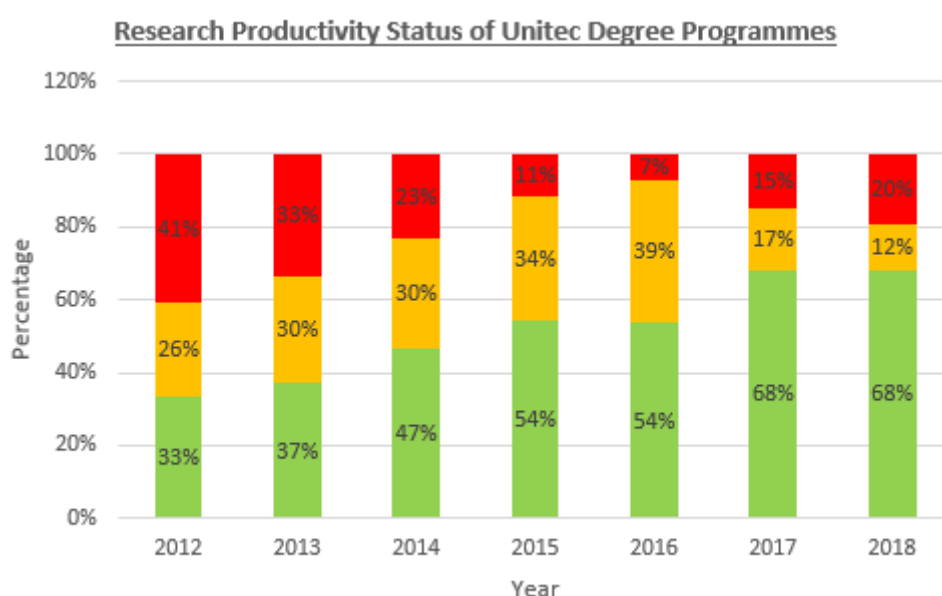

Figure 1. Total Number of Green, Amber and Red lit Degree Programmes 2012-2018

Network	Pathway	Programme	Research Active Staff Count in Programme 2018	Programme Traffic Light 2012	Programme Traffic Light 2013	Programme Traffic Light 2014	Programme Traffic Light 2015	Programme Traffic Light 2016	Programme Traffic Light 2017	Programme Traffic Light 2018	Percentage Point Change 2017-2018
Bridgepoint Network	Bridging Education	Bachelor of Arts (EAL)	5			80%	83%	57%	43%	20%	-23%
Business and Enterprise Network	Business Practice	Bachelor of Business	26	56%	47%	53%	67%	69%	75%	50%	-25%
		Bachelor of Communication	5	38%	53%	64%	80%	56%	50%	60%	10%
		Master of Applied Practice (Professional Accounting)	5					75%	100%	80%	-20%
		Master of Business	2	83%	75%	45%	64%	80%	100%	50%	-50%
		Master of International Communication	4	100%	100%	100%	100%	100%	86%	100%	14%
		Postgraduate Diploma in Business	2				75%	83%	100%	100%	0%
		Postgraduate Diploma in International Communication	3					100%	80%	100%	20%
	Creative Industries	Bachelor of Creative Enterprise	11					60%	77%	100%	23%
		Bachelor of Design and Visual Arts	6	77%	79%	58%	67%	71%	86%	100%	14%
		Bachelor of Performing and Screen Arts	15	23%	27%	48%	50%	56%	43%	47%	4%
		Master of Creative Practice	7					100%	91%	100%	9%
		Master of Design	7	79%	83%	67%	89%	67%	85%	100%	15%
Construction and Infrastructure Network	Architecture	Bachelor of Architectural Studies	19	60%	64%	64%	62%	84%	79%	84%	5%
		Bachelor of Landscape Architecture	8	75%	85%	75%	82%	88%	75%	88%	13%
		Master of Architecture (Professional)	20	60%	67%	78%	67%	90%	75%	85%	10%
		Master of Landscape Architecture	8	90%	89%	88%	80%	89%	75%	88%	13%
	Building Construction and Services	Bachelor of Construction	10	50%	50%	45%	50%	75%	70%	60%	-10%
Engineering Network	Engineering	Bachelor of Engineering Technology	23	36%	25%	31%	85%	55%	50%	35%	-15%
	Vehicle Systems and Materials	Bachelor of Applied Technology	24	8%	27%	32%	45%	55%	53%	38%	-15%
Environmental and Animal Science Network	Environmental and Animal Science	Bachelor of Applied Science (Natural Sciences)	18	81%	78%	77%	100%	100%	100%	83%	-17%
Health and Community Network	Community Development	Bachelor of Applied Science (Human Biology)	9	25%	22%	44%	29%	22%	56%	78%	22%
		Bachelor of Health and Social Development	8			100%	100%	20%	43%	75%	32%
		Bachelor of Sport	12	27%	36%	78%	70%	70%	75%	83%	8%
		Bachelor of Teaching (ECE)	10	40%	42%	53%	47%	64%	60%	40%	-20%
		Master of Osteopathy	11	45%	50%	71%	50%	50%	85%	82%	-3%
	Health Care	Bachelor of Health Science (Medical Imaging)	7	29%	29%	57%	71%	67%	25%	43%	18%
		Bachelor of Nursing	14	32%	25%	36%	25%	35%	29%	21%	-7%
	Social Practice	Bachelor of Social Practice	11	41%	60%	84%	94%	94%	86%	100%	14%
		Master of Social Practice	3	58%	83%	86%	100%	100%	100%	100%	0%
		Postgraduate Diploma in Counselling	2				100%	100%	100%	50%	-50%
High Technology Network	Computer Science	Bachelor of Computing Systems	15	73%	67%	71%	94%	93%	86%	93%	8%
		Doctor of Computing	4	100%	75%	100%	100%	100%	100%	100%	0%
		Master of Computing	10	73%	58%	100%	93%	100%	100%	100%	0%
		Postgraduate Diploma in Computing	7				91%	100%	100%	100%	0%
Te Miro Network	Te Miro Postgraduate	Master of Applied Practice (all streams)	8				67%	91%	100%	100%	0%
		Master of Educational Leadership and Management	3					67%	67%	100%	33%
		PGDip Applied Practice (all streams)	3				64%	100%	100%	100%	0%
	Mindlab	PGCert Applied Practice (Digital and Collaborative Learning)	20					60%	93%	75%	-18%
		Master of Applied Practice (Technological Futures)	6						83%	83%	0%
		Master of Teaching Educational Leadership	3							33%	33%

Table 2. The Traffic Light scores for all Unitec degree programmes 2012 to 2018

NOTE: The score is the percentage of research active (RA) staff teaching and/or supervising on the programme that year. A Green lit programme is where least 75% are RA staff, Amber is 50-74% RA, and Red is under 50% RA staff. Staff's research activity is identified by reviewing staff's eligible research outputs for the previous two years.

Following are the programmes that moved up a grade in 2018:
- **Bachelor of Health and Social Development** (32 percent increase from 43 percent to 75 percent, grade shift from **Red** to **Green**)
- **Master of Educational Leadership and Management** (33 percent increase from 67 percent to 100 percent, grade shift from **Amber** to **Green**)
- **Bachelor of Applied Science (Human Biology)** (22 percent increase from 56 percent to 78 percent, grade shift from **Amber** to **Green**)

Following are the programmes that shifted backwards (moved down a grade in 2018):
- **Master of Business** (50 percent decrease from 100 percent to 50 percent, **Green** to **Amber**). *Currently only two staff teach this degree so one research inactive staff has a major impact on the result.*
- **Postgraduate Diploma in Counselling** (50 percent decrease from 100 percent to 50 percent, **Green** to **Amber**). *New staff who are currently research inactive have impacted the score but plans are in place to return to Green lit status quickly.*
- **Bachelor of Business** (25 percent decrease from 75 percent to 50 percent, **Green** to **Amber**). *Strong effort and focused planning is required to return this programme to Green lit.*
- **Bachelor of Teaching (ECE)** (20 percent decrease from 60 percent to 40 percent, **Amber** to **Red**). *This shift downwards was anticipated and team based research projects are being put in place to shift the programme to Green by 2020.*
- **Bachelor of Engineering Technology** (15 percent decrease from 50 percent to 35 percent, **Amber** to **Red**). *Strong effort and focused planning is required, particularly to lift research activity for staff who also teach at certificate and diploma level.*
- **Bachelor of Applied Technology** (15 percent decrease from 53 percent to 38 percent, **Amber** to **Red**). *Strong effort and focused planning is required, particularly to lift research activity for staff who also teach at certificate and diploma level.*

Following are the programmes that are Red lit:
- **Bachelor of Health Science (Medical Imaging)** (18 percent increase from 25 to 43 percent). *New staff who are currently research inactive have offset some gains made in the past year but plans are in place achieve Green lit status.*
- **Bachelor of Performing and Screen Arts** (4 percent increase from 43 to 47 percent). *There will need to be a focus and strong research plan to shift the screen and performance staff to research active status.*
- **Master of Teaching Educational Leadership** (First year: 33 percent). *The MTEL is an employment-based programme with 20 "Learning area advisors" practicing and in industry who are key content providers, but not eligible for the RPTL due to the nature of their employment contracts. The MTEL is recently approved by TEC having been developed by a team of qualified and research active staff. Research plans are in place to bring the eligible teaching staff to research active status quickly.*
- **Bachelor of Arts (EAL)** (23 percent decrease from 43 to 20 percent). *This is the final year for the BA (EAL), it will not be offered in 2019.*
- **Bachelor of Nursing** (7 percent decrease from 29 to 21 percent). *Further staff changes have prevented significant progress however research plans are in place to achieve the 2020 goal.*

Following are the programmes that are Amber lit:
- Bachelor of Communication (10 percent increase from 50 percent to 60 percent)

- Bachelor of Construction (10 percent decrease from 70 percent to 60 percent). *It is taking a while to lift new staff to research active status, however activity is forecasted to result in Green Lit status in 2019.*

Following are the programmes that maintained their Green lit status:
- Postgraduate Diploma in Business (no change 100%)
- Master of Social Practice (no change 100%)
- Doctor of Computing (no change 100%)
- Master of Computing (no change 100%)
- Postgraduate Diploma in Computing (no change 100%)
- Master of Applied Practice (All Streams) (no change 100%)
- Postgraduate Diploma Applied Practice (All Streams) (no change 100%)
- Master of Applied Futures (Technological Futures) (no change 83%)
- Bachelor of Creative Enterprise (23 percent increase from 77% to 100%)
- Postgraduate Diploma in International Communication (20 percent increase from 80% to 100%)
- Master of Design (15 percent increase from 85% to 100%)
- Bachelor of Design and Visual Arts (14 percent increase from 86% to 100%)
- Bachelor of Social Practice (14 percent increase from 86% to 100%)
- Bachelor of Landscape Architecture (13 percent increase from 75% to 88%)
- Master of Landscape Architecture (13 percent increase from 75% to 88%)
- Master of Architecture (Professional) (10 percent increase from 75% to 85%)
- Master of Creative Practice (9 percent increase from 91% to 100%)
- Bachelor of Sport (8 percent increase from 75% to 83%)
- Bachelor of Computing Systems (8 percent increase from 86% to 93%)
- Bachelor of Architectural Studies (5 percent increase from 79% to 84%)
- Master of Applied Practice (Professional Accounting) (20 percent decrease from 100% to 80%)
- PGCert Applied Practice (Digital and Collaborative Learning) (18 percent decrease from 93% to 75%).
- Bachelor of Applied Science (Natural Science) (17 percent decrease from 100% to 83%).
- Master of Osteopathy (3 percent decrease from 85% to 82%)

Furthermore, these programmes are demonstrating healthy research cultures and robust research plans therefore none are currently at risk of losing their Green Lit status in 2019.

Conclusion

The excellent progress Unitec has made since 2012 to raise research activity at degree level has been maintained in 2018. However, results indicate progress has slowed down as the final group of degrees try to lift their research activity to shift from Red and Amber, to Green Lit status. The goal to see all Unitec degree programmes Green Lit by 2020 remains achievable. However, it is critical that research plans are established, and first phases are implemented, by the end of this year to give these programmes the chance to shift to Green by 2020. Tuapapa Rangahau's Research Development Programme for this year will focus on partnering with pathways to achieve this goal.

Some standout achievements include the rapid movement from Red to Green lit status in one year for the Bachelor of Health and Social Development within Community Development. The shift upwards for all Design and Visual Arts degree programmes to 100 percent research active. The four Architecture degrees also all shifted further in to the Green range, after sitting at the cusp of the Amber/Green range in 2017. Computing also continues its strong research performance for all four degree programmes.

Recommended Action for Academic Board Members: Accept the 2018 Research Productivity Traffic Light Report.

memo

To	Academic Board	Date	8 May 2018
CC			
From	Merran Davis	Phone No.	(09) 815 4321 Ext: 7115
	Chair, Academic Board /Executive Dean, Academic		
Subject	Programme Approval – NZ Certificate in Language Teaching (Level 5, 60 credits) & new Bachelor of Construction Technology Major (Level 7, 360 credits)		

Recommendation:

That the Academic Board ratifies approval by Academic Board Chair's Action on 19 April 2018 of the following new programmes for submission to NZQA:

1) *Technology Major in the Bachelor of Construction (Level 7, 360 credits) programme, effective from Semester 2 2018.*

2) *New Zealand Certificate in Language Teaching (Level 5, 60 credits) programme, effective from Semester 2 2018.*

Chair's Action was taken to expedite programme approval to meet New Zealand Qualification Authority deadlines.

1.0   PROGRAMME FACTUAL SUMMARY

Programme Details

Title of programme:	Bachelor of Construction
With Endorsements in (if applicable):	Construction Management (CM), Construction Economics (CE), Property Development (PD), Technology (TE)
Level:	7
Total credits:	360
NQF credits:	-
Unitec credits:	360
Programme Abbreviation:	BCons
Programme Number:	CA2253
Programme Owner:	Unitec
Qualification:	Unitec Qualification
Titles of any National or New Zealand Qualifications completed as part of the programme:	NA
Nature of approval sought:	Approval and Accreditation, and SAC funding
Proposed Start date:	July 2018
New programme or existing programme amended:	☒ Add a New major to an existing programme
Brief Summary of changes made (if appropriate):	• Refinement of Graduate Profile • New major in Technology designed for BIM/VDC managers, Building Surveyors, Facilities Managers, Building Control Managers • New courses for the new major.

Qualification Details

Qualification Title:	Bachelor of Construction
With Majors in:	Construction Management (CM), Construction Economics (CE), Property Development (Prop Dev), Technology (TE)
Version:	1
Qualification Type:	Bachelor Degree
Qualification award category:	20
Level:	7
Credits:	360
NZSCED subject classification:	040303
Qualification developer:	Unitec Institute of Technology
Next Review:	June 2022
Approval Date:	July 2017

Outcome Statements:

Strategic Purpose Statement: **[Aims]**	The purpose of this qualification is to provide the construction industry with people who have the knowledge, skills and capability to manage construction projects in both New Zealand and International contexts. Graduates will be capable of meeting the immediate and future challenges of professional and leadership demands in their chosen discipline majors such as construction management, construction economics, property development, and transformational constructional technologies. Graduates are eligible for professional memberships of the following professional bodies who accredit or recognise the programme: New Zealand Institute of Building; New Zealand Institute of Quantity Surveyors; Pacific Association of Quantity Surveyors; Property Institute of New Zealand; New Zealand Institute of Building Surveyors; Royal Institution of Chartered Surveyors.
Graduate Profile:	**Common Outcomes** The graduate will be able to - • Manage all phases of the lifecycle of construction projects from feasibility to completion • Provide leadership to meet project milestones of all phases of the project effectively and efficiently. • Function effectively, both individually and as a team member, to manage, undertake and communicate project tasks and activities as appropriate to all key stakeholders • Function in a multi-disciplinary team and effectively and efficiently manage the conflicting requirements and expectations of different stakeholders in the built environment • Be adaptive and embrace transformational constructional technologies to meet changing needs of the industry • Apply business processes in the creation and administration of a construction business or a business unit • Work within the applicable legislative, regulatory and ethical requirements in the management of construction projects. **Outcomes specific to the Construction Management Major** The graduate will be able to - • Practise as an associate site manager and apply the specialist knowledge of construction processes, planning and organisation involved in the management of construction projects • Plan and manage at detailed level the resources applied to construction projects • Optimise solutions and manage projects to meet stakeholder objectives including client objectives. **Outcomes specific to the Construction Economics Major** The graduate will be able to - • Practise as a junior quantity surveyor and apply the specialist knowledge needed for the cost planning and cost management of construction projects

	• Provide cost advice for construction projects throughout their lifecycle • Carry out detailed cost planning and optimising to achieve stakeholder objectives • Act as the client's agent on construction projects. **Outcomes specific to the Property Development Major** The graduate will be able to - • Practise as an assistant property developer and apply the specialist knowledge required for the valuation and management of property • Provide feasibility advice for property development • Identify opportunities and develop and manage a property investment portfolio • Manage the interface between the construction of buildings and their use. **Objectives specific to the Technology Major:** The graduate will be able to - • Practise as an associate building surveyor or BIM manager and apply the specialist knowledge associated with the high-level use of advanced and emerging construction technologies across the lifecycle of buildings • Analyse and optimise construction methodologies to improve the performance of construction projects across their lifecycle using a scientific and a quality assurance approach • Apply virtual technology tools and processes to optimise the construction and performance of buildings across their lifecycle.
Education Pathway:	Graduates of the Bachelor of Construction will be eligible for membership of the industry professional bodies that formally accredit the degree, along with other institutions that recognise the qualification. Graduates of the Bachelor of Construction may undertake further study on post-graduate programmes in construction studies. .
Employment and/or Community Pathway:	The Bachelor of Construction is designed to meet the requirements of employers and professional bodies in the following broad areas of the four majors: Construction Management – project management, site management Construction Economics – quantity surveying, contract administration Property Development – building portfolio management, facilities management Technology – BIM management, building surveying, building control management, facilities management

Programme Specifications:

Network(s):	Construction and Infrastructure Network
Practice Pathway(s):	Building Construction and Services
Content:	Content is centred on a common core of essential knowledge underlying the construction and property industry as a whole together with specialised professional knowledge in the disciplines of Construction Management, Construction Economics, Property Development, and advanced construction Technologies.
Delivery mode:	Blended
Delivery methods:	May include: interactive lectures, flipped classroom, tutorials, field trips, group work, visiting specialists, case studies and scenarios, computer laboratories, online learning, and self-directed learning.
Delivery sites:	Mt Albert, Waitakere
Assessment Modes:	Formative assessments, case studies, peer and collaborative assessment, assignments, practical demonstrations, tests, examinations, presentations.
Assessment standards included: (if any)	NA
Entry requirements:	Specific Admission To be admitted to this programme, all applicants must meet the following requirements: a. have at least 12 credits at NCEA level 2 in Mathematics; or b. have a grade of 5 or better in Sixth Form Mathematics, or equivalent.
Student Profile:	☐ Domestic Only ☒ Domestic & International ☐ International Only
Student Destination:	☐ More academically oriented ☒ More occupationally oriented
Eligibility for student loans and allowances:	☒ Access to loans ☒ Access to allowances
Nature of Funding sought:	☒ SAC
Expected student intake:	20 (for new major)
EFTS	3
Duration of the Programme Full-time:	3 years
Duration of the Programme Part-time:	10 years
Maximum duration of the Programme:	10 years
Total weeks of the programme per year (including holiday weeks):	36 weeks including orientation, study week and exam weeks
Total teaching weeks of the programme per year (excluding holiday weeks):	32 weeks

Average teaching hours per week:	15 hours
Average self-directed study hours per week:	22.5 hours
Work Experience hours per week:	NA
Total study hours per week:	37.5 hours

Contact details

Contacts:	**Contact 1** **Daniel Fuemana** Head of Building Construction and Services Unitec Institute of Technology Private Bag 92025 Victoria St West AUCKLAND **Phone:** (09) 849 4321 **Fax:** 09 815 2907 **Email:** dfuemana@unitec.ac.nz **Contact 2** **Manpreet Malhotra** Academic Service Centre Advisor Unitec Institute of Technology Private Bag 92025 Victoria St West AUCKLAND **Phone:** (09) 849 4321 **Fax:** (09) 815 2905 **Email:** mmalhotra@unitec.ac.nz

1 PROGRAMME FACTUAL SUMMARY

PROGRAMME DETAILS

Title of programme:	New Zealand Certificate in Language Teaching
With majors in (if applicable):	N/A
Programme abbreviation:	NZCLT
Level:	5
Total credits:	60
DAS (unit or achievement standards) credits:	N/A
Unitec credits:	60
Programme number:	
Programme owner:	Unitec Institute of Technology
Qualification:	New Zealand Certificate in Language Teaching (Level 5)
Qualification award category:	35
NZSCED subject classification:	070199
Nature of approval sought:	Approval
Proposed Start date:	23/07/2018
New programme or existing programme amended:	New programme
Brief summary of changes made:	The existing programme is being expanded via the addition of one course and the re-development of an existing course. The new course uses the previous programme as its foundation, replicating two courses from that programme and introducing two new courses.

QUALIFICATION DETAILS

Qualification number:	2758
Qualification Title:	*New Zealand Certificate in Language Teaching*
With strands in:	Not applicable
Version:	1
Qualification Type:	Certificate
Level:	5
Credits:	60
Qualification developer:	Ako Aotearoa, National Centre for Tertiary Teaching Excellence
Next Review:	31 December 2020
Approval Date:	January 2016

OUTCOME STATEMENTS

Strategic purpose statement:	This qualification is for those who are or want to be a language educator in Aotearoa/New Zealand or overseas. It represents a base-level qualification for a professional language educator who can operate independently. Candidates will be expert users of the target language, which may be English or any other language.
Graduate profile:	Graduates of this qualification will be able to: • design a sequence of lessons to respond to the language needs of learners within a specific learning context; • analyse language for teaching purposes and apply analysis to lesson design; • create and sustain a learner-centred teaching environment that respects: learners' mana and diverse backgrounds; and the wider educational and societal context, to facilitate quality learning; • deliver a planned sequence of lessons to facilitate language learning and respond to learners' needs during lessons; • use a range of methods to assess learners and inform their own ongoing teaching practice; • critically reflect on their own teaching practice and explore options to improve own practice.
Education pathway:	Graduates of this qualification may undertake further study towards language teaching qualifications at Level 6 and above.
Employment and/or community pathway:	Graduates of this qualification will have the applied knowledge and skills to teach language in a range of educational settings in such roles as: • classroom language teachers; • online language tutor;
Content:	• Approaches to adult education; • Assessment; • Language analysis; • Lesson planning and preparation; • Materials/resource design; • Teaching and learning contexts; • Working with diverse students.

PROGRAMME SPECIFICATIONS

Network(s):	Bridgepoint
Practice Pathway(s):	Language Studies
Delivery mode:	Face-to-face and Blended
Delivery methods:	• Field/practical work • Lectures/large-group teachers • Observations • Online learning • Self-directed learning • Supervision/coaching • Workshops
Delivery sites:	• Mt Albert Campu

Assessment methods:	• Assignments/essays • Case-studies • Language exercises • Portfolios • Practical assessments
Assessment standards included:	Not applicable
Entry requirements for KIS:	Applicants must meet all entry requirements, including English language requirements, as defined in Unitec's Admission Requirements Policy. Applicants must also successfully participate in a pre-interview language task and an application interview.
Entry requirements:	• All applicants must be at least 18 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form); AND • Have a minimum total of 60 NCEA credits in his/her best four subjects at Level 2, or a maximum total of 16 in New Zealand *Sixth Form Certificate* in their best four subjects, or equivalent; OR • Have an appropriate qualification at Level 3 or above; AND • Demonstrate awareness of language through a pre-interview language awareness task and an interview.

	English-language entry requirements
	Programme applicants must meet the English-language entry requirements set out in Unitec's *Admission Requirements Policy*. These include the following:
	
	Students must:
	• Have a minimum of 8 NCEA credits in English at Level 2 (4 must in reading and 4 in Writing), or equivalent; OR
	• NCEA level 3 and met New Zealand University Entrance requirements; OR
	• A Bachelor Degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Postgraduate Certificate, Postgraduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction, from tertiary education providers from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom, or the United States OR
	• Either of the following kinds of previous primary and secondary study in English:
	  1) completion of all primary education (*being the equivalent of New Zealand primary school years 1 to 8*) and at least three years of secondary education (*being the equivalent of three years from New Zealand secondary school years 9 to 13*) at schools where the student was taught using English as the language of instruction; or
	  2) completion of at least five years of secondary education (*being the equivalent of New Zealand secondary school years 9 to 13*) at schools where the student was taught using English as the language of instruction.
	OR

	- *Unitec's Graduate Certificate in English as an Additional Language*; OR - *New Zealand Certificate in English Language Level 5 (Academic)* OR - An overall IELTS band score (Academic Format) of no less than 6.5 (with no band score lower than 6); OR - TOEFL pBT (paper based test) score of no less than 550 (Essay 5.5 in TWE). OR - TOEFL iBT (internet based test) score of 79 (writing 21) OR - University of Cambridge Examinations: CAE or CPE with a score of 176. No less than 169 in each skill. OET at Grade B in all sub-tests OR - Pearson Test of English (Academic) 58 with no score lower than 50
Student profile:	Domestic & International ☒
Student destination:	Occupationally-oriented ☒
Eligibility for student loans and allowances:	- Access to loans ☒ - Access to allowances ☒
Nature of Funding sought:	SAC ☒
Expected student intake:	18
EFTS	0.5
Programme duration (full-time):	One semester
Programme duration (part-time):	1 year
Maximum programme duration:	3 years
Total weeks of the programme (including holiday weeks):	17
Total teaching weeks of the programme (excluding holiday weeks):	15
Total weeks of the programme per year (including holiday weeks):	17
Total teaching weeks of the programme per year (excluding holiday weeks):	15
Average directed hours per week:	24
Average work experience hours per week:	6
Average self-directed study hours per week:	16
Total study hours per week:	40
Total study hours for the programme:	600

CONTACT DETAILS

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Date: 11 April 2018

memo

To	Academic Board	Date	2 May 2018
CC			
From	Simon Nash Director Ako	Phone No.	Ext 7302
Subject	Teacher Capability Project Recommendations		

Over 2017 and early 2018, Te Puna Ako and the Director Ako have reviewed TPA's approach to teacher capability development. Our goal has been to design a more effective, embedded approach that delivers academic quality and better outcomes for student in 2018 onwards.

In the context of EER, we are proposing an approach that ensures consistent organization wide practices, and supports reporting on quality of teaching and learning.

After a great deal of research and consultation, we have designed a PD approach that clearly models the sort of best-practice teaching we want from our teachers. It is based on a model of applied practice and learning-in-work, and it supports a culture of continuous improvement and professional development for all teachers.

The components of the new approach are contained in the attached set of *Teacher Capability Project Recommendations*, and in summary are:

- A standardized Unitec-wide definition of Professional Competencies for Teachers.

- A teacher self-evaluation tool that allows for recognition of existing good practices and ensures teachers are not required to learning anything twice.

- An approach based on outcomes, not inputs such as attendance at workshops.

- A very flexible approach to PD provision.

- Integration with ADEPs as the consistent organization-wide process for decision-making and review of individual teachers' professional development plans.

- A 'badging' or 'micro-credentialling' system for robust, reliable evidencing of, and reporting on teacher competencies.

- From 2019 onwards, a requirement for all teachers (subject to thresholds) to gain a tertiary teaching qualification.

Critical to the success of this approach are the buy-in of teachers and the commitment and support of academic leadership. Without recognition of the importance of high quality teaching, and the associated resourcing and workloading of teachers for capability development, this approach will not be successful. Unitec's recent experience

with the Practice Passport shows that mandating by Academic Board has not been sufficient to ensure uptake by teachers; the commitment of wider academic leadership is crucial.

Five recommendations

The attached document includes five recommendations that we are seeking Academic Board approval for. The approach taken and the recommendations have been consulted on widely, including with TEU and most recently via Unitec's Ako Ahimura Committee.

The five recommendations reflect that input and are:

That the Academic Board approve the following five recommendations:

>**Recommendation 1: The *Professional Competencies for Teaching at Unitec* are adopted and approved for use across Unitec to underpin decision-making about the quality of teaching and learning, including use in teachers' ADEPs to support individual teachers' Development Plans.**

>**Recommendation 2: Self-Evaluation against the *Professional Competencies for Teaching at Unitec* is undertaken in Semester One 2018 by all Unitec teachers, and becomes an ongoing, required annual practice of all teachers.**

>**Recommendation 3: The outcome of Self-Evaluation is incorporated in Teachers' individual Development Plans as a required part of mid-2018 ADEP 'check-ins' and becomes an ongoing annual requirement for future ADEPs.**

>**Recommendation 4: Teaching-related PD has priority "first call" on a minimum of one week of teacher PD leave for all teachers in 2018.**

>**Recommendation 5: All teachers acquire at least 1-2 badges in 2018.**

Teacher Capability Project Recommendations – May 2018

Background

Te Puna Ako and the Director Ako have been reviewing Unitec's approach to teacher capability development since mid-2017, with the goal of a more effective, embedded approach in 2018 onwards. Ultimately our goals are for student success and academic quality. We want to model the sort of best-practice that we seek from our teachers, learning in-work through applied practice and maintaining a culture of continuous improvement and professional development going forward.

EER imperatives have heightened the importance of these gaols, because the six KEQs directly address the impact of quality of teaching and learning, and course and programme design, on outcomes for students and other stakeholders. In particular:

> ***KEQ 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?***

> ***KEQ 4. How effectively are students supported and involved in their learning?***

We know that NZQA will be addressing all six KEQs in their visit in November, and that our reporting in mid-2017 must clearly show evidence of progress and outcomes against all KEQs and associated Tertiary Education Indicators.

We also know from other indicators (including successive Student NPS, Graduate NPS, student evaluations and other feedback) that the quality of teaching and learning, and of course design across Unitec, ranges from excellent in some areas to poor in others. Consistency and quality of processes are key themes for EER. Hence, we have developed a plan to support a significant *overall* lift in teacher capability standards.

Currently, we have limited data on teacher capability at Unitec. There is no consistent approach to measuring our teachers' competencies and associated outcomes. This is a problem for our goal of continuous improvement and particularly for our EER reporting.

During late-2017 and early-2018 we worked closely with the Learning and Development team, Te Korowai Kahurangi, and the Ako Ahimura Mātauranga Māori team on our proposals. We have engaged with teams of teachers, support teams, leadership and the Tertiary Education Union. This engagement and feedback is ongoing, including via this document. **NB: E**arlier versions of this set of recommendations were distributed to the Unitec Ako Ahimura Committee and TEU in early 2018.

The aim of these recommendations is to establish an integrated approach to Teacher Capability, that builds on what we've done in the past and responds to the demands of EER for academic quality and student success. It includes the goals of continuous improvement, high quality teaching, and practicing self-reflection and self-evaluation.

Reviewing our approach to teacher capability

Currently at Unitec, we have some teaching teams who engage fully and frequently with PD in all sorts of ways, and who have a long-standing culture of continuous improvement. Other teams have been quite disengaged from the PD that's available for many years.

We also have very little direct evidence of the quality of teacher capability, and we lack organisational oversight of, and reporting capability for teacher PD. Consequently, we are unable to demonstrate to NZQA our evaluative capability and data in relation to teacher capability.

Our view is that the PD provided has not always been sufficiently flexible and responsive to some teams' needs, and must change. However, we also know that PD has often not been prioritised sufficiently by teaching teams or their leadership, or necessarily by Unitec overall. Teacher PD is also not well-embedded in Performance Partnering, or in staff rewards and recognition.

Some of the main recent initiatives in relation to teacher capability are described below.

Living Curriculum
The Living Curriculum has been in place at Unitec for nearly a decade and remains our overall stated approach to learning and teaching. While it would reward some refreshing, it underpins the approach taken here to designing teacher capability development.

The Poutama
Alongside the Living Curriculum, the Poutama has been in place for a number of years and is a foundational part of our approach to ako. It underpins the future of teacher capability development.

The 'Capable Teacher'
In 2016 the Learning and Teaching Committee approved a 'Capable Teacher' definition that was developed by the Dean of Teaching & Learning and Te Puna Ako. This was designed to provide a baseline of capability for all teachers, that could act as a guide for professional development. The document was used by TPA to inform their provision of PD but it was not used more widely. The Professional Competencies for Teaching at Unitec (discussed below) are based on the Capable Teacher definition.

Practice Passport
The Practice Passport ran over 2 ½ years from 2015 – mid-2017. It was introduced as a mandatory initiative to provide basic capability development against the characteristics of the Living Curriculum and the requirements of the Learning and Teaching Models. For some departments / pathways, it was a very successful vehicle to achieve significant progression in capability development. For others, little momentum was achieved.

At the conclusion of the Practice Passport:

- The average number of hours completed by teachers was 14.2 of the required 37.5 hours
- 33% of teachers had completed the five compulsory topics
- 30 teachers had provided evidence of completing the overall Practice Passport

Our review of the Practice Passport shows that key barriers to greater engagement across Unitec were (a) limited time available to teachers for engaging with PD, (b) lack of clarity among teaching teams of the Passport process and requirements, and (c) lack of academic leadership to support teacher engagement. We also recognise that some PD provision was not seen as suitable by teachers. Our approach below seeks to build on the capability lift achieved in the Practice Passport, but to develop more effective mechanisms for doing so.

The Graduate Diploma in Higher Education
45 credits towards the GDHE remains a requirement of new teachers at Unitec. Despite the value of this qualification, this requirement is not widely enforced and internal Unitec enrolments are very low.

New Teacher Induction
A compulsory 2-3 day induction, offered twice yearly by TPA and other support teams, has been in place for a number of years. While many new teachers attend for at least part of the induction, a significant number do not and are not supported to do so.

Overall, teacher engagement with PD is not sufficient to ensure consistent quality of teaching at Unitec or to provide the evidence we need for EER. We understand that demands on teachers are multiple and high, and we are seeking to revise our approach to PD to make it as effective and easy to engage with as possible.

Our goals for the future of Teacher Capability Development

Principal among our goals for teacher capability development are to model best practice by:

- Building on the good work undertaken by teachers in the Practice Passport and other teacher PD in the last few years.
- Ensuring teacher PD is highly responsive to teachers' needs, is just-in-time, flexible, and very relevant.
- Embedding PD through in-work learning and in business-as-usual, so that additional demands on teachers are minimised.
- Recognising that teacher development happens in a range of ways, both informal and formal, and is as much about applied learning and reflection-on-practice as it is about events like workshops.
- Applying all PD to *actual* teaching practice.
- Supporting a culture of PD within teaching teams and supporting teachers' sense of "ownership" of their PD trajectory.
- Gaining evidence for EER of an uplift in teacher capability and associated improved outcomes for students.
- Recognising great practice, so that teachers gain formal recognition for their existing competencies and no-one is required to learn anything twice.
- Integration of teacher capability development with other professional development systems at Unitec, including the ADEP process and the Performance Partnering framework, with the longer-term goal of a single system for staff development.

The five recommendations and associated activities/developments outlined below are designed to bring together:

- A standard definition of Unitec teacher competencies
- A consistent, Unitec-wide approach to teacher capability development (eventually contributing to an overall approach to staff capability development)
- A system for evidencing and recognising teacher competencies
- Performance development processes

And in future to include:
- A set of qualifications for Unitec teachers
- A system for reward, recognition, promotion and career progression

A successful outcome of the Teacher Capability Project in 2018 will be that we are able to provide evidence to NZQA for EER of robust, consistent processes for PD, of engagement by all teachers and some evidence of their teacher capability. Longer term, our goal is for engagement by all teachers with PD to be a part of a culture of continuous improvement.

Five recommendations

(1) Professional Competencies for Teaching at Unitec

In 2016 a 'Capable Teacher' definition was agreed to for Unitec teachers. This revised set of Professional Competencies builds on that definition, and is to be finalised and approved for use across Unitec. The Competencies have been written in consultation with Unitec's Ako Ahimura Mātauranga Māori team. They will be agreed to, then will underpin decision-making about the quality of teaching and learning, and will guide the design of professional development for teachers via ADEPs.

The Professional Competencies are consistent with these documents:
- The Living Curriculum
- NZQA's six KEQs and associated Tertiary Education Indicators (diagram) and (detailed information on KEQs)
- (L5 and L6) graduate outcomes from NZQA Cert and Diplomas in Adult Tertiary Teaching developed by Ako Aotearoa
- UK Professional Standards Framework 2011 (the HEA)
- Draft proposed professional standards for vocational educators of advanced standing developed by an Ako Aotearoa and ITP Metro working group (2012)
- Practising teacher criteria NZ Educational Council
- Ako Aotearoa Criteria for Tertiary Teaching Excellence Awards
- A developmental framework for teaching expertise in post-secondary education (Kenny et al, 2017)

Recommendation 1: The *Professional Competencies for Teaching at Unitec* are adopted and approved for use across Unitec to underpin decision-making about the quality of teaching and learning, including use in teachers' ADEPs to support individual teachers' Development Plans.

(2) Self-Evaluation by teachers against Competencies

We recommend that all teachers at Unitec undertake a self-evaluation in Semester One 2018, against the *Professional Competencies for Teaching at Unitec,* as part of preparation for their mid-year ADEP 'check-in', with the goal of establishing an initial profile of their existing competencies and an individual plan for their professional development as teachers. Self-evaluation will typically take 30 minutes. It supports teachers to take ownership of their professional development through self-assessment and identification of their strengths and areas for improvement.

EER is based in capability for self-evaluation. This process will support Unitec teachers to build that evaluative capability, and will provide sound evidence for EER.

Recommendation 2: Self-Evaluation against the *Professional Competencies for Teaching at Unitec is* undertaken in Semester One 2018 by all Unitec teachers, and becomes an ongoing, required annual practice of all teachers.

(3) Integration with ADEPs and Performance Partnering Framework

Teacher's individual PD plans will be formalised at their next ADEP "check-ins" (mid-year 2018), with managers' agreement, under the 'Develop' quadrant. This will require some additional support for teachers and line managers, and a bit of extra time where the process is unfamiliar, but should not require any change to the ADEP structure or process itself.

Again, this is in time for EER reporting and is important evidence of capability building and self-evaluation.

Recommendation 3: The outcome of Self-Evaluation is incorporated in Teachers' individual Development Plans as a required part of mid-2018 ADEP 'check-ins' and becomes an ongoing annual requirement for future ADEPs.

(4) Use of teacher PD leave to support capability development and badging

The actual work of teacher capability development and associated lift in capabilities are critical to Unitec's future. We recommend all teachers produce a self-evaluation and development plan and are then supported with workloading for PD. We recommend that where teaching-related PD is to be undertaken, it has "first call" on a minimum of 1 week of PD leave in 2018 for all teachers (to be determined in agreement with managers at mid-year ADEP 'check-ins'), and that teachers are supported to acquire at least 1-2 badges in 2018. **NB:** as noted, teachers with existing capabilities can acquire badges by providing appropriate evidence.

Recommendation 4: Teaching-related PD has priority "first call" on a minimum of one week of teacher PD leave for all teachers in 2018.

Recommendation 5: All teachers acquire at least 1-2 badges in 2018.

(5) Tertiary teaching qualifications

Tertiary teaching qualifications are currently the most recognised form of accreditation of teacher capability. Unitec has a GDHE (Graduate Diploma in Higher Education) and will be developing other qualifications over 2018, likely at Level 5 and postgraduate, likely for introduction in late-2018 or 2019.

Longer term (in 2019 and post-EER), we will be introducing a requirement for all permanent teachers at Unitec to hold a tertiary teaching qualification. The details of thresholds for this requirement (e.g. part-time teachers, tenure, probationary requirements, etc), and of

administrative processes, and of associated rewards and recognition are yet to be determined. APL will be available to recognise existing competencies towards qualifications. Staff and TEU will be fully consulted, and we will not undertake any significant developments in this area during the current EER period.

Recommendation 6: Tertiary teaching qualifications become a requirement for all permanent teachers at Unitec (recommending in principle; subject to further planning and consultation)

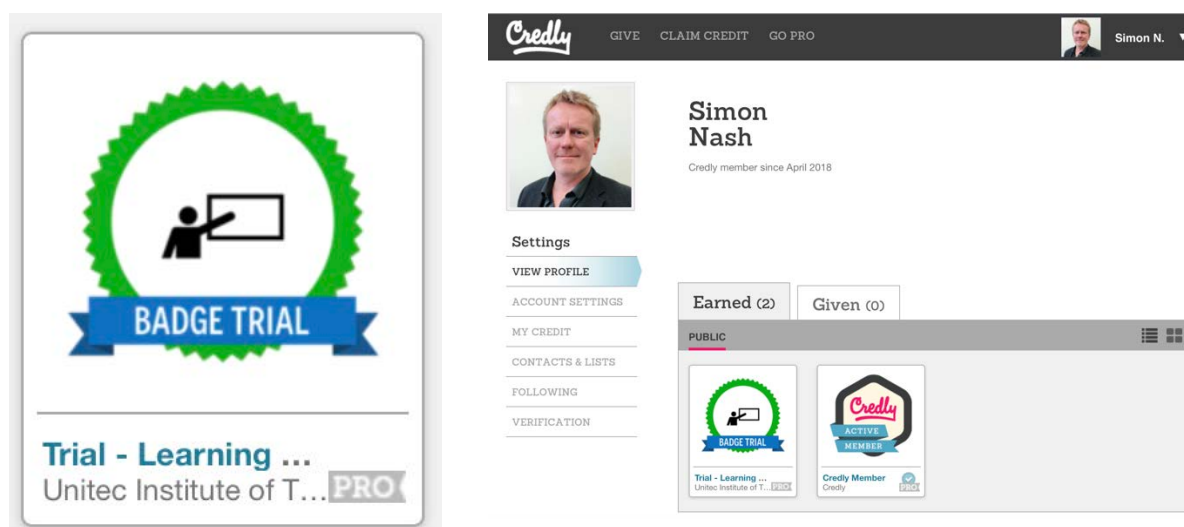## Associated activities already in place or under development in Te Puna Ako

Badging

"Badging" or "micro-credentialling" will become the vehicle for evidencing teacher capability. Badges are being developed in-house at Unitec as a way to parcel our teacher PD into meaningful bundles, with associated learning outcomes, criteria and evidence. Badges are generally much smaller than a full credit-bearing course (e.g. they might typically be equivalent to 3-5 credits), hence, they offer a high level of flexibility to accommodate smaller bundles of learning and competencies.

Our badges will be highly valid and clearly linked to KEQs, making them an excellent form of evidence for EER. Badges will be awarded when the appropriate evidence is provided by the teacher and it is assessed as meeting the criteria for that badge.

One of our first badges, for 'Design for Collaborative Learning' can be viewed here in Moodle https://moodle.unitec.ac.nz/course/view.php?id=5542&section=1

Our badging uses the Credly digital credential system. Badges earned can be displayed by the owner as required, e.g. via LinkedIn, for promotion applications, on CVs and ePortfolios.

Where a teacher already has appropriate evidence of the competencies associated with a badge, they can gain that badge simply by submitting their evidence and having it assessed by TPA.

Badging by TPA is also a pilot for an approach that has significant business development potential more widely at Unitec. For example, other providers of staff PD (such as the Ako Ahimura Mātauranga Māori team or the Learning & Development team) can similarly adopt badges. And in areas such as continuing professional development, students might be offered badges as an alternative to full qualifications.

NZQA is currently running a series of [pilots on microcredentialling](#) and is consulting about their potential integration with the NZ Qualifications Framework. So far as possible, we intend our badging approach to align with the outcomes of the NZQA pilots and anticipated decisions about the NZQF.

A revised approach to PD to support badging

All PD provided by TPA has been reorganised to support badging. In practice, this means that teachers will use the outcome of their self-evaluation and ADEP Development Plan to identify two things: (a) recognition for existing skills, so that in areas where teachers already have capability and can provide appropriate evidence, they can be awarded a badge without further work; and (b) for capability raising, so that in areas where teachers need to undertake PD to build capability, they must also subsequently generate evidence to be awarded the relevant badge.

Whereas in the past, PD has been measured by attendance and participation, our goal is to ensure that effectiveness of PD is measured against outcomes such as a lift in capability and improved outcomes for students.

It is important to note that there is no expectation of PD being undertaken in a particular way: Many skills are best-acquired in-work, and much learning takes place in groups and self-directed, often unconnected to formal PD. TPA and other support teams will continue to provide PD and support as required to harness learning (and associated evidence) in whatever forms they take.

ePortfolios

ePortfolios are able to provide a holistic representation of all the work that a teacher undertakes, be it teaching, research, discipline-related, leadership, etc. We recommend that teachers are supported to develop and maintain an ePortfolio that will provide good evidence for EER and will support promotion applications, job applications, and other similar uses. The myPortfolio platform is supported by TPA and we have a template available that aligns to the ADEP format. ePortfolios are recommended but are not a requirement of teachers.

APL (Assessment of Prior Learning)

APL allows teachers to gain recognition for existing capabilities through the award of qualifications or part-qualifications. This is available now for the GDHE and will also be available for other tertiary teaching qualifications once they are offered at Unitec. Teachers will be able to use badges and the evidence acquired via badging in support of APL applications. APL is available and recommended, but is not a requirement for teachers.

Conclusion

Success for the Teacher Capability Project in 2018 will be measured by our ability to provide evidence to NZQA for EER of robust, consistent processes for teacher PD, and of engagement by all teachers with PD, and of the quality of teaching and learning.

Longer term, success will be measured by the standard of our academic quality and student success and by the development of an ongoing culture of professional development and continuous improvement.

A timeline is provided below for the process undertaken in the Teacher Capability Project.

We welcome all feedback on this document and the set of recommendations.

The Te Puna Ako team
Simon Nash, Director Ako

30 April 2018

Appendix One: Timeline of review and development of the Teacher Capability Project

TPA review of Professional Development approaches (2017)

- Practice Passport reviewed
- Teacher Capabilities updated
- Workshop and PD delivery model reviewed
- Survey of all teachers at Unitec late-2017
- Discussions Oct-Dec 2017 (QAB, Pacific forum, Ako Ahimura Mātauranga Māori team, SALT, Ako Ahimura)

Business Cases developed (late-2017)

- Teacher Capability
  - TEU consultation (Dec 2017)
  - Withdrawn Dec 2017 for further work
- Badging / Microcredentialling Pilot
  - Approved for piloting over 2018

EER - Teacher Capability Project Workstream - Recommendations and associated activities (Jan-Feb 2018)

- (1) Professional Competencies for Teaching at Unitec
- (2) Self-Evaluationby teachers against Competencies
- (3) Integration of teaching development plan in ADEPs
- (4) Use of teacher PD leave to support Capability Development and badging
- (5) Tertiary Teaching Qualifications
- (6) A revised approach to PD to support badging
- (7) ePortfolios for ongoing evidencing of capability development
- (8) APL (Assessment of Prior Learning) to teaching qualifications
- (9) Piloting 3 activities in Business Enterprise and High Tech Networks (March-June 2018)

Unitec consultation on all Recommendations (March-May 2018)

- TEU (March-April 2018)
- Ako Ahimura (April 2018)
- Incorporation of feedback and early learnings from BE & HT Pilot
- Sign-off Academic Board (May 2018)

Implementation (May 2018 onwards)

- Refinement of processes
- Further piloting
- Identification of Pathway/Programme teams to work with

SUBCOMMITTEE REPORTS

RECOMMENDATIONS

- ❖ **Academic Board Standing Committee**
  That Academic Board receives the Minutes of the meeting(s) of 12-17 April, 2018.
  Merran Davis (Chair)

- ❖ **Ako Ahimura Learning and Teaching Committee**
  That Academic Board receives the Minutes of the meeting(s) of 19 April, 2018.
  Teorongonui Josie Keelan (Chair)

- ❖ **Qualification Alignment Board**
  That Academic Board receives the Minutes of the meeting(s) of 27 March and 24 April, 2018.
  Debra Robertson-Welsh (Chair)

- ❖ **Research Committee**
  That Academic Board receives the Minutes of the meeting(s) of 8 April, 2018.
  Marcus Williams (Chair)

- ❖ **Research Ethics Committee**
  That Academic Board receives the Minutes of the meeting(s) of 21 March, 2018.
  Nigel Adams (Deputy Chair)

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	2 May 2018
From	Simon Nash	Phone No.	7302
	Chair, Unitec Ako Ahimura Learning and Teaching Committee		
Subject	Unitec Ako Ahimura Learning and Teaching Committee – Subcommittee Chair's Report to Academic Board		

Chair's report from April meeting of the Unitec Ako Ahimura Committee

The Committee will begin working on a revised Unitec Learning & Teaching Strategy. The Living Curriculum and Learning & Teaching Models require review to see if they remain fit-for-purpose, as may the Poutama. The Committee will begin work on this soon and will consult with other stakeholders around Unitec.

A Draft set of Recommendations for the Teacher Capability Project were distributed for consultation by Committee member with their teams, with the requirement of feedback by early May. The Recommendations form part of the EER project. They will then go to the May Academic Board meeting for discussion and approval.

The Committee considered its current Terms of Reference in relation to the proposed change to committee structures and introduction of Programme Academic Quality Committees (PAQCs), replacing Network Ako Ahimura Committees. The Committee is concerned that operational matters will take priority over teaching and learning in PAQCs, and will work with Te Korowai Kahurangi to ensure that learning and teaching remain part of the core agenda and business of PAQCs.

Feedback is being sought from committee members on a proposed new approach to institutional teaching awards and the Ako Aotearoa Tertiary Teaching Excellence Awards, with the goal of a more consistent approach at Unitec that celebrates teaching excellence and provides a stronger pathway to the TTE Awards.

memo

To	Unitec Academic Board	Date	24 April 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Research Committee		

Work has begun on a Research Competency framework, concomitant with the Teaching and Leadership competency frameworks.

The initial drafts have been developed by Helen Gremillion, who presented them to URC in the April meeting with significant feedback. The leaders of the other competencies have been invited to the committee to ensure alignment; Simon Nash (Teaching Competency) and Julie McGregor/Fiona Pond (Leadership Competency) are attending the May meeting for this purpose.

The committee progressed the piece of work from March around the relationship between research, the KEQs and self-assessment, particularly the question; *how does research inform teaching and learning and success outcomes for students within our programmes?* The plan is to implement the draft prompts developed by the URC into the new PEP templates currently being developed. This work is underway.