



# **ACADEMIC BOARD**

## **Agenda Papers**

**5 June, 2018**

**ACADEMIC BOARD MEMBERSHIP 2018**

<b>CHAIR</b> Executive Dean (Academic)	Merran Davis
<b>DEANS</b>	
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
<b>OTHER MEMBERS</b>	
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - Bridgepoint	To be appointed
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
Library Director	Maira 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
Director Ako – Te Puna Ako	Simon Nash
<b>EX-OFFICIO MEMBERS</b>	
Manager Academic Administration	To be appointed
<b>IN ATTENDANCE</b>	
General Manager Governance & External Relations	To be appointed
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover



# agenda

## Academic Board

Tuesday 5 June 2018 at **9.00am**

**Building 115-1008**

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**AGENDA ITEM 3**

**PITOPITO KŌRERO O NGĀ HUI/MINUTES OF  
THE PREVIOUS MEETING**

**RECOMMENDATION:**

**That Academic Board approves the Minutes of the meeting of  
8 May, 2018.**





# minutes

## Academic Board

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Tuesday 8 May 2018 at 9.00am

**Building 180-2043**

### MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Merran Davis (Chair)	Shirley Wilson	Chris King
Vanessa Byrnes	Debra Robertson-Welsh	Murray Bain
Kay Bramley	Josephine Kinsella	Falaniko Tominiko
Moir Fraser	Teorongonui Josie Keelan	Craig Hilton
Marcus Williams	Lee Baglow (Proxy for Daniel Fuemana)	Mark McNeill
Verity Jade	Denyse Martin (Proxy for Manager Academic Administration)	Simon Nash
David Glover	Danni-elle Lindsay	Nick Sheppard
Alastair Carruthers		

### HUNGA MAHI/IN ATTENDANCE

Michelle Smith (International Business Support Manager)

Emma Skellern (Research Advisor, Research Partner Development)

Manpreet Malhotra (Proxy for Steve Marshall)

Karen Miller (Secretary)

#### 1. KARAKIA

#### 2. NGĀ WHAKAPĀHA/APOLOGIES

Moved: Teorongonui Josie Keelan

Seconded: Chris King

***That Academic Board notes the apologies for the meeting.***

Daniel Fuemana Matalena O'Mara (Proxy Danni-elle Lindsay) Craig Hilton (for early departure)  
Steve Marshall

**MOTION CARRIED**

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

Moved: Shirley Wilson

Seconded: Nick Sheppard

***That Academic Board approves the Minutes of the meeting of 10 April, 2018 with the correction to delete Falaniko Tominiko from the list of attendees as he was not in attendance at the meeting.***

**MOTION CARRIED**

#### 4. ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018

The Academic Quality Director provided an updated report to the Board on key points to date including the following proposal:

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

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

### (i) Risks and Issues Register

The Dean, Construction, Infrastructure and Engineering advised that he had met with the Te Korowai Kahurangi about the issue where Unitec and BCITO had drawn funding from the Tertiary Education Commission (TEC) for the same courses to form a resolution going forward. He noted that although the BCITO instance had been resolved, broader structural changes were being worked on by the Head of Building Construction and Services team and collective ownership and a standardised process so any problems can be identified, is needed.

The Chair advised that Deans had been asked to identify all instances of similar delivery contracts within their network of programmes to ensure that the BCITO issue did not occur again. She also noted that the snap TEC Audit for May had been deferred to after the August 2018 Single Data Return to move in line with the External Evaluation and Review (EER) timing.

### (ii) Programme Development Report

The Dean, Teaching and Learning (Mātaurangi Māori) asked whether there had been an improvement in the timeframe for reporting grades for plumbing and gasfitting programmes where Māori student success has been very poor in part due to problems around final reporting of grades.

The Dean, Construction, Infrastructure and Engineering advised that a significant review of all aspects of the process (delivery contracts, the relationship with NZQA, assessment capability, the operational running of the portfolio) was to be completed mid-June and it was envisaged that the actions from the outcome of the review would greatly improve the process.

Denyse Martin (Academic Projects Coordinator) in attendance as proxy for the Manager, Academic Administration advised that she had been working with individual plumbing and gasfitting students and this had been helping with their completions.

### (iii) Monitoring of Degrees at Unitec

Te Korowai Kahurangi Advisor, Manpreet Malhotra advised that programme running status had been confirmed and sent to the New Zealand Qualifications Authority (NZQA) advising that monitoring visits would be conducted by Unitec between May and July 2018. NZQA had responded to the report requesting that specific dates be set urgently for the monitors visits as they may want an NZQA representative to attend the visits. Te Korowai Kahurangi Academic Quality Partners will work with Deans to determine these dates.

She advised that self-monitoring at Unitec had not reduced as such because when degrees were first approved, monitors were appointed by NZQA and once a degree had gone through the first graduating year, the monitor could recommend to NZQA a move to self-monitoring. Unitec had an agreement with Institutes of Technology and Polytechnics Quality (ITPQ) and then NZQA to appoint its own monitors but this is no longer in place. Unitec has to advise NZQA of who the monitor is and the date of the monitor's visit for self-monitoring.

The Academic Quality Director noted that from now on there will be an expectation that monitoring reports will be used as evidence of continuous improvement so accurate recording of monitoring is essential. She thanked those areas that had already advised visit dates and confirmed that any dates set after May-July did not have to be brought forward.

### (iv) Moderation Audit Project Report

The Academic Quality Director advised that all moderation plans were in and now in the monitoring phase of gathering evidence and the project was going well.

## 6. MAHIA ATU/MATTERS ARISING

### 6.1 Agenda Item 4.1: Item 4: Action and Reporting Requirements

(i) The agenda item regarding the comprehensive assessment of Unitec's strategic portfolio direction is addressed under Agenda Item 6.1 of this agenda.

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

The agenda item pertaining to Academic Portfolio mapping to identify any gaps from an academic perspective is addressed under Agenda Item 6.1 of this agenda.

### 6.3 Agenda Item 4.4: Item 7(ii) Assessment and Feedback Policy

The Academic Quality Director advised that she had sent a communication to the Network Deans so they could decide on implementation dates for their networks for the change to the turnaround timeframe for feedback to students following assessment completion.

The change to the turnaround for provision of feedback to students following assessment completion from three weeks to ten working days was discussed and the following points were raised:

- Network Deans need to communicate implementation dates for this change to relevant staff to ensure the new timeframe is adhered to.

Action: Network Deans
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|---|
| <ul style="list-style-type: none"> <li>• Concern was expressed about meeting the shorter timeline for those areas with large classes.</li> <li>• Grades must be post moderated before they can be published.</li> <li>• To ensure adherence to the ten-day timeframe, it was suggested that students be given provisional grades subject to external moderation, however, it was advised that provisional grades cannot be graded down once they have been notified to students so such an option would be problematic.</li> <li>• It was reiterated that the reason for the change to the timeframe was that Unitec was not meeting deadlines for posting grades and this was having a negative impact on retention and re-enrolment, particularly for international students, who need final grades so they can apply for visas. Robust consultation had been done and other institutions were able to meet the deadlines so there was no reason why Unitec couldn't do the same.</li> <li>• When results are all in, Academic Administration is informed, Heads of Practice Pathway approve the grades, then Academic Administration makes any changes to grades and then posts them; a process that generally takes five days to complete.</li> <li>• Clarification is needed about what course moderation actually is and the extent of course moderation that is required because historically some courses were being over moderated.</li> <li>• A sample of courses within a qualification should be moderated instead of moderating every course using defined criteria for selection as per the Moderation of Assessment Policy.</li> <li>• Levels of assessment need to be specified because assessment can be quite different, for example, at Level 9, where marking twice is relevant.</li> </ul> |
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After discussion, it was decided that further discussion about the process and the new timeframe was needed to determine whether the new requirement could be achieved. It was agreed that the issue be discussed by the Academic Target Operating Model project (ATOM 1), the QAB and Network Deans. The Network Deans were tasked to bring back a paper about this issue to the next Board meeting.

Action: Network Deans	Due Date: 5 June 2018
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### 6.4 Agenda Item 4.5: Item 19: Draft Terms of Reference for Programme Actions and Quality Committee (PAQ)

The update on the proposal to create the new PAQ committees is addressed under Agenda Item 15 of this agenda.

### **6.5 Agenda Item 6(ii): Academic Board: Ngā Hē Me To Āpiti Whai Ara Pūrongo/ Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register**

#### **(i) Risks and Issues Register – BCITO**

The Academic Quality Director advised that the Programme Development Partner had added a comment to this risk to show that it had been identified as a wider system issue. The specific BCITO risk has been resolved but the underlying issue where two institutions (Unitec and BCITO) had drawn funding from the Tertiary Education Commission (TEC) for the same courses will remain on the Risks and Issues Register as an ongoing risk.

#### **(ii) Programme Documents Update**

The working party created to explore current practice with version control of programme documents had not yet met and this Action Item was deferred to the next Board meeting.

Action: Programme Development Partner	Due Date: 5 June 2018
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### **6.6 Agenda Item 7.2: Academic Calendars – Addition of More Process Dates**

The Academic Quality Director advised that the Programme Development Partner had followed up the issue around incorporating regular reporting dates into the new overall timeline calendar and the addition of more process dates has been subsumed by Marketing.

### **6.7 Agenda Item 12: Monitoring Degrees at Unitec - Update**

The Academic Quality Director advised that the Programme Development Partner said that the Network Deans had identified the 'running status' of programmes and those programmes that need to be closed will come through to the Board for formal approval in due course.

### **6.8 Agenda Item: Subcommittee Reports**

The Board decided that a special template for Subcommittee Chair's Reports was not necessary as a standard memorandum would suffice. It was noted that the suggestion for a template to be created was originally for Programme Actions and Quality Committees (PAQ) reporting to the Qualification Alignment Board (QAB).

### **6.9 Agenda Item 19: Ētahi Kaupapa Anō/ General Business**

- (i) The International Business Support Manager advised that Immigration New Zealand (INZ) had visited Unitec recently to conduct an audit. She said the INZ had recognised Unitec's commitment to implementing changes to achieve compliance. The International Office will send a response to INZ about the audit visit within the next two weeks. She advised that there was discussion to bring in INZ to run workshops for academic staff to update them about immigration and student visas. The International Office will circulate information on immigration issues and the new guidelines for codes of practice once INZ has provided feedback about the audit visit.

Action: General Manager International
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- (ii) The Academic Quality Director thanked members for sending proxies to ensure that the meeting was quorate.

## **HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS**

### **7. WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS**

Moved: Shirley Wilson

Seconded: Teorongonui Josie Keelan

***That the 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\2018-05-08 ABMtq 08 May 2018\Approval List 1 08.05.2018.pdf>***

**MOTION CARRIED**

### **8. QUALIFICATION ALIGNMENT BOARD (QAB) – CHANGE TO COMMITTEE NAME**

Moved: Mark McNeill  
 Seconded: Verity Jade

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

#### **MOTION CARRIED**

The Dean, Health & Community and Environmental & Animal Sciences advised that the committee name change was proposed to better reflect the purview of the committee which is now primarily about quality. Members gave the following feedback:

- Realignment of the Terms of Reference had been discussed in depth by the QAB and would be addressed accordingly to ensure that learning and teaching is a part of the new PAQs and that there was no duplication with the Unitec Ako Ahimura Learning and Teaching Committee.
- The original QAB name related to the last restructure and Academic Portfolio sector alignment to reduce duplication.

### **WHAKAWHITI KŌRERO/DISCUSSION PAPERS**

#### **9. BEING A CATEGORY 1 ORGANISATION (DISCUSSION AT MEETING)**

Discussion for this standing agenda item did not take place due to time constraints.

#### **10. 2018 RESEARCH PRODUCTIVITY TRAFFIC LIGHT REPORT**

Moved: Marcus Williams  
 Seconded: Murray Bain

***That Academic Board accepts the 2018 Research Productivity Traffic Light Report, subject to the deletion of the Bachelor of Design and Visual Arts programme which is no longer offered.***

#### **MOTION CARRIED**

The Dean, Research and Enterprise introduced his colleague Emma Skellern (Research Advisor, Research Partner Development) and thanked her for the thorough work done for this report. He noted that two areas were audited (1) Eligibility (who is in the scope to do research) and (2) Productivity (what is productivity and how is it verified). He also asked the Network Deans to thank their HOPPs and Academic Leaders for their much appreciated contribution. This information can now be used tactically to identify resources needed to improve research outputs.

He advised that three programmes had moved to 'green' (two 'amber' and one 'red'). The 'amber' programmes were the Bachelor of Applied Science (Human Biology and the Master of Educational Leadership and Management. The 'red' programme was the Bachelor of Health and Social Development that had moved from 'non-compliant' to 'fully compliant' all within one year which was an outstanding achievement and was acknowledged by the Board with acclamation.

He noted that the 30% increase in the number of 'green' programmes in the 2018 report and a 21% increase since 2014 when the project was introduced, was due to tactical partnering, extra resourcing and the Personal Development suite. He said that although some areas had gone backwards, good plans were in place and he was confident that the 2020 deadline to have all programmes 'green lit' would be met.

The Research Advisor, Research Partner Development reiterated that Unitec has been using the Research Productivity Traffic Light Report since 2012 and this has provided really potent longitudinal data, however, the rate of progress has slowed. She said attention needs to be given to those areas that have difficulty shifting to the research culture required to achieve our 2020 goal. During discussion, the following feedback was given:

- Academic Leader personal research, as opposed to programme based research, was slipping because they were struggling to find time for research. The Dean, Research and Enterprise advised that Unitec has the most stringent definition of research engagement compared to other institutions (Otago Polytechnic has a softer definition where it takes an aggregate of staff (for example, 75% of staff)). He said Unitec's definition would be discussed at

upcoming Research Committee meetings and he would update the Board of any significant outcomes from this discussion as necessary.

- The Bachelor of Design and Visual Arts programme is no longer taught and will be removed from the programme list and the recommendation was updated accordingly to accommodate this condition.
- The new Academic Quality Advisor roles may alleviate time restraints for Academic Leader research.

## 11. PROGRAMME APPROVAL

### 11.1 BACHELOR OF CONSTRUCTION TECHNOLOGY MAJOR

### 11.2 NEW ZEALAND CERTIFICATE IN LANGUAGE TEACHING

Moved: Nick Sheppard

Seconded: Marcus Williams

***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.***

#### **MOTION RESCINDED**

Recommendation 1 was rescinded at the meeting because the proposal for the new Technology major in the Bachelor of Construction programme was subsequently withdrawn.

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

#### **MOTION CARRIED**

Chair's Action was taken to expedite programme approval to meet New Zealand Qualification Authority deadlines and would only be taken in exceptional circumstances.

## 12. EXTERNAL EVALUATION AND REVIEW AND TEACHER CAPABILITY PROJECT RECOMMENDATIONS

The Director, Ako advised that work around professional development had begun last year when he was in his previous role of Manager, Te Puna Ako. A clear view of what was required to ensure that professional development was more effective for teachers was identified through consultation and research and a plan involving a number of significant changes was put in place. However, the plan's timeframe had to be changed when the EER was brought forward and some recommendations had to be reprioritised.

A more flexible and responsive model was created to better meet professional development needs so existing capability and professional development that is undertaken in work (in classrooms or through preparation of courses and programmes) can be recognised and counted towards professional development. Success and retention and pass rates can indicate student success, however, other ways of evidencing that teachers are performing well are needed. Teacher capability can be evidenced through a system of micro-credentialling, badging and teacher competencies.

He said that teacher buy-in and the commitment and support of academic leadership was critical to the success of this initiative. Members raised the following points during discussion:

- Recognition that the proposed peer assessment will increase the workload of HOPPs and Academic Leaders. It was agreed that there would be a lot of 'front end' input required but this would taper off over time as it became 'business as usual'.
- Concern was expressed about the range of self-assessed level of competency/ mastery by staff.
- The purpose of self-evaluation is to enable teachers to take ownership of their needs and to gain a sense of control about their capability so they can determine what professional development they need to build capability.

- This could provide an opportunity for very good academic staff who love teaching to have a role in academic leadership as opposed to administration and management of staff.
- If you regard yourself as an exemplary teacher and you can generate evidence to support your teaching excellence, then the badging process will not be problematic and will utilise the Assessment of Prior Learning process.
- A proposal for a process to run parallel with the current process for Associate Professors and Professors for research that recognises excellence in teaching has been put forward.
- Teaching excellence awards and the Senior Academic Appointments and Promotions Policy are being reviewed for robustness of evidence of teaching excellence.
- Te Noho Kotahitanga, Tatai Hono in the New Zealand Educational Institute Te Riu Roa document and Taina Pohatu's Mauri model all informed professional competencies and reference to this contribution needs to be included in Teacher Capability Project document.

Action: Director, Ako
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***That the Academic Board approves the following recommendations:***

Moved: Murray Bain  
 Seconded: Nick Sheppard

- 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.***

**MOTION CARRIED**

Moved: Shirley Wilson  
 Seconded: Marcus Williams

- 2) Self-Evaluation against the Professional Competencies for Teaching at Unitec is undertaken in Semester One 2018 for those undertaking mid-year ADEP 'check-ins' and becomes an ongoing, required annual practice of all teachers.***

**MOTION CARRIED**

**Recommendations 2 and 3 feedback:**

- Concern was expressed that all teachers need to do self-evaluation work to include in their ADEP professional development plan and this may be difficult at a time when staff are preparing work for the EER.
- Self-evaluation can be added to ADEPs as a discussion point therefore making the process simple, constructive and doable.
- Contracts for service for casual teaching staff need to include reference to what self-evaluation requirements are expected of them.
- Self-evaluation can be done as individuals and as a team and managers need to think of their programme and business needs and individual plans can be considered within the wider context of the programme.
- Casual teaching staff are a large component of teaching teams and they need to be included in the professional development plan because excluding them could be a risk to the institution.
- The Traffic Light model could be used to show the development of teacher capability over time and could be used tactically towards our teaching excellence goal.
- Tracking and monitoring of teacher capability and professional development cannot be done through the Peoplesoft Student Administration System due to budget constraints so it is a manual process.
- The definition of a teacher in this context is a teacher who is in front of students and does not include industry practitioners.

After discussion, it was agreed that the wording in the recommendation be changed from 'by all Unitec teachers' to 'for those undertaking a mid-year ADEP 'check-in'' to better identify which teachers this requirement applied to. It was agreed that the definition of 'all' be clarified through discussion outside the meeting.

Action: Director, Ako
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Moved: Shirley Wilson  
Seconded: Debra Robertson-Welsh

**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.***

**MOTION CARRIED**

Moved: Shirley Wilson  
Seconded: Marcus Williams

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

**MOTION CARRIED**

Recommendation 4 feedback:

- Strategic priorities around professional development have been identified and the message is that it is urgently required and ideally would be for more than one week.
- The new professional model is more flexible and professional development can now be gained through non-structured means as opposed to bookable professional development time, such as while doing work (for example, programme development) and through cohort discussion and staff meetings.
- A number of professional development plans have to be changed due to financial constraints.
- Research, teacher practice and currency in industry are essential to be an effective teaching practitioner.
- Deans have oversight of professional development so they can flag priority areas accordingly.

After discussion, it was agreed that ideally more than one week of professional development was required, however, it was decided that one week be approved for 2018 and further in depth discussion be conducted with a view to increasing professional development leave for the future.

Moved: Vanessa Byrnes  
Seconded: Mark McNeill

**5) *All teachers acquire at least 1-2 badges in 2018.***

**MOTION CARRIED**

Recommendation 5 feedback:

Teachers are only required to provide evidence of outcomes and competency and not the processes of how they gained competency.

Acknowledgement that gaining 1-2 badges would be a substantial amount work for Te Puna Ako.

Moved: Merran Davis  
Seconded: Debra Robertson-Welsh

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

**MOTION CARRIED**

It was decided not to update Recommendation 6 with a specific year for completion of the requirement because further planning was yet to be done.



The Board showed support for the Director, Ako's comprehensive, innovative report with acclamation.

## **NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS**

### **13. ACADEMIC BOARD STANDING COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 12-17 April, 2018.***

### **14. AKO AHIMURA LEARNING AND TEACHING COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 19 April, 2018.***

### **15. QUALIFICATION ALIGNMENT BOARD**

***That Academic Board receives the Minutes of the meeting(s) of 27 March and 24 April, 2018.***

The QAB Chair advised that the decision to disestablish the Network Ako Ahimura Teaching and Learning Committees and replace them with PAQs was discussed in depth at the last QAB meeting and each Network Dean had been asked to determine their own PAQ meeting structures by early May. After discussion, it was agreed that the QAB Chair submit a paper that includes the PAQ Terms of Reference for the Board's information via an Academic Board Standing Committee electronic meeting.

Action: Dean, Health & Community and Environmental & Animal Sciences
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She also noted that two workshops had been run during the meeting – one about PAQ structures and one about the NZQA KEQs 2 and 3.

### **16. RESEARCH COMMITTEE**

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

The Dean, Research and Enterprise advised that there had been an excellent discussion about teacher capability with the Leadership Competency team at the meeting.

### **17. RESEARCH ETHICS COMMITTEE**

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

The Dean, Research and Enterprise advised that the new Research Ethics Committee Chair had been appointed with the intention that she will attend the PAQ meetings to discuss the integrated learning and research work coming from The Mid Lab by Unitec programmes, Master of Applied Practice, Master of Teaching and Education Leadership and the new Master of Contemporary Education.

### **18. ĒTAHI KAUPAPA ANŌ/GENERAL BUSINESS**

The Chief Executive commended the Director, Ako on his great piece of work on the teacher capability project which was very timely as the topic had just been discussed by Council. He said he recognised the difficulties faced currently around staff training due to the drop in Equivalent Full Time Students (EFTS) and gave an assurance that the issue was being actively addressed to get better outcomes towards excellence in teaching, learning and the student experience at Unitec.

He acknowledged the individual commitments by many Board members through the Category 1 Rōpu and ATOM 1 towards the External Evaluation and Review (EER). He noted that great feedback had been received from Council members about the Deans fantastic presentation to Council on portfolio alignment and what Key Evaluation Question (KEQ) 5 (How effective are governance and management in supporting educational achievement?) means for Council and Council members are keen to engage.

He acknowledged the great work done by Craig Hilton (Mind Lab by Unitec Representative) for the new Master of Contemporary Education at the recent discussion with NZQA and this was a material win for both Unitec and the Mind Lab by Unitec.

He then acknowledged the great work done by Shirley Wilson (Academic Quality Director) who held not only the pen but held the discipline since Unitec got notice of the EER challenge in

January 2018. He asked the Board to take a moment to reflect on the huge amount of progress that has been made in less than four months. Although Unitec has got other challenges with financial constraints, he is working backwards from non-classroom functions as we review and work towards a more sustainable organisation.

He advised that he will be meeting with TEC on Friday 11 May where he will be asking how quickly TEC would like Unitec to implement change because there are excellent changes happening now and we need to be careful about how much change we make.

He advised that the Wairaka Land Company has been disestablished and the Executive Director, Operations has resigned and most of the Projects and Change team will be leaving which will help towards decreasing costs. He acknowledged the work done by the Executive Director, Operations who had completed most of projects assigned to him.

He noted that recruitment for a permanent Chief Executive has been put on hold by Council for now and his interim position has been extended until mid-June. A member of the Executive Leadership Team will take over in July and Council will consider options in August.

During discussion, the Chief Executive's great work to get Unitec back to focusing on education, quality and teaching and learning was acknowledged and he said that these achievements had been gained through partnership.

The Chair thanked the Academic Quality Director for her valuable contribution and noted that her vast experience was critical providing confidence and the catalyst for improvement and progress. Her expertise has made a huge impact and has made Unitec stronger for the EER.

The Academic Quality Director responded saying that progress would not have been possible without the Chair and the Chief Executive's educational approach that focused on student learning and education.

The Academic Quality Director suggested that Academic Board membership be reviewed due to staff changes where Board members had left Unitec and they had either not been replaced (General Manager Commercial Services) or their roles had been disestablished (General Manager Governance and External Relations) or they had been seconded to other positions (Head of Practice Pathway Representative – Bridgepoint).

There being no further business the meeting closed at 11.00am.

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 5 June, 2018 at 9.00a.m. Building 115-1008

Agenda deadline for the next meeting is 5pm Monday 28 May, 2018.

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

Signed: ..... Merran Davis (Chair, Academic Board)

**AGENDA ITEM 4**

**Academic Quality and External Evaluation and  
Review 2018**

**(Verbal Update at Meeting)**

## 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	Current Status
	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 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	David Glover and Merran Davis	August 31st	No	Breaches of Programme Approval Rules are taken very seriously by NZQA and could lead to Statutory Actions being implemented and severe disruption to the planned study of students. Such breaches also negatively impact the perception that NZQA has of Unitec and therefore the overall confidence that the regulator 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.	Work In Progress
	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.	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 28th, with two auditors present. Compliance with the Nursing Council requirements was confirmed on the 28th 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.	Work In Progress
	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 Maintenance. 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 obligations are met.  Particular attention will be payed to all academic compliance matters.		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.	Work In Progress
	NZQA have notified Unitec of requirements for the Doctor of Computing. The primary requirement to ensure that a new Monitor was appointed immediately and that a Monitors visit was scheduled during Semester 1, 2018.  Other requirements are for further information about the ongoing activity of Programme Maintenance 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.			Work In Progress
	Building and Construction Industry Training Organisation (BCITO). The issue was that both Unitec and BCITO had drawn funding from TEC for the same courses which cannot be done. This issue identified that some process checks were not robust and the set-up of contracts with other providers needs to be thoroughly checked and sign-off gained at each stage of the process.	Medium	Mark McNeil, Dean, CIE		No	Loss of TEC funding	The Dean, Construction, Infrastructure and Engineering advised that an audit of all current contracts was being done to ensure they were adhering to TEC requirements. It was suggested that TEC compliance queries should be directed to Te Korowai Kahurangi.  The Executive Director- Partnerships suggested that the issue be tasked to the General Manager Commercial Services who could follow up with Unitec's legal office. The Chair advised that she would confer with the Chief Financial Officer in the first instance and appropriate action taken.	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 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.	Work In Progress
	Ascertaining the visa status of international students for inclusion in scheduled classes.	Medium	Executive Director - Partnerships		No	Some International Students are excluded from classes until their visa requirements are met, this risks them not succeeding.	Teaching staff are having to check whether an international student has a visa and this takes a large amount of time because the process around visas for international students is unclear. The Executive Director- Partnerships advised that he will follow this issue up with Tony Luke (Senior Project Manager) so it can be added to the project issues register and appropriate action taken.		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 i flag students by Networks that need to visit International to attend to visa issues.	Closed
	Additional MOE letter may be required for students participating in UPC courses	Medium	Programme Development Partner	End March 2018	No	Confusion with MOE regarding TEC advise about a letter that might be required by students engaging in UPC courses.	During discussion, it was raised that there was an additional clause in the TEC advice where a letter from the Ministry of Education must be obtained to permit students to study and although this only applies to students who have left school, clarification should be sought so we can be certain that any change will not have a negative impact on engagement and funding. The Programme Development Partner confirmed that we are currently seeking clarification about this clause and he will update the Board at the next meeting.	03/15/18	TEC confirmed our interpretation of rule is correct	Closed

	Concerns about Programme Information and Programme documents not being kept up to date.	Medium	Murray Bane, Dean Innovation and Development t BE&HT Network	8th May, 2018	No	Incorrect information being used by Academics and others for the preparation of course work and future planning.	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.						17th April, 2018	A working party met to discuss this issue and it was confirmed that the e-Academic Library is in fact the 'one source of the truth' and does contain all of the required documents.. The problem arose from academic staff access duplicate and incorrect versions from local folders instead of using the formal e-Academic Library. It was resolved to further communicate this with Academic teams to ensure that they are accessing the correct information.. AQAs will work to remove any conflicting or duplicate information from Local Folders. The e-Academic Library was rearranged to ensure that all programme documents are in a single folder that relates to that programme, rather than being separated by type.	Closed
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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	73%	Pending TEC approval
NZ Certificate in Drainlaying	Building Construction and Services	50%	Pending TEC approval
NZ Certificate in Gasfitting	Building Construction and Services	50%	Pending TEC approval
NZ Certificate in Plumbing	Building Construction and Services	50%	Pending TEC approval
Master of Contemporary Education	Postgraduate	88%	Pending TEC approval
NZ Diploma in Information Systems L5	Computer Science	50%	Pending NZQA Approval (pending response to NZQA RFI)
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
NZ Certificate in Health and Wellbeing (Social and Community Services) (Mental Health and Addiction Support Strand)	Social Practice	23%	Reader feedback sent to team to address

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Applied Science (Veterinary Nursing)	Environmental and Animal Sciences	35%			Programme Document scheduled for completion soon
Bachelor of Health and Social Development (Diversional Therapy)	Community Development	69%			Programme team working on addressing NZQA feedback
NZ Certificate in Animal Welfare Investigations	Environmental and Animal Sciences	12%			Programme Document in progress
Bachelor of Geospatial Science	Engineering	27%			Programme Document issues escalated
Master of Applied Practice (Police)	Police Studies	23%			Programme Document on hold while Bachelor issues sorted
Master of Counselling (Narrative Practice)	Social Practice	15%			Programme Document in progress, completion delayed
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
Bachelor of Construction (Technology)	Building Construction and Services	54%			Development deferred to Sem 1 2019, issues escalated



## NZQA and ITP Sector Notes – June 2018

### Progress on NZQF register

The new NZQF register is intended to deliver a single, authoritative register of quality assured qualifications (including awards), programmes and components. The system development is coming to an end and NZQA are currently performing user acceptance testing and preparing to release to a pilot group of tertiary education organisations (TEOs). To measure the current state of satisfaction with data held by NZQA, TEOs are being invited to take part in a survey to provide a baseline of information. The transition to the register is scheduled for June 2018.

### Observers to sit in on EER visits

During 2018 NZQA will be including observers on a small number of external evaluation and review (EER) on-site visits. The aim is to contribute to the evaluation team's self-assessment, maintain the consistency of evaluative practice, and identify and put in place any improvements, particularly those involving on-site visits. The observer will not participate in the EER and their time will not be charged. They will simply observe and take notes on how well the lead evaluator leads and how the EER visit takes place. The observer will report to the lead evaluator confidentially after the visit to inform their practice and share any learnings with other lead evaluators.

### Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) – update for May 2018

Code self-review and attestation 2018: The due date for annual self-review report is 1 October 2018.

Sampling of 2017 Code self-review reports: As part of routine monitoring, NZQA requested Code self-review reports from a random sample of around 50 signatories in December 2017. The reports have been assessed and NZQA is now following up with the selected signatories to provide feedback.

Review of the Code Guidelines: NZQA held workshops with agency and sector reference groups in February and March to gather feedback on suggested revisions to the Code Guidelines. Updated Guidelines are now being drafted, in continued consultation with the reference groups, and are likely to be published in the second half of 2018.

Changes to the Code – student misconduct outside of school: The Education (Tertiary Education and Other Matters) Amendment Bill passed the final part of the Parliamentary process on 29 March and is now law. One of the changes in the Act relates to the Code. This change has direct relevance for the schools' sub-sector, but will result in amendments to the Code that will also apply to tertiary education organisations. MoE and NZQA will work together to make sure that changes are aligned with the upcoming update to the Guidelines. Both NZQA and MoE's aim is to publish the revised Code and revised Guidelines in the second half of the year.

Recently published guidance on the Code: NZQA has recently published new guidance on the a few aspects of the Code: TEOs' are encouraged to review this revised guidance. This can be found in NZQA's online [Code of Practice Toolbox](#).

### NZQA professional services fee

From 1 July NZQA will be increasing the fees it charges for its quality assurance work. This includes all approvals, accreditations, registrations, and EERs. This is the first increase since before 2005. A full list of current fees is available at [NZQA fees](#). This list will be updated from 1 July 2018, to reflect the new fees.

### Transition to New Zealand qualifications

The transition to the new, post MIROQ New Zealand qualifications is well underway and transition dates have been communicated to affected qualification developers. The dates are also available on the NZQA website.

**Impact for Unitec:** *The transition schedule is being tracked by TKK and communicated to relevant staff members.*

### Immigration New Zealand decline rates for student visas

The [2017 decline rates](#) for student visas are available on the Immigration New Zealand website. These must be used when enrolling international students, to determine which Rule 18 requirements apply.

### Printing New Zealand qualification certificates

New guidance on designing New Zealand Certificates and Diplomas is available on the NZQA website: [TEO issue of New Zealand qualification documents](#).

**Impact for Unitec:** *The guidelines are being used by the Graduation office to design the new certificates for issue of New Zealand qualifications.*



## **AGENDA ITEM 5**

**ACADEMIC BOARD: Ngā hē me te Āpiti whai Ara  
Pūrongo/ OVERSIGHT, REPORTING AND TRACKING:**  
    (iii) Monitoring of Degrees at Unitec  
    (iv) Moderation Audit Project Report  
  
(Verbal Update at Meeting)

**AGENDA ITEM 6**

**MAHIA ATU/MATTERS ARISING**

## **HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS**

## AGENDA ITEM 7

### 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\2018-06-05 ABMtg 05 Jun 2018](#)



## For Approval

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**To** Academic Board **Date:** 5 June 2018

**From:** Verity Jade, GM Student Experience

**Subject:** Student Complaints Resolution Policy and Procedures

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### Purpose

This memo recommends that Academic Board approves the revised policy and procedure documents below listed, and provides supporting information including a summary of the changes made, the consultation process, and next steps.

### Recommendation

That Academic Board approves the following revised policy and procedure documents for implementation from 25<sup>th</sup> June 2018:

- Student Complaints Resolution Policy
- Student Complaints Resolution Procedures
- Notice of Formal Complaint
- Student Complaint Decision Report

These revised Policy and Procedures documents are attached as **Appendix B**

### Background

The Policy was due for review as the last review was July 2012. The review supports a simplification strategy that is being rolled out across a number of policy and procedures.

Student Experience, which holds the reporting responsibility to Unitec Council for Formal Student Complaints, has received staff feedback that the current Policy is cumbersome, and time consuming to interpret, which has led to delays in responsiveness to Formal Student Complaints.

The current Policy documents are attached as **Appendix C**

### Review Process

The review took place over April and May 2018. A small working group drafted the initial documents. Feedback from key stakeholders and staff was invited over a 2-week period from 10 May to 23 May, after which the final drafts were prepared to be submitted to Academic Board.

The working group who drafted the documents consisted of:

- Student President – Matalena O'Mara
- Quality Academic Advisor (International) – Jan Roodt
- Coordinator, Student Connections and Engagement – Wilma Pinto
- Policy review co-ordinator – Anna Wheeler

The working group was assisted by Lindsay Olney, Tertiary Education Project Specialist, Arahanga Associates Ltd

The documents were reviewed by the policy owner Verity Jade, GM Student Experience and the policy sponsor Glenn McKay, Executive Director, Student Experience and Tumu Tauwhirowhiro Māori.

Key stakeholders who contributed to the review of this policy:

- Executive Director, People and Safety – Mary Johnston
- Unitec Conciliator – Glenda Grant
- Student Advocate – Julie Watson and Karyn Black
- Manager Student Wellbeing – Erin McGuiness
- Customer Experience Manager (Marketing) – Jenny Wigley

It should be noted that no written feedback about this Policy Review was received from an academic Dean or Head of Practice Pathway (HoPP).

A summary of stakeholder feedback and responses is attached as **Appendix A**.

### **Key changes in revised Policy**

Key changes to the Policy arising from the review are as follows:

1. Separation of the Policy from the Procedures, to support simplification
2. Clarity on roles, responsibilities and timelines
3. Students will send complaints to a central complaints email address
4. The central administrator will forward complaints to the relevant senior manager
5. The central administrator will acknowledge receipt of complaint to student and any support people within three days (previously this acknowledgement was done by the relevant senior manager)
6. Both the person investigating the complaint and the person making the decision must now consider if they are free from bias
7. The person investigating the complaint (the investigator) must email the student and cc any support people within three working days of the investigator receiving the complaint to introduce themselves and from then on report weekly to all parties including support people
8. The student and respondent can bring support people with them to meetings with the investigator
9. The investigator no longer has to complete a form but must still report with a recommendation to the relevant senior manager
10. The person making the decision (i.e. the relevant senior manager) must complete a form recording their decision which is sent to the central administrator for recording and reporting purposes.
11. The time recommended for resolving complaints has been extended from 20 working days to 25 working days (Otago Polytechnic complaints process has 28 working days)
12. The following appendices in the current Policy have been removed from the Policy and will instead form part of internal guidance being developed for staff:
  - Appendix B: Potential Resolutions for Formal Complaints
  - Appendix C: Complaints Resolution Process – Flowchart for Staff

## **Other Unitec policies impacted**

The following related documents will require updating:

- Notice of Appeal form (need to make it clear which email address to send notice to)
- Student Disciplinary Statute (this document mentions 'Director of Pou Aroha' throughout, also footer of document says Doc Owner is Chief Operating Officer – this needs correcting)

## **Risks and mitigation**

The main risk is the lack of time Deans and HoPPs have to carry out their responsibilities under the Procedures. This may lead to the resolution of complaints being unduly delayed. To mitigate this we will include in the internal guidance suggestions about how the investigation tasks may be delegated or shared with others, and who to get assistance from with the investigation and decision making.


## **Next steps / Implementation**

1. Communications to staff will be developed and published on the staff intranet (Pou Tukutuku) by 25 June 2018
2. Internal guidance and training material for Unitec staff will be developed and published on the staff intranet (Pou Tukutuku) by 25 June 2018
3. Guidance for our contracted Student Advocates will be provided to them by 25 June 2018
4. Communications and guidance for students will be developed and published on the Unitec website by Monday 2 July 2018 (the beginning of semester 2)
5. The student complaints tracking and reporting mechanisms will be reviewed and improved by 2 July 2018
6. A policy monitoring and evaluation plan will be developed and implemented by 2 July 2018
7. The documents will be reviewed again in 2021

## **Attachments**

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See Appendices A, B and C attached

	<b>Appendix A:</b> <b>Consultation and Feedback Record for review of Student Complaints Resolution Policy &amp; Procedures</b> For information about this record's purpose – <a href="#">READ UNITEC'S POLICY FRAMEWORK POLICY AND PROCEDURES AND OTHER ASSOCIATED DOCUMENTS</a>	
	<i>Once completed send this record, and the final draft version of the document to the Policy Sponsor with the memo required to seek approval from Academic Board/ELT/Council.</i>	
<b>Document Titles:</b> Refer to Memo	<b>Draft No:</b> Refer to memo	<b>Date:</b> 28/5/18
<b>Document Owner:</b> Verity Jade, GM Student Experience	<b>Document Sponsor:</b> Glenn McKay, Executive Director, Student Experience	
<b>Summary of New Document/Changes Proposed:</b> Refer to memo		
<b>Groups / Positions Potentially Affected by Proposed New Document/Changes:</b> <i>(these should be the persons from whom feedback on changes are sought)</i>  Students Student Advocates Unitec staff		
<p style="text-align: center;"><b>Record of Consultation</b> (attach any relevant correspondence)</p>		
Position Title (or group)	Feedback Received?	Summary of Feedback Received and How Used to Shape Policy
Student President – Matalena O'Mara	April/ May	<b>Feedback:</b> Matalena gave feedback about: - the key role of the Student Advocates in the procedure - the importance of the investigator and decision maker being without bias - making it clear that the student could bring a support person with them to meetings, and that support people should be kept updated throughout the process <b>Our response</b> We drafted the Policy and Procedure to reflect these concerns
Lindsay Olney, Tertiary Education Project Specialist, Arahanga Associates Ltd	19 and 24 April	<b>Feedback:</b> Lindsay also mentioned the importance of ensuring the process was procedurally fair and upheld the principles of natural justice including the decision maker is without bias <b>Our response</b> We used words Lindsay provided to help draft the Policy statement to emphasise the importance of fairness and equity



Coordinator - Student Connections and Engagement – Wilma Pinto (currently carrying out the complaints administrator role)	April/ May	<p><b>Feedback:</b> Wilma was keen to have a procedure that was simpler and for it to be easier to co-ordinate and track complaints</p> <p><b>Our response</b> All formal complaints now start by being emailed to an inbox that Wilma manages so she can more easily track them</p>
GM Student Experience – Verity Jade	8 <sup>th</sup> , 16th May	<p><b>Feedback</b> Verity was very keen to make the process as clear and simple as possible. She wanted to create one-point of entry into the process for students, to support faster resolution of complaints. She flagged that most informal complaints channeled via Student Advocates, using this same channel would enable better oversight of problems across the organisation which will enable more comprehensive reporting, and a more systematic approach to assessing student needs</p> <p><b>Our response:</b> We drafted the Procedure to emphasise the role of the student advocates to encourage students to use this channel</p>
Manager Student Wellbeing – Erin McGuinness	18 May	<p><b>Feedback #1</b> Erin asked that that the time limit of 30 days for raising the complaint be removed (see section 2c of the Policy).</p> <p><b>Our response</b> We removed the time Limit</p> <p><b>Feedback #2</b> Erin also suggested wording to give context to why we would encourage students to resolve complaints informally – which often enables faster resolution</p> <p><b>Our response</b> We added the wording Erin suggested</p> <p><b>Feedback #3</b> Erin felt the complaint being shared with the respondent was a barrier to the Complainant (see section 3e of the Policy and section 7a of the Procedure). She suggested wording to help the Complainant understand how they could seek support from the Student Advocates if they were concerned about the complaint being shared with the Respondent.</p> <p><b>Our response</b> We added the wording Erin suggested to the Policy, Procedure and Notice of Complaint form. However, we left section 3e of the Policy and section 7a of the Procedure as they were because in the interests of procedural fairness the Respondent has the right to see the complaint and be able to respond to it.</p>

Student Advocate - Julie	18 May	<p><b>Feedback</b> Julie understood that the Respondent has rights too so they supported us leaving section 3e of the Policy and section 7a of the Procedure as it is. Julie was concerned if the 3 working day limits were realistic also the weekly email updates. Julie like Erin asked that that the time limit of 30 days for raising the complaint be removed</p> <p><b>Our response</b> It is realistic for the complaints administrator to respond within 3 working day. The Investigator may find it quite a tight timeline but we think it's important to show the student that we are take their complaint seriously. However, we did extend the overall timeline from 20 working days to 25 working days as this was more in line with Otago Polytechnic's policy which we used for benchmarking. We removed the word 'email' from 'weekly updates' to allow for updates to be given via any means. As stated above we removed the 30 day time limit in section 2c of the Policy</p>
Unitec Conciliator – Glenda Grant	15 May	<p><b>Feedback:</b> Glenda was concerned that her role was no longer explicitly mentioned in the Procedures because we had shortened the support and advocacy section (s.4) to put the main focus on our Student Advocates but still with link to other avenues of support.</p> <p><b>Our response:</b> On the 16 May we added the other avenues of support back into section 4b of the Procedures, in a simpler way than they are currently listed so as to keep the Procedures as simple and clear as possible.</p>
Executive Director, People and Safety – Mary Johnston	23 May	<p><b>Feedback</b> Mary liked the way the new documents are much clearer and simpler. Mary raised a concern about continuity of service of advocates and questioned if streamlining the initial contact point is the best approach</p> <p><b>Our response</b> List all other avenues of support in section 4b. <b>Mary also suggested</b> “Unitec contracts a student advocacy service...” be changed to “Unitec provides” <b>We replied</b> that TEC requires Student Advocates to be independent. The wording around contracted advocates supports this approach</p>

Executive Director, Student Experience – Glenn McKay	7 May	<p><b>Feedback:</b> Glenn pointed out two aspects in the flowchart for staff which were not clear</p> <p><b>Our response:</b> We modified the flowchart so the numbered steps clearly referred the section of the Policy or Procedure they related to and acronyms were spelt out</p>
Customer Experience (CX) Manager (Marketing) – Jenny Wigley	18 May	<p><b>Feedback:</b> Jenny explained the process Marketing have for managing informal complaints they receive via surveys, website, online chat etc.</p> <p><b>Our response:</b> We need to add a step to the Marketing process - if a student is not happy with the informal outcome then next step for CX team should be to advise student about the formal complaints process and direct them to the Notice of Formal Complaint form, complaints web page &amp; Student Advocates</p>



## Appendix B (revised Policy and Procedures): Student Complaint Resolution Policy Draft v5 as at 25 May 2018

### 1) Purpose

The purpose of this policy is to ensure all complaints by Unitec students are handled in a timely, fair and equitable manner.

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### 2) Scope

- a) This Policy covers any complaint made by any Unitec student about any area of concern within their Unitec experience. Some areas of concerns are also specifically covered by other policies (see section 7 of this document).
  - b) Complaints must be based on evidence that the student making the complaint has witnessed, not on hearsay.
  - c) Complaints must be made within a reasonable time after the alleged incident.
- 

### 3) Policy Statements

- a) Unitec will ensure:
  - i) Advocacy and support is available for students throughout the process.
  - ii) There are clear pathways for Students to raise complaints and have their complaints resolved
  - iii) Students raising complaints and other related parties are kept informed
  - iv) Complaints are promptly and properly investigated, and evidence based decisions made to resolve them which consider all the information available
- b) Students are encouraged to use internal Unitec support and advocacy mechanisms such as the Student Advocates ([link](#)) to assist them with resolving their complaint informally where possible. In many circumstances using informal channels may lead to a satisfactory outcome sooner.
- c) Where informal resolution is not possible Unitec encourages any Student with a complaint to raise a formal complaint as outlined in the Student Complaints Resolution Procedures ([link](#)).
- d) The course of natural justice and procedural fairness will be followed and the principles of Te Noho Kotahitanga will be upheld
- e) All Respondents must be informed of any formal complaint made against them, and should be given an opportunity to respond to such complaints before any decision that affects them is made.
- f) Every outcome/decision taken regarding a formal complaint will be notified in writing to the person/s concerned. This includes notification about any appeal or other rights.

### 4) Policy Implementation

- a) All complaints must be managed in accordance with the process outlined in the Student Complaints Resolution Procedures. ([link](#)).
- b) Unitec will inform international students of the complaints process and support them to ensure they understand how complaints are handled and to dispel concerns they may have related to process in the NZ environment

- c) Staff members will be supported to implement this policy and associated procedures by the provision of supporting resources and training

## 5) Policy Reporting

The Policy Owner or Sponsor will report each month to the Unitec Council, Chief Executive and Executive Leadership Team on the number and nature of all formal complaints raised under this Policy and their outcomes identifying themes and areas of concern. The report will not contain reference to named persons or any detailed information about the complaints.

## 6) Associated Procedures and Forms

- a) Procedures: Student Complaints Resolution Procedures ([link](#)).  
 b) Form: Notice of Complaint ([link](#)).  
 c) Form: Student Complaint Decision Report ([link](#)).

See also related policies and procedures listed in section 7 below

## 7) Reference Documents

Area of concern	Policy, procedures and forms
Bullying and Harassment	<a href="#">Inclusive Excellence Policy</a> <a href="#">Countering Harassment and Bullying Procedure</a> <a href="#">Counter Harassment and Bullying Process Map - Staff Member</a> <a href="#">Counter Harassment and Bullying Process Map – Student</a> See also <a href="#">Unitec website</a>
Grades Appeals	<a href="#">Academic and Programme Management Policy</a> - section 14 <a href="#">Notice of Appeal form</a> <a href="#">Procedure for the Conduct of Appeals</a> <a href="#">Request for Recount Form and</a> <a href="#">Request for Exam Script form</a> See also <a href="#">Unitec website</a>
Staff misconduct	<a href="#">Disciplinary and Performance Management Policy</a> <a href="#">Disciplinary and Performance Management Procedures</a> <a href="#">Code of Conduct</a>
Student misconduct	<a href="#">Student Disciplinary Statute</a> <a href="#">Student Disciplinary Investigation Record</a>
Privacy	<a href="#">Privacy Policy</a> and <a href="#">Privacy Procedures</a>
International students concerns	<a href="#">Education (Pastoral Care of International Students) Code of Practice 2016</a> see also <a href="http://www.nzqa.govt.nz/providers-partners/education-code-of-practice/">http://www.nzqa.govt.nz/providers-partners/education-code-of-practice/</a>

## Approval Details

Version number (this version)	5	Issue Date (this version)	June 2018
Version History (Amendments made to this version)	Date of amendment/s: July 2004 - May 2018	Description of amendment: See Amendment History below	
Consultation Scope (if appropriate)	The review took place over 2 months. A small working group drafted the initial documents. Feedback from key stakeholders and staff was invited over a 2 week period, after which the final drafts were submitted to Academic Board in June 2018		
Approval authority	ELT or Council	Date of Approval	Insert Date of Approval
Policy Sponsor (Has authority to approve minor amendments)	Tumu Tauwhirowhiro Māori Executive Director, Student Experience	Policy Owner	GM Student Experience
Contact Person	GM Student Experience	Date of Next Review	June 2021

## Amendment History

Version	Issue Date	Reason for Revision	Approved by
1	09/07/2004	Brand new document – first edition.	Senior Executive
1.1	07/2007	USU Advocate details updated (Schedule B)	Director, Student Affairs
1.2	15/07/2008	USU Advocate details updated and details of USU Education Coordinator added (Schedule B) and Hyperlink to General Disciplinary Statute created	Director, Student Affairs
1.3	01/02/2009	Position title changes made to reflect new organisational structure	Leadership Team
2	27/07/2009	Formal periodic review. Revised and updated, renamed Student Grievance Policy (formally Student Complaints Policy)	Leadership Team
2.1	10/03/2011	Policy Owner (Responsible Manager) changed to Director, Student Wellbeing, not Director Student Services	Director, Student Wellbeing (Policy Owner)
3	09/07/2012	Formal periodic review. Revised and updated to make process clearer for students and staff; highlight informal resolution as a possible option and more clearly identify links with Countering Harassment Policy and Student and Staff Disciplinary Statutes. Renamed Student Complaints Resolution Policy (formally Student Grievance Policy).	Executive Director, Student & Community Engagement (Policy Sponsor)
4	May 2016	To reflect changes in organisational structure	Chief Operating Officer
5	May 2018	The reason for this version was to separate the policy from the procedures, simplify and streamline the process for students and staff, ensure that all complaints are handled and resolved fairly, and clarify the specific rights of international students to also complain externally	



## Appendix B continued: Student Complaints Resolution Procedures draft v10 as at 25 May 2018

### 1) Purpose

The purpose of this procedure is to outline the processes to raise, investigate and resolve complaints at Unitec in accordance with the Student Complaints Resolution Policy

### 2) Principles

Parties to a Student complaint have the right and responsibility to:

- a) seek support and advice;
- b) bring a support person to any meetings;
- c) be treated with courtesy and respect at all times;
- d) a fair and timely investigation;
- e) express their points of view without fear of recrimination;
- f) receive full information at all stages of the complaint process;
- g) be advised in writing of all decisions made in relation to the complaint subject to any Privacy Act and/or any confidentiality agreements;
- h) appeal the outcome within the scope of the procedure;
- i) respect the points of view of others;
- j) respect the rights of All Parties to the complaint with respect to confidentiality;
- k) in the case of the Complainant, ensure that the complaint is made in good faith;
- l) provide full and accurate information to the person investigating the complaint; and
- m) not take any action that may prejudice the situation or be regarded as an act of recrimination against any other party

### 3) Resolving a concern informally

In many circumstances using informal channels may lead to a satisfactory outcome sooner.

- a) Before a formal complaint is made Students are encouraged to attempt to resolve a concern informally (where appropriate) as follows:
  - i) Students may discuss their concerns directly with a relevant party such as a lecturer, Academic Leader, Head of Practice Pathway Group (HoPP), Dean, Manager or Director.
  - ii) If the concern is regarding bullying or harassment, the student should contact the [Student Advocates](#) for guidance
  - iii) If the concern is regarding an academic grade decision, the student should refer to the Unitec Grades Appeal web page ([link](#)) for guidance.
- b) In all cases students are encouraged to seek support from the [Student Advocates](#) to resolve a concern informally.
- c) Any staff member with whom a concern is raised is expected to deal with the matter in an open and professional manner and take reasonable and prompt action to resolve the concern informally. The aim should be to resolve the concern at the earliest possible stage.



## 4) Advocacy, Advice and Support

### a) Student Advocacy Service

Unitec contracts a student advocacy service for all Students. At any stage of the complaints process a Student may seek the advice and support of the contracted Student Advocates who:

- i) Advise on the correct procedure to follow in relation to a complaint, and
  - ii) Work with the Student to present and put forward their complaint following the correct procedures.
- Contact details are available [here](#)

Students are also able to choose an alternative external agency/support service that can assist them through the complaint process.

### b) More advice and support

Other people or services at Unitec who offer advice and support to students include: The International Office, the Pae Arahī, the Unitec Conciliator and the Equity and Inclusion Manager. See the Unitec complaints web page ([link](#)) for links to these support people and services.

## 5) Formal complaints procedure

Where a concern cannot be resolved informally in the manner outlines in section 3 above, Unitec has following formal complaints procedures:

- a) To formally appeal an academic grade decision refer to section 14 of the Academic and Programme Management Policy, and complete the [Notice of Appeal form](#) and email it to [resolutions@unitec.ac.nz](mailto:resolutions@unitec.ac.nz)
- b) For all other concerns, the formal complaints procedure is as outlined in the sections below. The following procedure is for all students. International students also have additional options which are outlined in section 10 below

## 6) Raising and receiving a formal complaint

- a) To make a complaint the student must complete a “Notice of Complaint” ([link](#)) form. For help completing the form contact the Student Advocates. Email the completed form to [studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz) and cc any support people for example Student Advocates, Student President etc.
- b) Upon receipt the Notice of Complaint will be registered on the central Student Complaints Register and forwarded to the relevant Executive member or manager.
- c) Acknowledgement of receipt of the complaint will be sent to the person making the complaint (the Complainant) and any support person(s) within 3 working days of receipt.
- d) The Executive or relevant manager receiving the complaint must consider if they are sufficiently without bias to investigate the complaint. If they are not, they must delegate the responsibility to another suitable person. They may also choose to delegate the responsibility for other reasons. The person so delegated will become the Investigator. Notice of delegation must be emailed to [studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz)

## 7) Investigating a complaint

- (a) The Investigator upon receiving a Notice of Complaint must within 3 working days introduce themselves via email or other means to All Parties as the primary investigator for the investigation and begin the investigation, and from then on provide weekly updates to All Parties. At the time of introduction, the Investigator must provide a copy of the Notice of Complaint to the Respondent and any other staff member or Student named in the Notice of Complaint.
- (b) Where the Respondent is a staff member the Investigator must liaise with the relevant Human Resources Business Partner.

- (c) The Investigator must act in accordance with other relevant policies listed in section 7 of the Student Complaints Resolution Policy and liaise with the following people as required: Unitec Legal and Contracts Advisor (regarding student misconduct) or Manager Equity and Inclusion (regarding bullying or harassment)
- (d) Where possible, the Investigator will arrange to meet with the Complainant, the Respondent and any witnesses separately and will advise them that they may bring a support person to any meetings. Any person making a statement needs to verify the accuracy of their statement. This may be done by signing and dating the statement in front of a witness.
- (e) The investigator will document each step of their investigation, including dates, who was present, what was discussed and what resolution, if any, was reached
- (f) Unitec will endeavor to resolve complaints within 25 working days of the Notice of Complaint being received by the Investigator, and the Investigator will notify All Parties if a longer timeframe is required
- (g) Where no response is received from a Complainant within 30 days of Unitec sending the Complainant any correspondence requiring a response, Unitec may decide not to proceed with the complaint process.

## 8) Resolving a complaint

- (a) Following the investigation, the Investigator will provide a report together with all relevant documentation and his or her recommendation for resolution to the Executive or relevant manager who received the Notice of Complaint.
- (b) The Executive or relevant manager must make a decision in relation to the complaint and notify that decision to all the parties, in writing (via email or letter), within 25 working days of receiving the Notice of Complaint (subject to 7(d) above). If there is a likelihood of bias the decision maker should seek advice from another member of the Executive or another manager to ensure their decision is bias free.
- (c) The Executive or relevant manager must also complete the Student Complaint Decision Report and email it to studentcomplaint@unitec.ac.nz.

## 9) Appealing a decision made under section 8

- a) There are two grounds of appeal only. These grounds are:
  - i) that additional information has become available which was not available and could not have reasonably been made available at the time the original decision was made; and/or
  - ii) that there was material irregularity in the process followed in reaching the outcome.
- b) If Complainants wish to appeal a decision they must submit an application to appeal within 15 working days of receiving notification about the decision. Complainants may use the Notice of Appeal form ([link](#)) to submit an application to appeal. Applications to appeal must be emailed to studentcomplaint@unitec.ac.nz who will forward the application to the relevant executive or manager.
- c) On receiving an application to appeal the relevant member of Executive or manager must refer the appeal application together with all materials gathered during the investigation of the complaint to another member of the ELT. This ELT member will become the Reviewing Executive.
- d) The Reviewing Executive will decide on the outcome of the appeal and communicate the outcome to the Complainant and All Parties (including studentcomplaint@unitec.ac.nz) within 20 working days of receiving the application to appeal.
- e) Where the complainant is not satisfied with the outcome they may take legal action or make a complaint to NZQA, the Commerce Commission, the Privacy commission, the Ombudsman or other relevant external agencies.

## 10) Further options for international students

### a) The Education (Pastoral Care of International Students) Code of Practice 2016

When students come to study in New Zealand, education providers have an important responsibility to ensure that those students are well informed, safe and properly cared for. To support this, the New Zealand government has developed the Education (Pastoral Care of International Students) Code of Practice 2016.

[\(link\)](#)

### b) Student complaints about Unitec's compliance with the Code of Practice

If an international student has a complaint about Unitec's compliance with the Code of Practice, they should try and resolve it by using the above process in the first instance. If their complaint is not resolved, they can take their complaint to one of the following agencies:

#### NZQA

NZQA handles all complaints about alleged non-compliance with the Code of Practice, other than financial and contractual disputes.

#### iStudent Complaints

iStudent Complaints is the appointed operator of the International Student Contract Dispute Resolution Scheme (DRS), which was set up to resolve financial and contractual disputes. Code signatories are required to comply with the International Student Contract Dispute Resolution Scheme Rules 2016.

### c) Information for students

Information for students about making a complaint about a provider's compliance with the Code of Practice can be found at [Student complaints about a provider](#).

## 11) Definitions

Term	Means
Complainant	Student making a formal complaint. Where a group of Students lodges a complaint, the group must nominate one member of the group as the Complainant who will receive all communications on behalf of the group
Respondent	The person or corporate entity who or which is the subject of the formal complaint
Student	Person enrolled for one or more Courses at Unitec
Executive or relevant manager	<p>The person who receives the Notice of Complaint, delegates to an Investigator and makes a decision in relation to the complaint.</p> <p>If the complaint is about academic matters (other than academic grade decisions) it is the relevant Head of Practice Pathway (HoPP)</p> <p>If the complaint is about a service it is the relevant Service Group manager</p> <p>If the complaint is about another Student it is the HoPP or Dean Innovation and Development of the programme in which the Respondent is enrolled</p> <p>If the complaint is about a staff member it is the staff member's HoPP or relevant manager</p>
Investigator	The relevant member of staff designated to investigate the complaint and provide the findings of the investigation to the Executive or manager to make a decision.

Term	Means
All Parties	All parties involved in the complaint such as the Complainant, Student Advocates, Student President, Legal Advisor, Student Complaints Administrator (studentcomplaint@unitec.ac.nz), Respondent, Investigator, International Office, Equity & Inclusion Manager, Human Resources Business Partner, and the Executive or relevant manager
Student Complaints Administrator	Monitors the Student Complaints email inbox and acknowledges receipt Manages and updates the register (Note: currently this role is carried out by the Student Connections & Engagement Co-ordinator )
Reviewing Executive	Member of the ELT responsible to make a decision in regards to an application to appeal (see section 9 above)

## 12) Reference Documents

### a) Forms:

- i) Notice of Complaint ([link](#))
- ii) Student Complaint Decision Report ([link](#))
- iii) Notice of Appeal ([link](#))

### b) Guidance:

- i) Guidance for students ([link to website](#))
- ii) Guidance for staff – Including Complaints Process Flowchart ([link to nest](#))

## 13) Approval Details

<b>Version number</b>	1	<b>Issue Date</b>	<a href="#">Insert Date of Issue</a>
<b>Version History</b>	Date of amendment/s: July 2004 - May 2018	Description of Amendment/s: See Amendment History for the Student Complaints Resolution Policy	
<b>Approval authority:</b>	ELT or Unitec Council	<b>Date of Approval</b>	<a href="#">Insert Date of Approval</a>
<b>Procedure Sponsor (Has authority to approve minor amendments)</b>	Tumu Tauwhirowhiro Māori Executive Director, Student Experience	<b>Procedure Owner:</b>	GM Student Experience
<b>Contact Person</b>	GM Student Experience	<b>Date of Next Review</b>	May 2021



# Notice of Formal Complaint

## draft v6 as at 25 May 2018

### About submitting a formal complaint

- Before submitting a formal complaint please read Unitec's [Student Complaint Resolution Procedures](#).
- To formally appeal an academic grade decision complete a [Notice of Appeal form](#) and email it to [resolutions@unitec.ac.nz](mailto:resolutions@unitec.ac.nz)
- To submit any other formal complaint complete this form and email it to [studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz).
- For help with this form and the complaint process you can contact [Student Advocates](#) or see the complaints help page on our website ([link](#)).
- If a complaint includes allegations about another individual, that person will be provided with a copy of this completed complaint form and any other relevant documentation. If you are concerned about what will happen if this information is shared, the [Student Advocates](#) support you through this and ensure your rights and safety are protected.
- Upon receipt, the Notice of Formal Complaint will be forwarded to the relevant Executive or manager (who has responsibility for the area in which a concern has been raised) for investigation and decision making.
- The information collected on this form will be managed in accordance with [Unitec's Privacy Policy and Procedures](#).

### 1. Resolving complaints informally

#### 2.

Wherever possible, students are encouraged, in the first instance, to resolve a concern by using a direct and informal approach to the individual, pathway or service concerned. In many circumstances using informal channels may mean that you are able to reach a satisfactory outcome sooner. Tips for resolving complaints informally:

- a) Discuss concerns directly with a relevant party such as a lecturer, Academic Leader, Head of Practice Pathway Group (HoPP), Dean, Manager or Director.
- b) Seek support from [Student Advocates](#) or an external agency of your choice.
- c) If the concern is regarding an academic grade decision, refer to the Unitec Grades Appeal web page ([link](#)) for guidance.

<b>YOUR DETAILS</b>
---------------------

Student ID No#: \_\_\_\_\_

Name \_\_\_\_\_

I am a domestic / international student (delete one)

Study Programme: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email Address: \_\_\_\_\_

The best way for us to contact you in relation to this complaint is: \_\_\_\_\_

<b>YOUR COMPLAINT</b>
-----------------------

What is your complaint about?

- ☐ Student's behaviour
- ☐ Unitec services or administration
- ☐ Academic matters other than an academic grade decision\*
- ☐ Staff member's behaviour
- ☐ Other

If 'other' please specify:

*\*If your complaint is about an academic grade decision do not use this form, instead complete a [Notice of Appeal form](#) and refer to the Academic and Programme Management Policy section 14.*

**Describe your complaint:** What happened and when? Who was involved? (Attach extra pages as necessary and any documents/evidence that might help us investigate your complaint)

**What have you done to try and resolve the complaint?** Describe any relevant background and previous actions you have taken to try to get the matter resolved. E.g. Who have you spoken to?

**What would you like to see as an outcome or remedy for the problem?**

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I understand that the respondent will be notified the complaint has been made against them and of the nature of the complaint.\*

I confirm that I have completed this form, or have overseen the completion of the form, and that the contents are true and correct to the best of my recollection.

**Signature (or electronic signature) of student making this complaint:**

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**Date:** \_\_\_\_\_

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**\*PLEASE NOTE:**

If you are concerned about what will happen if this information is shared, the Student Advocates will support you through this and ensure your rights and safety are protected.

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# Student Complaint Decision Report draft v 4 – as at 9 May 2018

The purpose of this form is to document the following information regarding a student complaint: The facts, any actions taken and decisions made as part of resolving the complaint and reasons for those decisions. It also intended to record any ongoing areas of concern and how those are planned to be addressed. Information from this form is used to provide a monthly report to Unitec Executive and Council on the number and nature of formal complaints and their outcomes identifying themes and areas of concern that the Executive and Council should be aware of.

When completed attach and email this report to [studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz) together with any associated forms or letters unless those have already been sent/cced to that email address

The information collected on this form will be managed in accordance with [Unitec's Privacy Policy and Procedures](#).

This form should be read in conjunction with Unitec's Student Complaint Resolution Policy and Procedures

**Important:** *If a student feels that they are experiencing harassment, bullying or discrimination at Unitec, please assist the student to make contact with the Equity & Inclusion Manager for confidential advice on Unitec's organisational strategies for dealing with such behaviour.*

## 1. Details of Complaint

<b>Complainant (Student ID Number)</b>	<b>ID No</b>	<b>Date complaint received</b>	
<b>Dean/HoPP/ Director/Manager responsible for resolving complaint</b>	<b>Name, role and network/pathway or department:</b>	<b>Date all parties advised in writing of outcome</b>	
<b>Nature of complaint</b>	<input type="checkbox"/> Student's behaviour <input type="checkbox"/> Unitec services and administration <input type="checkbox"/> Academic matters other than an academic decision <input type="checkbox"/> Staff member's behaviour <input type="checkbox"/> Other (please specify)		



<b>Brief outline of key facts, issues and themes identified</b>			
<b>Key actions and /or meetings and topic discussed/resolved</b>	<b>People involved</b>	<b>Date (s)</b>	
<b>Decisions made and reasons</b>	<b>By Whom</b>	<b>Date (s)</b>	

## 2. Outcome

Outcome achieved through this process	
Area of concern and action that will be taken to address the concern within Unitec	



## Appendix C (Current Policy): Student Complaints Resolution Policy

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## 1. POLICY PURPOSE

The purpose of this policy is to assist Unitec Students and staff in the prompt and constructive resolution of Formal Complaints by Students about any incident of unacceptable behaviour by Unitec staff or Students, or unacceptable service provided by Unitec to a Unitec Student.

This policy will ensure:

- a) there are clear pathways for Students to lodge and formalise complaints and have their complaints resolved;
- b) complaints are promptly and properly investigated, and decisions are based on sound evidence;
- c) there is a central, institute-wide system to register and monitor Formal Complaints, and the actions taken by Unitec to resolve them.

## 2. POLICY APPLICATION AND SCOPE

- 1) This policy is about Formal Complaints made by Students enrolled at Unitec.
- 2) Depending on the nature of the complaint, this policy should also be read in conjunction with the [Student Disciplinary Statute](#); the [Staff Disciplinary Policy](#); and the [Countering Harassment Policy](#).
- 3) Complaints related to academic decisions are not covered by this policy and must be dealt with under the [Academic Statute](#).
- 4) Complainants must be able to demonstrate that the complaint is brought without malice and is based on evidence that the Complainant honestly and reasonably believes to be substantially true.
- 5) Unitec reserves the right not to proceed with a complaint:
  - i) which is anonymous, malicious or based on hearsay;
  - ii) which is made more than 90 days after the alleged incident.
- 6) Where no response is received from the Complainant within 30 days of Unitec sending the Complainant any correspondence, Unitec reserves the right not to proceed with resolution of the complaint.
- 7) Student and staff rights and responsibilities in relation to this policy are set out in Appendix A.

## 3. DEFINITIONS

For the purposes of this policy:

<b>Complainant</b>	means a Student making a Formal Complaint. Where a group of Students lodges a complaint, the group must nominate one member of the group as the Complainant. This person will receive all communications on behalf of the group.
<b>Formal Complaint</b>	means a signed statement in writing made on the prescribed form (Notice of Complaint) and submitted by a Student (Complainant); or a documented verbal complaint made on the prescribed form (Notice of Complaint) and verified and signed by a Student (Complainant) about a matter that requires formal consideration and resolution by Unitec as outlined by this policy.
<b>Investigator</b>	means the relevant Dean of Innovation and Development, Head of Practice Pathway Group, Academic Leader or other manager so designated to investigate the complaint in accordance with Section 5.2 (4) of this policy and provide the findings of this

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	investigation to the recipient of the Notice of Complaint to make a decision on resolution.
<b>Respondent</b>	means the person or corporate entity (Network, Practice Pathway Group (PPG), Service Group or Department) who or which is the subject of the Formal Complaint.
<b>Reviewing Executive</b>	
<b>Leadership Team (ELT) Member</b>	means the member of the ELT referred to in an application to appeal in accordance with Section 5.3 (4) of this policy and charged with making a decision in regards to this application.
<b>Student</b>	means a person enrolled for one or more Courses at Unitec.

## 4. POLICY STATEMENTS

- 1) Unitec encourages any Student with a complaint to express that complaint through the appropriate channel outlined below in the Procedures section of this policy.
- 2) Unitec takes all complaints seriously. Complainants are encouraged to use internal Unitec mechanisms for resolving their complaint in the first instance where possible.
- 3) All complaints must be dealt with in accordance with the process outlined in the Procedures section of this policy.
- 4) All Respondents must be informed of any Formal Complaint made against them, and should be given an opportunity to respond to such complaints before any decision that affects them is made.
- 5) Any decision made in resolving a Formal Complaint must be based on all the information provided, and after consideration of all relevant issues.
- 6) Unitec will ensure that all staff members are supported to implement this policy by the provision of supporting resources and regular staff training opportunities.
- 7) The Chief Operating Officer will report each month to the Chief Executive on the number and nature of all Formal Complaints and their outcomes identifying themes and areas of concern. The report will not contain reference to named persons or any detailed information about the complaints resolved.

The report shall include information related to:

- i) department
- ii) nature of complaint
- iii) date received
- iv) date resolved
- v) any implications for Unitec.

## 5. PROCEDURE

### 5.1. Advocacy, Advice and Support

Before making the decision to lodge a Formal Complaint, Students may wish to discuss their concern/issue with one of the people/services (as appropriate) listed below.

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### **5.1.1. Student Advocacy Services**

Unitec contracts a student advocacy service for all Students. At any stage of the complaints process a Student may seek the advice and support of the contracted Student Advocate who as well as offering support can:

- i) Advise on the correct procedure to follow in relation to a complaint; and
- ii) Work with the Student to present and put forward their complaint following the correct procedures.

### **5.1.2. Unitec's Conciliator**

The Conciliator provides confidential personal support and advice on a neutral and impartial basis to Students and staff and can be contacted during any point of the complaints process. The Conciliator does not act as an advocate.

Where appropriate the Conciliator can advise on:

- i) informal means of resolving conflict;
- ii) reconciling differences; and
- iii) restoring relationships

Contact details are available [here](#)

### **5.1.3. Unitec's Pae Arahi**

The Pae Arahi is available to provide student assistance by ensuring a complaint lodged by a Student is dealt with (as appropriate) in accordance with tikanga Maori.

Contact details are available [here](#)

### **5.1.4. Unitec's Equity and Diversity Manager**

The Equity and Diversity Manager provides confidential advice on strategies and options available for dealing with behaviour such as unfair treatment; exclusionary behaviour; harassment; bullying or discrimination.

Contact details are available [here](#)

### **5.1.5. International Office**

Any international Student who has a complaint may seek the support and advice of the International Office.

Contact details are available [here](#)

## **5.2. Lodging a Complaint**

- 1) Before a Formal Complaint is made Students are encouraged to attempt to resolve a concern informally (where appropriate). This may happen by Students discussing concerns directly with a relevant party such as a lecturer, Academic Leader, Head of Practice Pathway Group (HoPP), Dean, Manager or Director. Any staff member with whom a concern is raised is expected to deal with the matter in an open and professional manner and take reasonable and prompt action to resolve the concern informally. The aim should be to resolve the concern at the earliest possible stage.
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- 2) A Student who is uncertain about how to seek resolution of a concern or complaint is encouraged to seek advice from appropriate person/service listed above in Section 5.1.
  - 3) Where a concern cannot be resolved in the manner outlined in (1) above, or where the matter is too serious to resolve informally, the procedure outlined below should be followed.
    - i) The Complainant should complete a [Notice of Complaint](#). The completed form should be sent in a sealed envelope or e-mailed marked Student Complaint, Confidential, to one of the following;
      - a) If the complaint is about academic matters (other than academic decisions) it should be sent to the relevant HoPP; or
      - b) If the complaint is about a service it should be sent to the relevant Service Group manager; or
      - c) If the complaint is about another Student the complaint should be sent to the HoPP or Dean Innovation and Development of the programme in which the Respondent is enrolled; or
      - d) If the complaint is about a staff member the complaint should be sent to the staff member's HoPP or relevant manager;
    - ii) Where the Complainant is unsure of who the complaint should be sent to they may seek advice from the Student Complaints Administrator; Director of Pou Aroha or a Student Advocate, or send the completed [Notice of Complaint](#) directly to the Student Complaints Administrator ([studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz)) who will ensure it is forwarded to the appropriate person.
  - 4) The Executive or relevant manager receiving the complaint may delegate the responsibility for the resolution of the complaint to another staff member. This staff member will become the Investigator.
  - 5) Upon receiving a [Notice of Complaint](#) the Executive or relevant manager (or the appointed Investigator) must within 3 working days:
    - i) acknowledge receipt of the complaint in writing to the Complainant (a copy of this acknowledgement to be kept on file); and
    - ii) ensure a copy of the [Notice of Complaint](#) is registered with the Student Complaints Administrator ([studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz)).
    - iii) consider whether the substance of the complaint falls within the scope of the [Student Disciplinary Statute](#) and if he/she decides that it does, ensure the complaint is dealt with in accordance with that Statute, seeking advice from Unitec's Legal and Contracts Director if required.
    - iv) consider whether the substance of the complaint falls within the scope of the [Staff Disciplinary Policy](#) and if he/she decides that it does, liaise with the relevant Human Resources Consultant for advice and to ensure the complaint is dealt with in accordance with that Policy.
    - v) consider whether the substance of the complaint falls within the scope of the [Countering Harassment Policy](#) and if he/she decides that it does, liaise with the Equity and Diversity Manager for advice and to ensure the complaint is dealt with in accordance with that Policy.
    - vi) ensure that if the complaint is related to an academic decision the Complainant is advised that this type of complaint does not fall with the scope of this Student Complaints Resolution Policy and should instead refer their complaint to the relevant Dean Innovation and Development for resolution under the processes outlined in the [Academic Statute](#).
  - 6) The investigation into the complaint will commence immediately after it has been lodged. Where possible Unitec will endeavour to resolve complaints within 20 working days of the [Notice of Complaint](#) being received, and will notify the Complainant if a longer timeframe is required.
  - 7) The Investigator must:
    - i) ensure that the Respondent and any other staff member or Student named in the Notice of Complaint receives a copy of the [Notice of Complaint](#) as soon as is practicable;
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- ii) liaise with the relevant Human Resources Consultant if the Respondent is a staff member;
  - iii) where possible, meet with the Complainant, the Respondent and any witnesses separately getting any person you take a statement from to verify (sign and date) the accurateness of the details captured in this statement;
  - iv) maintain a file of all documentation in consideration of the complaint including all emails, letters, receipts, notes of any discussions, interviews and other meetings which take place during consideration of the complaint; and
  - v) add required details to the [Student Complaint Resolution Form](#) throughout the investigation process.
- 8) The Investigator will provide the completed [Student Complaint Resolution Form](#) together with all relevant documentation and his or her recommendation for resolution to the Executive or relevant manager who received the [Notice of Complaint](#). A list of potential resolutions (dependant on severity/nature of the complaint) is provided in Appendix B.
- 9) Following the investigation the Executive or relevant manager who received the [Notice of Complaint](#) must:
- i) make a decision in relation to the complaint. A list of potential resolutions (dependant on severity/nature of the complaint) is provided in Appendix B;
  - ii) subject to Section 5.2 (10) below, notify his or her decision to all the parties, in writing (via letter), within 20 working days of receiving the [Notice of Complaint](#);
  - iii) ensure the notification of the decision:
    - a) addresses all complaints, issues and matters raised by the Complainant;
    - b) clearly states the outcome of the complaint resolution process;
    - c) identifies any action that has or will be taken as a result of the complaint.

IMPORTANT: If the action is disciplinary action then there is a requirement to respect confidentiality. Therefore in most cases it would be inappropriate to disclose in detail the nature of the action.
  - iv) ensure a copy of the letter and the [Student Complaints Resolution Form](#) is forwarded to the Student Complaints Administrator ([studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz)) for reporting purposes; and
  - v) archive all documentation in relation to the complaint for a period of no longer than ten years.
- 10) If the complaint cannot be resolved within 20 working days of receipt of the [Notice of Complaint](#), all parties including the Student Complaints Administrator will be notified, and from that time weekly updates on progress towards resolution must be provided to all parties by the Investigator.

### 5.3. Lodging an Appeal

- 1) Any party dissatisfied with the outcome of the complaints process may make an application to appeal to the Executive or relevant manager who received the [Notice of Complaint](#) [see Section 5.2(3)] .
  - 2) The application to appeal must be submitted in writing within 15 working days of the date of the letter sent to the Complainant notifying them of the outcome.
  - 3) There shall be two grounds of appeal only. These grounds are:
    - i) that additional information has become available which was not available and could not have reasonably been made available at the time the original decision was made; and/or
    - i) that there was material irregularity in the process followed in reaching the outcome.
  - 4) On receiving an application to appeal the Executive or relevant manager must refer the appeal application together with all materials gathered during the investigation of the complaint to another member of the ELT. This ELT member will become the Reviewing Executive.
  - 5) The Reviewing Executive will:
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- i) determine if the summary of facts in the application to appeal meets either of the grounds of appeal set out in section 5.3 (3) above;
  - ii) if neither ground for appeal is met, notify the Complainant that their application for appeal is not being progressed together with the reasons for this decision; or
  - iii) if either of the grounds for appeal are met, consider all the materials gathered during the investigation of the complaint and may, at his or her discretion, consult the staff member who made the decision, and interview any parties to the complaint;
  - iv) decide on the outcome of the appeal; and
  - v) communicate the outcome of the appeal to the Complainant and all interested parties (subject to any Privacy Act considerations) within 20 working days of receiving the application to appeal.
- 6) The decision of the Reviewing Executive in relation to any application to appeal is final.
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## **APPENDIX A. PRINCIPLES OF STUDENT COMPLAINTS RESOLUTION AT UNITEC**

Parties to a Student complaint have the right and responsibility to:

- i) be treated with courtesy and respect at all times;
  - ii) a fair and timely investigation;
  - iii) express their points of view without fear of recrimination;
  - iv) receive full information at all stages of the complaint process;
  - v) be advised in writing of all decisions made in relation to the complaint subject to any Privacy Act and/or any confidentiality agreements i.e. the actual level of detail regards decisions provided needs to take into account this Act, any other applicable legislation and any confidentially agreements signed as part of the complaints resolution process;
  - vi) appeal the outcome;
  - vii) respect the points of view of others;
  - viii) respect the rights of all parties to the complaint with respect to confidentiality;
  - ix) in the case of the Complainant, ensure that the complaint is made in good faith and complies with the requirements of the Student Complaints Resolution Policy;
  - x) provide full and accurate information to the person investigating the complaint; and
  - xi) not take any action that may prejudice the situation or be regarded as an act of recrimination against any other party
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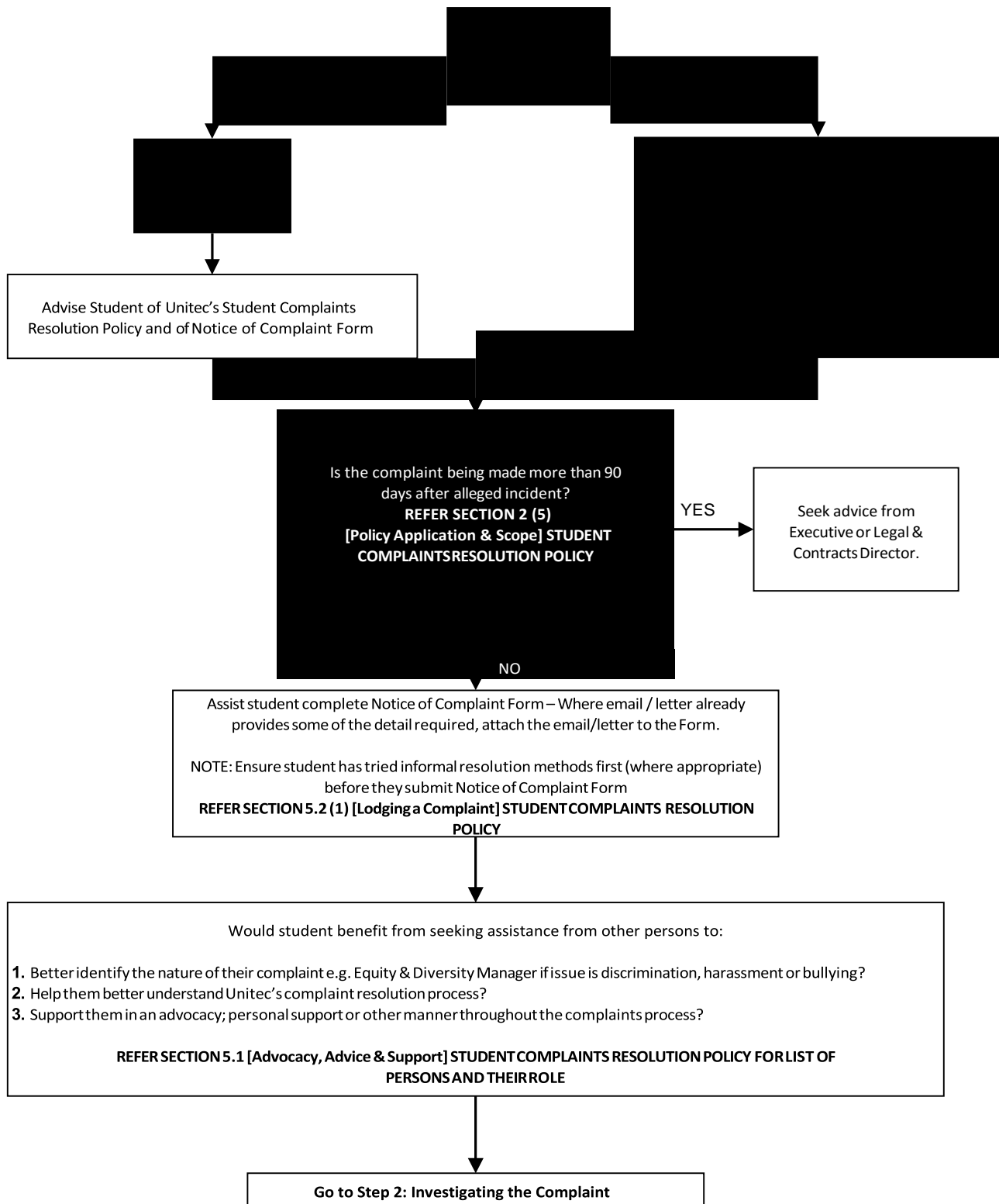
## APPENDIX B. POTENTIAL RESOLUTIONS FOR FORMAL COMPLAINTS

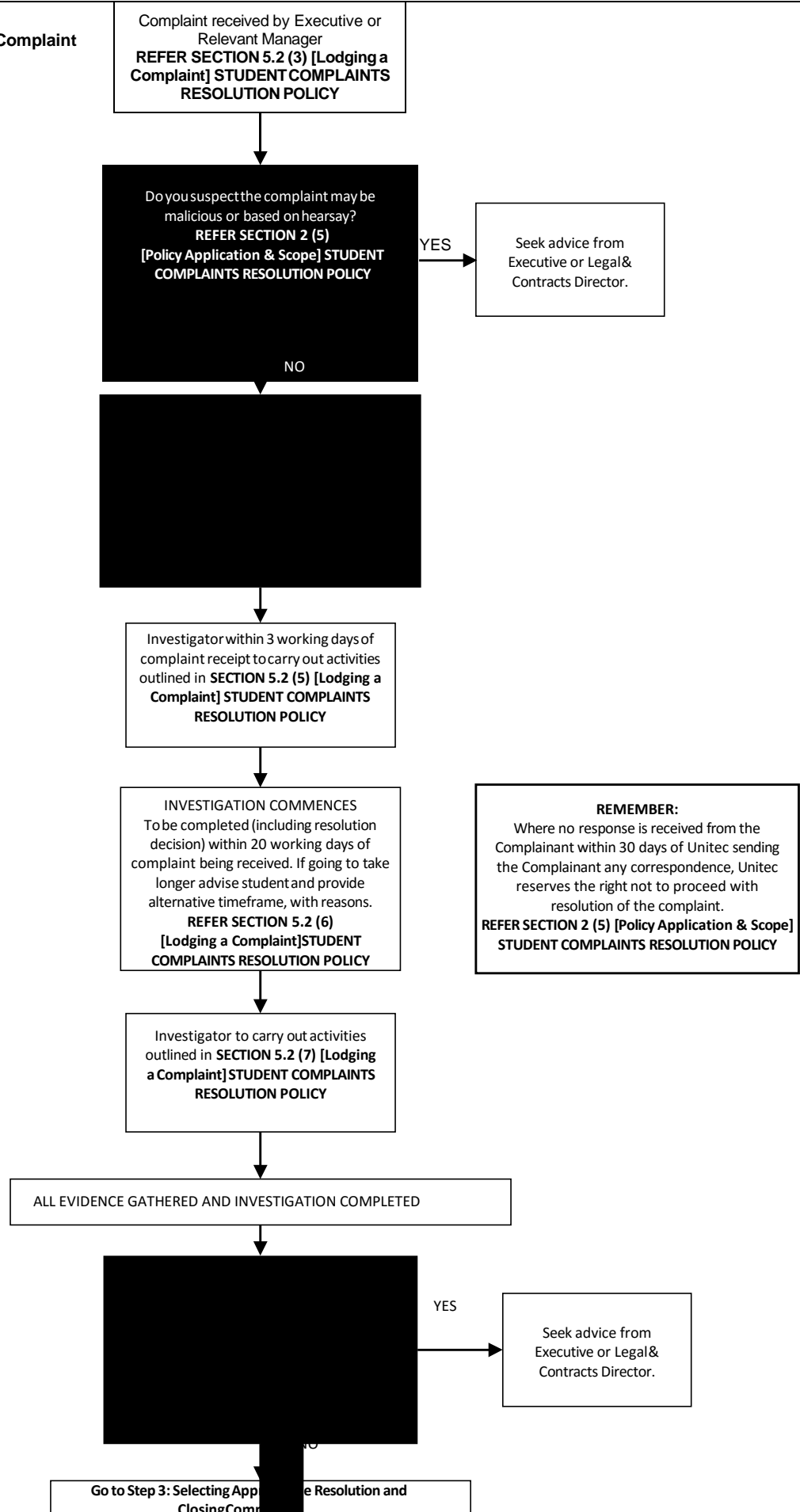
The outcome/action decided on by an Executive or relevant manager to resolve a Formal Complaint will depend on the nature of the complaint and could include any of the following (not an exhaustive list);

- i) Reviewing/revising/reversing a previous decision;
  - ii) Following up and responding/taking action on a request previously not followed up;
  - iii) Offering an apology and/or a commitment to ensure the action/behaviour is not continued;
  - iv) Taking action to make an improvement to a process or service or facility;
  - v) Refunding fees/charges associated with the complaint or part of these;
  - vi) Advising the Complainant and Respondent that the concern/complaint has been noted on the Respondent's file; or
  - vii) For serious concerns there may be follow up through the [Staff Disciplinary Policy](#) or the [Student Disciplinary Statute](#) and the Complainant may be advised that this process has been initiated.
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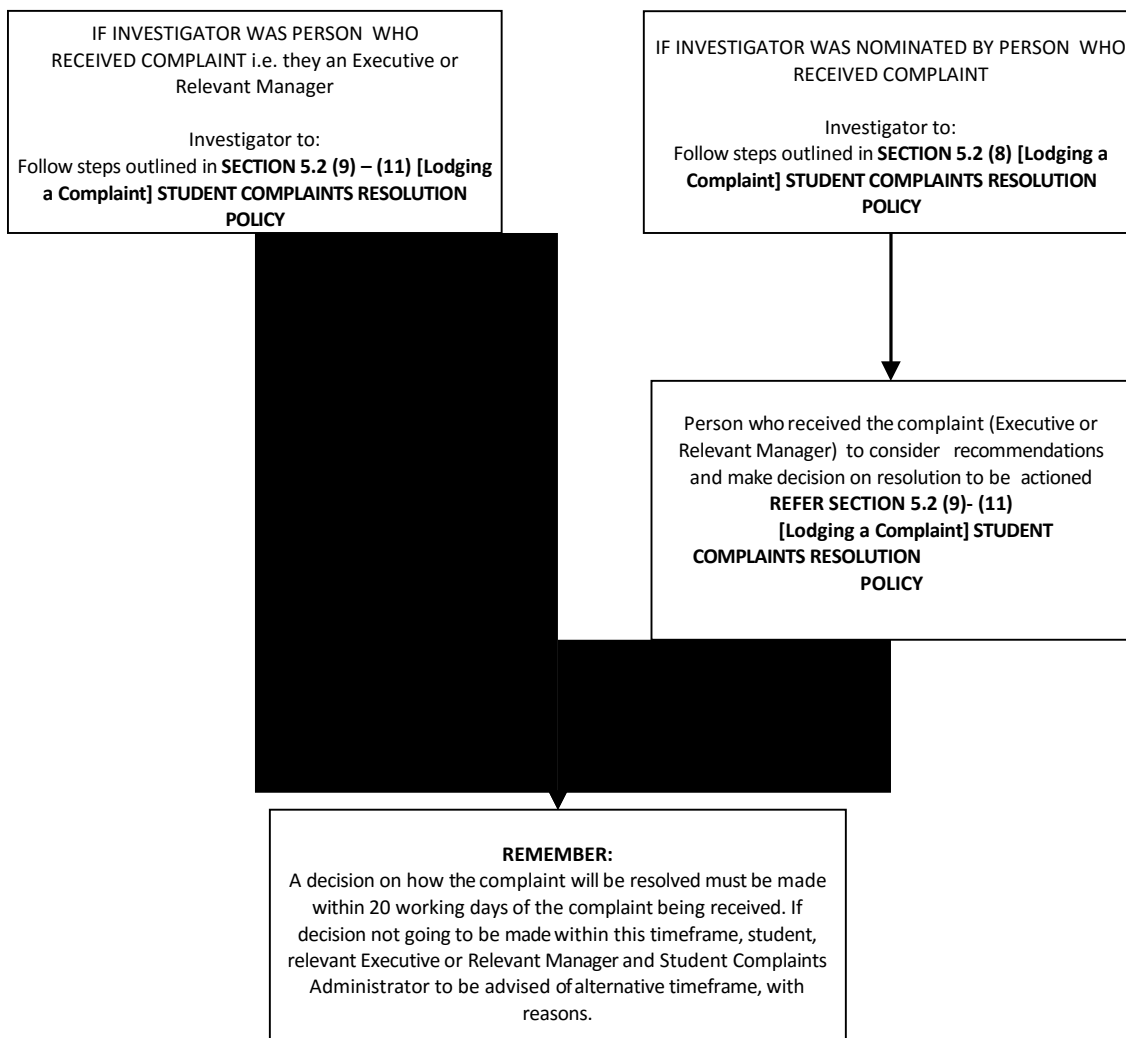
## APPENDIX C. COMPLAINTS RESOLUTION PROCESS – FLOWCHART FOR STAFF

### Step 1: Receiving the Complaint



**Step 2: Investigating the Complaint**

### Step 3: Selecting Appropriate Resolution and Closing Complaint



## REFERENCE DOCUMENTS

- [1] [Notice of Complaint](#)  
 [2] [Student Complaint Resolution Form](#)

## DOCUMENT DETAILS

<b>Version:</b>	4	<b>Issue Date this Version:</b>	May 2016
<b>This Version Approved by:</b>	Chief Operating Officer	<b>Date of Approval:</b>	May 2016
<b>Document Owner:</b>	Director Pou Aroha	<b>Document Sponsor:</b>	Chief Operating Officer
<b>Date of Next Review:</b>	May 2019		
<b>Date first version issued:</b>	9 July 2004	<b>Original Approval Body:</b>	Senior Executive

## AMENDMENT HISTORY

Version	Issue Date	Reason for Revision	Approved by
1	09/07/2004	Brand new document – first edition.	Senior Executive
1.1	07/2007	USU Advocate details updated (Schedule B)	Director, Student Affairs
1.2	15/07/2008	USU Advocate details updated and details of USU Education Coordinator added (Schedule B) and Hyperlink to General Disciplinary Statute created	Director, Student Affairs
1.3	01/02/2009	Position title changes made to reflect new organisational structure	Leadership Team
2	27/07/2009	Formal periodic review. Revised and updated, renamed Student Grievance Policy (formally Student Complaints Policy)	Leadership Team
2.1	10/03/2011	Policy Owner (Responsible Manager) changed to Director, Student Wellbeing, not Director Student Services	Director, Student Wellbeing (Policy Owner)
3	09/07/2012	Formal periodic review. Revised and updated to make process clearer for students and staff; highlight informal resolution as a possible option and more clearly identify links with Countering Harassment Policy and Student and	Executive Director, Student & Community Engagement (Policy Sponsor)

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		Staff Disciplinary Statutes. Renamed Student Complaints Resolution Policy (formally Student Grievance Policy).	
4	May 2016	To reflect changes in organisational structure	Chief Operating Officer

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# Student Complaint: Notice of Complaint

The purpose of this Student Complaint Form is for students to be able to submit a formal complaint in a clear and simple manner. You will receive confirmation that your complaint was received and routed to the appropriate department within 3 working days.

The information collected on this form will be managed in accordance with [Unitec's Privacy Policy and Procedures](#).

Before registering a formal complaint students should first read [Unitec's Student Complaint Resolution Policy](#).

Wherever possible, students should attempt, in the first instance, to resolve a concern by using a direct and informal approach to the individual, department or service concerned.

If a complaint includes allegations about another individual, that person will be provided with a copy of all relevant documentation, including a copy of this completed complaint form.

Please note there are other Unitec policies and procedures to deal with issues related to course assessments (see the Academic Statute).

All completed Notice of Complaints should be sent in a sealed envelope marked Student Complaint, Confidential or as an email attachment, with Student Complaint, Confidential in the subject line, to one of the following:

- If the complaint is about academic matters (other than academic decisions – i.e. matters related to teaching and learning provision), it should be sent to the relevant Head of Department; or
- If the complaint is about a service, it should be sent to the relevant Director or Executive Director of that service; or
- If the complaint is about another student, the complaint should be sent to the Head of Department or Executive Dean of the programme in which the student who is the subject of the complaint is enrolled; or
- If the complaint is about a staff member, the complaint should be sent to the staff member's Head of Department or line manager.

If you are unsure who the complaint should be sent to send the completed Notice of Complaint directly to the Student Complaints Administrator (studentcomplaint@unitec.ac.nz) who will ensure it is forwarded to the appropriate person.

Advice/clarification about the student complaints process can be obtained from the:

- Student Complaints Administrator; or
- Manager, Student Experience; or
- [Student Advocates](#).

The following people (as appropriate) are also able to provide you support throughout a complaints process:

- [Unitec Conciliator](#) for personal support with sensitive issues;
- [Manager Equity and Diversity](#) for confidential advice on Unitec's organisational strategies for dealing with unfair treatment, exclusionary behaviour, harassment, bullying or discrimination; or
- [Pae Arahī](#).

Contact details and information are available on the Unitec website under [Complaints Resolution](#).



### YOUR DETAILS

Family Name: \_\_\_\_\_ Student ID No#: \_\_\_\_\_

First Name(s): \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Study Programme: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Phone (daytime): \_\_\_\_\_ Mobile Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

The best way for us to contact you in relation to this complaint is: \_\_\_\_\_

### YOUR COMPLAINT

(Attach additional pages if necessary)

▪ What is your complaint about?

- ☐ Student's behaviour
- ☐ Unitec services and administration
- ☐ Academic matters other than an academic decision
- ☐ Staff member's behaviour
- ☐ Other

Please describe your complaint below:

▪ When and where did it happen? (e.g. time, date, place)

▪ What happened? (Describe the event, issue, behaviour, actions and/or words used)

- **What have you done so far to resolve the complaint?** (e.g. Who have you spoken to? What actions have you taken?)

- **Supporting Evidence**

Please attach copies of any documents that might help us investigate your complaint, or tell us how any documents or evidence can be obtained

## THE OUTCOME(S)

**What would you like to see as an outcome?**

## VERIFICATION

I understand that the respondent will be notified the complaint has been made against them and of the nature of the complaint.

I confirm that I have completed this form, or have overseen the completion of the form, and that the contents are true and correct to the best of my recollection.

**Signature of complainant:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# Student Complaints Resolution Report

The purpose of this form is for the investigating staff member(s) to document what actions were taken to resolve the complaint and to track the progress of the resolution process from beginning to completion. Information from this form will be used for monthly reporting purposes to Unitec's Leadership Team.

When completed attach and email this record of process and the relevant notice of complaint to [studentcomplaint@unitec.ac.nz](mailto:studentcomplaint@unitec.ac.nz)

The information collected on this form will be managed in accordance with [Unitec's Privacy Policy and Procedures](#).

This form should be read in conjunction with [Unitec's Student Complaint Resolution Policy](#).

## 1. Details of Complaint

<b>Complainant (Student ID Number)</b>	<b>ID No</b>	<b>Dean/HoPP/ Director/Manager responsible for resolving complaint</b>	<b>Name</b>
<b>Date complaint received</b>	<b>Date:</b>		
<b>Nature of Complaint</b>	<input type="checkbox"/> Student's behaviour <input type="checkbox"/> Unitec services and administration <input type="checkbox"/> Academic matters other than an academic decision <input type="checkbox"/> Staff member's behaviour <input type="checkbox"/> Other		
	<b>Brief outline of key issues</b>		
	<i><b>Important:</b> If a student feels that they are experiencing harassment, bullying or discrimination at Unitec, please assist the student make contact with the Equity &amp; Diversity Manager for confidential advice on Unitec's organisational strategies for dealing with such behaviour.</i>		
<b>Complaint acknowledged to complainant on:</b>	<b>Date:</b>	<b>Respondent/s notified on:</b>	<b>Date</b>
<b>Actions Taken</b>		<b>By Whom</b>	<b>Date</b>


## 2. Outcome

<b>Outcome achieved through this process</b>			
<b>Complainant advised in writing</b>	<b>Date:</b>	<b>Respondent/s notified on:</b>	<b>Date</b>
<b>Implications for department advised to relevant Exec Leadership Team Member</b>	<b>Outline any implications and review processes that will be followed</b>		
<b>Report sent to Student Complaints Administrator</b>	<b>Date</b>	<b>Documentation archived</b>	<b>Date</b>

<b>Signature</b>	<b>Dean/HoPP/Director/Manager responsible for resolving complaint</b>	<b>Day</b>	<b>Month</b>	<b>Year</b>

## **WHAKAWHITI KŌRERO/DISCUSSION PAPERS**

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<b>To</b>	Academic Board	<b>From</b>	Debra Robertson-Welsh
<b>Title</b>	Programme Action and Quality Committees	<b>Date</b>	28/05/18

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### **Purpose**

To submit a paper that includes the Programme Action and Quality Committee Terms of Reference.

### **Background**

In May 2018, the Academic Board approved the QAB name change from Qualifications Alignment Board to Quality Alignment Board. The original Qualifications Alignment Board purpose was related to the 2016 Transformation and Academic Portfolio sector alignment to reduce duplication. The change to Quality Alignment Board was to more accurately reflect the purpose of the board which is now primarily about quality.

The structure and format of the Programme Action Quality Committees were discussed in relation to interaction with other Unitec Academic Committees and presented to the Quality Alignment Board (Appendix 1). Members proposed that the Network Ako Ahimura's be disestablished and replaced with the Programme Action and Quality Committees, incorporating teaching and learning.

The Academic Board requested that the Quality Alignment Board realign the Terms of Reference and membership of Programme Action Quality Committees accordingly to ensure that learning and teaching is a part of the new PAQCs and that there was no duplication with the Unitec Ako Ahimura Learning and Teaching Committee.

### **Process**

At the April Quality Alignment Board meeting the establishment of Programme Academic Quality Committees and disestablishment of Network Ako Ahimura's was proposed. A draft terms of reference was discussed and feedback was received from QAB members. The rationale for disestablishing the Network Ako Ahimura's was based on the feedback from members about inefficiency and lack of engagement with them at Network level. It was noted that there was a lot of duplication in the network Ako Ahimura's and the Programme Action and Quality terms of reference and membership (appendix 2).

At the May meeting, in response to the Academic Board request the Programme Action and Quality Committee Terms of Reference and Membership were further developed. The focus on learning and teaching was strengthened to ensure alignment with Unitec Ako Ahimura Learning and Teaching feedback. Industry representation was strengthened and the membership reviewed.

### **Outcome**

Attached is the revised terms of reference, membership and example of a standing agenda for the Programme Action and Quality Committees (appendix 3).

### **Recommendation**

That the Programme Quality and Action Committee Terms of Reference, Membership and agenda are approved for implementation with immediate effect.

## PROGRAMME ACTION AND QUALITY COMMITTEES TERMS OF REFERENCE AND MEMBERSHIP

TNK Principles Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki

### 1. Purpose

- 1.1. Programme Actions and Quality Committees (PAQC) are responsible for quality assurance and continuous improvement in course and programme quality and outcomes for students, complying with Unitec-wide policies, processes and procedures. They provide the formal forum for self-assessment and academic decision making by Academic Leaders and Teaching Staff.

### 2. Kaupapa

- 2.1 Programme Actions and Quality Committees' work is framed within the values of Kaitiakitanga for Programme Quality and Student Success and Mahi Kotahitanga and Ngākau Māhaki for the work of Academic Leaders, Teaching staff and Academic Administration.
- 2.2 Each programme shall have a Programme Action and Quality Committees which is *accountable to te Poari Tiaroaro Tohu the Quality Alignment Board* for academic quality and to the *Unitec Ako Ahimura* for Learning & Teaching matters
- 2.3 Each Programme Actions and Quality Committee shall meet monthly, or as otherwise determined by the Network Dean, but no less than two-monthly.

### 3 Membership

- 3.1 Membership shall include but not be limited to:
  - a) The Head of the Practice Pathways for each programmes for which the committee is responsible;
  - b) The Academic Leaders for each programme for which the committee is responsible;
  - c) Course Coordinators/Key Teaching Staff with responsibility for courses (from assigned programmes);
  - d) Kaihautū for the Network;
  - e) A knowledge specialist from Student Success;
  - f) Two students nominated by the Student Council;
  - g) Representatives of Te Korowai Kahurangi (AQAs);
  - h) Additional members co-opted as necessary for a defined period and specific purpose.
- 3.2 The term of office of appointed members shall be one year.
- 3.3 Appointments shall be made to Committees on or before February each year. Membership and a list of programmes for which the committee is responsible shall be reported to Quality Alignment Board and Unitec Ako Ahimura no later than April of each year.
- 3.4 The Chair and Deputy Chair shall be appointed by the relevant Dean from among the Membership of the Committee. In appointing the Chair and Deputy Chair the Dean should consider the potential implications of the Chair and Deputy Chair being appointed for multiple consecutive terms or holding a position of authority within the Network or Practice Pathway.

#### **4. Terms of Reference**

Programme Actions and Quality Committees shall proactively maintain guardianship of learning and teaching with regard to the programmes for which they are accountable:

- a) To ensure that the curriculum of each programme is continually developed and maintained, is relevant to the approved objectives, and supports student retention and success;
- b) To ensure the maintenance of high standards and continuous improvement with respect to the quality of teaching, assessment and performance of students in accordance with Institute quality assurance processes;
- c) To interact with the Unitec Ako Ahimura Committee to promote excellent learning and teaching practice.
- d) To monitor and safeguard the fair treatment and wellbeing of students, including their progress through their programmes;
- e) To ensure quality assurance processes for each qualification, programme and course in accordance with institute policies and procedures, including but not limited to moderation, monitoring, and ensuring the consistency of graduate outcomes;
- f) The evaluation of programmes, including student course evaluations and external peer review
- g) Evidence-based action planning and execution to deliver continuous improvement;
- h) To ensure there is effective engagement with graduates and industry/community to ensure the ongoing relevance and maintenance of the programme
- i) To maintain records of Programme Action and Quality Committee level academic decision making.

#### **4. Meetings**

All meetings of the Programme Actions and Quality Committees shall be conducted in accordance Institute policy.

- a) In the event that a member of a Programme Actions and Quality Committees is unable to attend a meeting, they may nominate a substitute to attend that meeting in their place. That substitute, for the purposes of that meeting, shall have the full rights and privileges of the member for whom they are deputising.
- b) The quorum for meetings of the Programme Actions and Quality Committees shall be a majority of the members then holding office.

28/5/2018



**ToR for Committees in Academic Space – duplication identified through tracked changes**

TNK Principle(s)	Academic Board	Unitec Ako Ahimura	QAB	Network Ako Ahimura	PAQC
Purpose	Poari Mātauranga Academic Board provides strategic direction on behalf of Council for the academic governance and management of educational programmes and courses, which contribute to achieving the transformative vision and strategic goals of Unitec.	Ako Ahimura Learning & Teaching Committee provides strategic directions and priorities for learning and teaching and maintain institutional policies, protocols and associated processes.	<p>Poari Tiaroaro Tohu Qualification Alignment Board monitors educational performance and supports continuous improvement in learning, teaching and research through interdisciplinary collaboration.</p> <p>The Board supports academic decision making by Deans and Heads of Practice Pathways.</p> <p>The Board provides collaborative support for the adoption, embedding and evaluation of new and ongoing developments of the Academic Portfolio (products and services).</p>	<p>Ako Ahimura (network) monitor and support continuous improvement in programme quality, and outcomes for students including success, retention and academic progress.</p> <p>They support academic decision making by Heads of Practice Pathways and Academic Leaders.</p>	<p>Programme Actions and Quality Committees (PAQC) manage quality assurance and continuous improvement in course and programme quality and outcomes for students, complying with Unitec-wide policies, processes and procedures.</p> <p>The committees utilise the NZQA evaluative quality assurance framework, including the KEQs and TEIs as a tool to evaluate quality. They provide the formal forum for self-assessment and academic decision making by Academic Leaders and Staff.</p>
Kaupapa	Poari Mātauranga Academic Board work is framed within the values of Rangatiratanga	The committee is framed within the values of	Poari Tiaroaro Tohu Qualification Alignment Board work is framed	<del>Ako Ahimura's (network) work is framed within the values of Kaitiakitanga for</del>	Programme Actions and Quality Committees work is framed within the values of

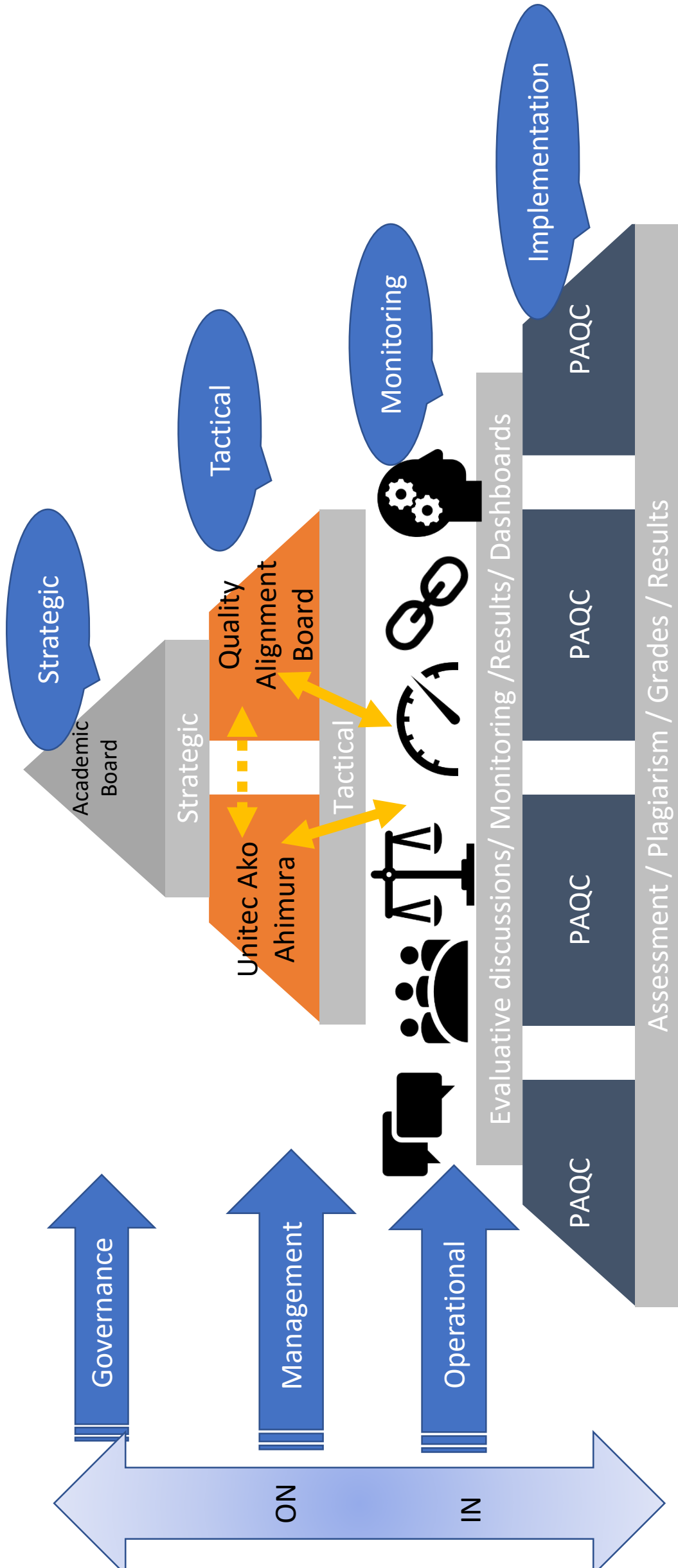
	Academic Board	Unitec Ako Ahimura	QAB	Network Ako Ahimura	PAQC
	<p>and Kaitiakitanga. The Committee employs the values of Mahi Kotahitanga and Ngākau Māhaki in its working processes.</p> <p>Poari Mātauranga Academic Board performs as a high-performance team with advanced skills in collaborative problem solving and co-creation of academic priorities.</p> <p>Poari Mātauranga Academic Board is accountable to Council for ensuring appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System.</p> <p>Poari Mātauranga Academic Board sets the priorities for all of its Sub-committees.</p>	<p>Rangatiratanga and Kaitiakitanga.</p> <p>Unitec Ako Ahimura performs as a high-performance team with advanced skills in partnering for success and collaborative problem solving for academic priorities set out by Poari Mātauranga Academic Board.</p> <p>Unitec Ako Ahimura partners with Poari Tiaroaro Tohu Qualification Alignment Board to set the priorities for networked Ako Ahimura.</p> <p>Unitec Ako Ahimura is accountable to Poari Mātauranga Academic Board or its actions.</p>	<p>within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Deans and HOPPs.</p> <p>Poari Tiaroaro Tohu Qualification Alignment Board performs as a high-performance team with advanced skills in partnering for success and collaborative problem solving for academic priorities set out by Poari Mātauranga Academic Board.</p> <p>Poari Tiaroaro Tohu Qualification Alignment Board is accountable to Academic Board for ensuring the management, monitoring and evaluation of all Programmes within the Academic Quality Management System.</p>	<p><del>Programme Quality and Student Success and Mahi Kotahitanga and Ngākau Māhaki for their support for the work of HOPPs and ALs.</del></p> <p>They perform as high-performance teams with advanced skills in partnering for success and collaborative problem solving for academic priorities set by Qualification Alignment Board and Unitec Ako Ahimura.</p> <p><del>Ako Ahimura Network Learning and Teaching Committees are accountable to the Poari Tiaroaro Tohu Qualification Alignment Board for academic quality and to the Unitec Ako Ahimura for Learning &amp; Teaching matters</del></p>	<p>Kaitiakitanga for Programme Quality and Student Success and Mahi Kotahitanga and Ngākau Māhaki for the work of Academic Leaders, Teaching staff and Academic Administration.</p> <p>Programme Action and Quality Committees are accountable to the Poari Tiaroaro Tohu Qualification Alignment Board for academic quality and to the Unitec Ako Ahimura for Learning &amp; Teaching matters</p>

	Academic Board	Unitec Ako Ahimura	QAB	Network Ako Ahimura	PAQC
			Poari Tiararo Tohu Qualification Alignment Board partners with Unitec Ako Ahimura to set the priorities for networked Ako Ahimura.		
Membership	<p>The Chief Executive; Representatives of Senior Leadership Team; Deans (I&amp;D, L&amp;T, L&amp;TMM, Research); Representatives of GM's IWD &amp; CS; Representatives of HOPPs as nominated by QAB; General Manager of Student Experience; Library Director; General Manager International; Unitec Student President and Students nominated by the Student Council; Representatives of Academic Service Centre; Additional members co- opted as necessary for a defined period or specific purpose.</p>	<p>Dean Teaching &amp; Learning; Dean Teaching &amp; Learning Mātauranga Māori; Dean(s) Innovation &amp; Development (non- quorate members); Manager, Te Puna Ako; Director Te Waka Urungi; Academic Literacies Advisor; Representative of the Library; Learning &amp; Achievement Manager; Student Engagement Manager; Manager; Representative of Academic Service Centre; Academic staff members from each Network group (2 or 3);</p>	<p>Deans Innovation &amp; Development; Dean Teaching &amp; Learning; Dean Teaching &amp; Learning Mātauranga Māori; Dean Research; Representatives of the GM's IWD &amp; CS; Heads of Practice Pathways; Representatives of Kaihautū; Learning &amp; Achievement Manager; Student Engagement Manager; Representative of the Library; Unitec Student President and Students nominated by the Student Council; Representatives of ASC; Representative of Academic Administration;</p>	<p><del>Heads of Practice Pathways (from assigned programmes);</del> <del>Academic Leaders (from assigned programmes);</del> <del>Academic Leaders (from related programmes);</del> Representatives of other Academic Staff (from related programmes); <del>Representatives of</del> <del>Kaihautū;</del> <del>Representative of the</del> <del>Library;</del> <del>Students nominated by</del> <del>the Student Council;</del> <del>Representatives of ASC;</del> <del>Representative of</del> <del>Academic Administration;</del>  <del>Additional members co-</del> <del>opted as necessary for a</del> <del>defined period or specific</del> <del>purpose.</del></p>	<p>Heads of Practice Pathways (from assigned programmes); Academic Leaders (from assigned programmes); Course Coordinators/Key Teaching Staff with responsibility for courses (from assigned programmes); <del>Representatives of other</del> Representatives of Kaihautū; Representative of the Library; Students nominated by the Student Council; Representatives of TKK (AQAs); Representative of Academic Administration;  Additional members co- opted as necessary for a defined period or specific purpose. <u>Industry / stakeholder</u> <u>representation</u></p>

	Academic Board	Unitec Ako Ahimura	QAB	Network Ako Ahimura	PAQC
Priority Focus	<p>To exercise strategic oversight of educational performance, development and improvement including:</p> <ul style="list-style-type: none"> <li>a) criteria and processes for the approval of Programmes and Programme review</li> <li>b) the integrity of the Quality Management System</li> </ul>	<p>To maintain guardianship of:</p> <ul style="list-style-type: none"> <li>a) matters related to the enhancement of learning and teaching;</li> <li>b) implementation of policy related to learning, teaching and assessment;</li> <li>c) evaluation and monitoring of quality learning, teaching and assessment;</li> </ul>	<p>To monitor and support educational performance, development and improvement including:</p> <ul style="list-style-type: none"> <li>a) implementation of statutes, policies, codes of practice, directions and other academic developments of Unitec;</li> <li>b) quality assurance matters including external Programme feedback and student achievement.</li> </ul>	<p>To maintain guardianship of educational performance, development and improvement including:</p> <ul style="list-style-type: none"> <li>a) <del>evidence-based action planning and execution to deliver continuous improvement;</del></li> <li>b) <del>student achievement;</del></li> <li>c) <del>responsiveness to stakeholder feedback;</del></li> </ul>	<p>To maintain quality assurance of educational performance and programme based academic operations including:</p> <ul style="list-style-type: none"> <li>a) implementation of Programme regulations and Institutional policy;</li> <li>b) student achievement and wellbeing;</li> <li>c) quality assurance processes of all courses for which it is responsible;</li> </ul>
	<p>A Chair and Deputy Chair will be appointed by the CE. Membership is confirmed annually.</p>	<p>Unitec Student President and students nominated by the Student Council; Additional members co-opted as necessary for a defined period or specific purpose.</p> <p>A Chair will be appointed by the Chair AB from among the Dean's L&amp;T and L&amp;TMIM.</p> <p>A Deputy Chair will be appointed from among the membership by the Chair.</p> <p>Membership is confirmed annually.</p>	<p>Additional members co-opted as necessary for a defined period or specific purpose.</p> <p>A Chair will be appointed from among the Deans by the Chair AB.</p> <p>A Deputy Chair will be appointed from among the Membership by the Chair QAB.</p> <p>Membership is confirmed annually.</p>	<p><del>Membership is defined around the programmes allotted to each committee. This is generally determined by Network structure.</del></p> <p><del>A Chair and Deputy Chair will be appointed by the relevant Dean from among the Membership of the Committee. Membership is confirmed annually</del></p>	<p>Membership is defined around the programmes assigned to each committee. This is generally determined by Practice Pathway structure and confirmed by the relevant Dean.</p> <p>A Chair and Deputy Chair will be appointed by the relevant Dean from among the Membership of the Committee.</p> <p>Membership is confirmed annually</p>

	Academic Board	Unitec Ako Ahimura	QAB	Network Ako Ahimura	PAQC
	<p>c) academic strategies, policies and processes.</p> <p>To develop statutes, policies, codes of practice, directions and other academic developments to realize the transformative vision and strategic goals of Unitec.</p> <p>To confer the award of Qualifications to which Unitec's seal may be affixed.</p>	<p>d) promotion of teaching excellence;</p> <p>e) strategies to promote the reciprocity of teaching and research;</p> <p>f) enhancement of scholarship of learning and teaching.</p>	<p>To ensure the strategic alignment of programmes and courses across the academic portfolio including:</p> <p>a) facilitating collaborative arrangements, programme mergers and wise stewardship of resources;</p> <p>b) the currency of qualification graduate profiles and the value of graduate capabilities for external stakeholders;</p> <p>c) monitor progress of programme improvements and developments.</p> <p>To maintain records of QAB level academic decision making.</p>	<p><del>d) quality assurance processes of all courses for which it is responsible;</del></p> <p><del>e) evaluation of programmes, including student course evaluations and external peer review</del></p> <p>To advise and support decision making with regard to:</p> <p><del>a) implementation of programme regulations and institutional policy;</del></p> <p>b) Student matters.</p> <p>To maintain records of Ako Ahimura level academic decision making.</p>	<p>d) evaluation of programmes, including student course evaluations and external peer review</p> <p>e) evidence-based action planning and execution to deliver continuous improvement;</p> <p>f) responsiveness to stakeholder feedback;</p> <p><del>2-</del> To maintain records of Programme Quality and Operations Committee level academic decision making.</p> <p><del>3-</del> To build capability in self-assessment for decision making and continuous improvement.</p>

# Visual of Committee Structure

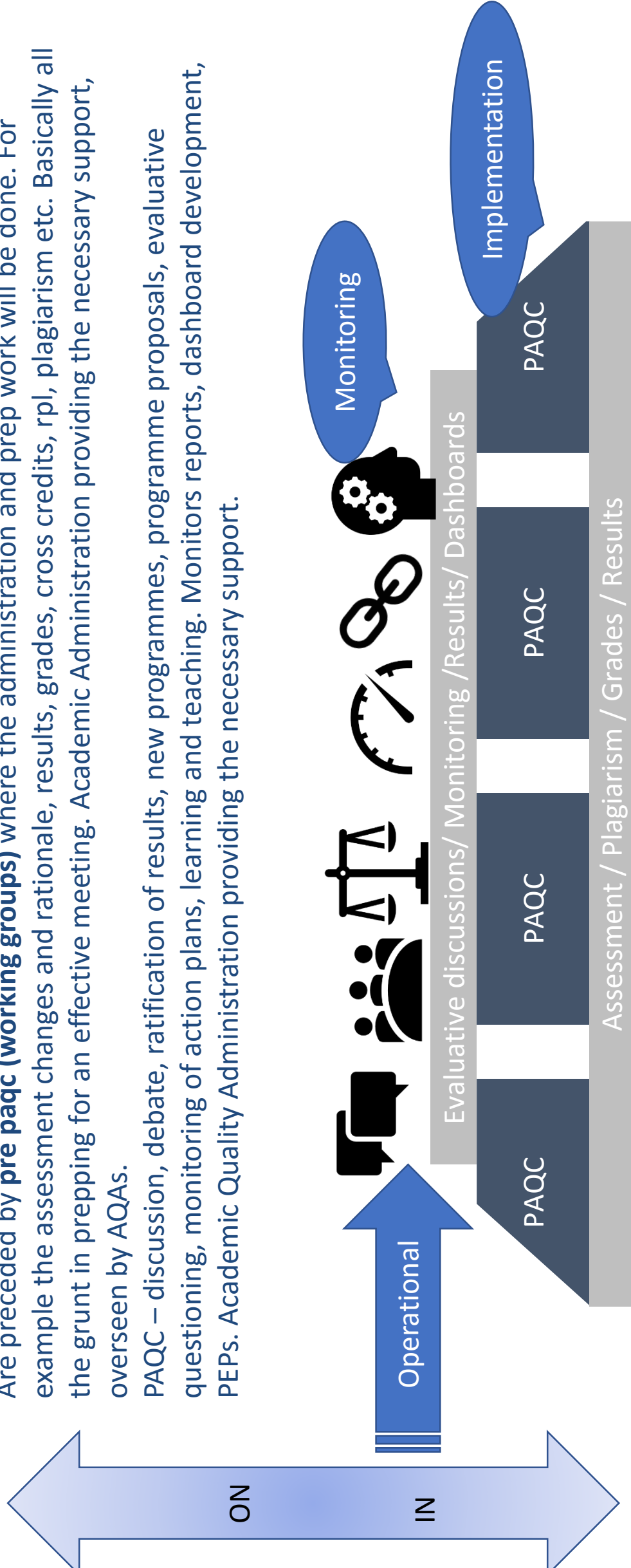




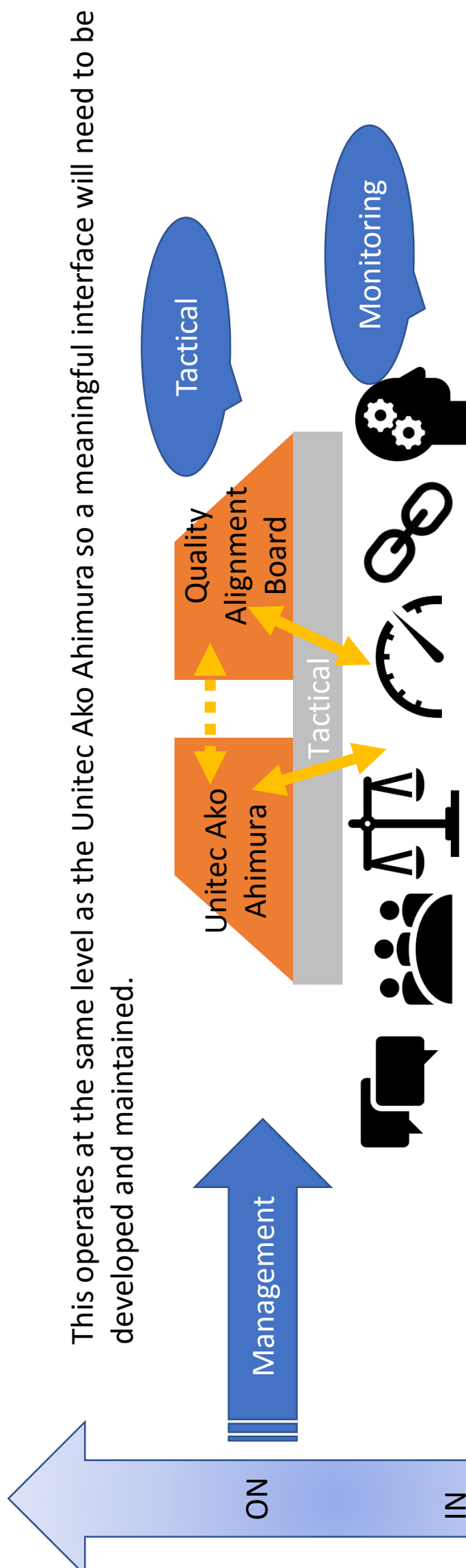
# PAQC – Programme Academic Quality Committee

Are preceded by **pre paqc (working groups)** where the administration and prep work will be done. For example the assessment changes and rationale, results, grades, cross credits, rpl, plagiarism etc. Basically all the grunt in prepping for an effective meeting. Academic Administration providing the necessary support, overseen by AQAs.

PAQC – discussion, debate, ratification of results, new programmes, programme proposals, evaluative questioning, monitoring of action plans, learning and teaching. Monitors reports, dashboard development, PEPs. Academic Quality Administration providing the necessary support.



# Unitec Ako Ahimura and Quality Alignment Board



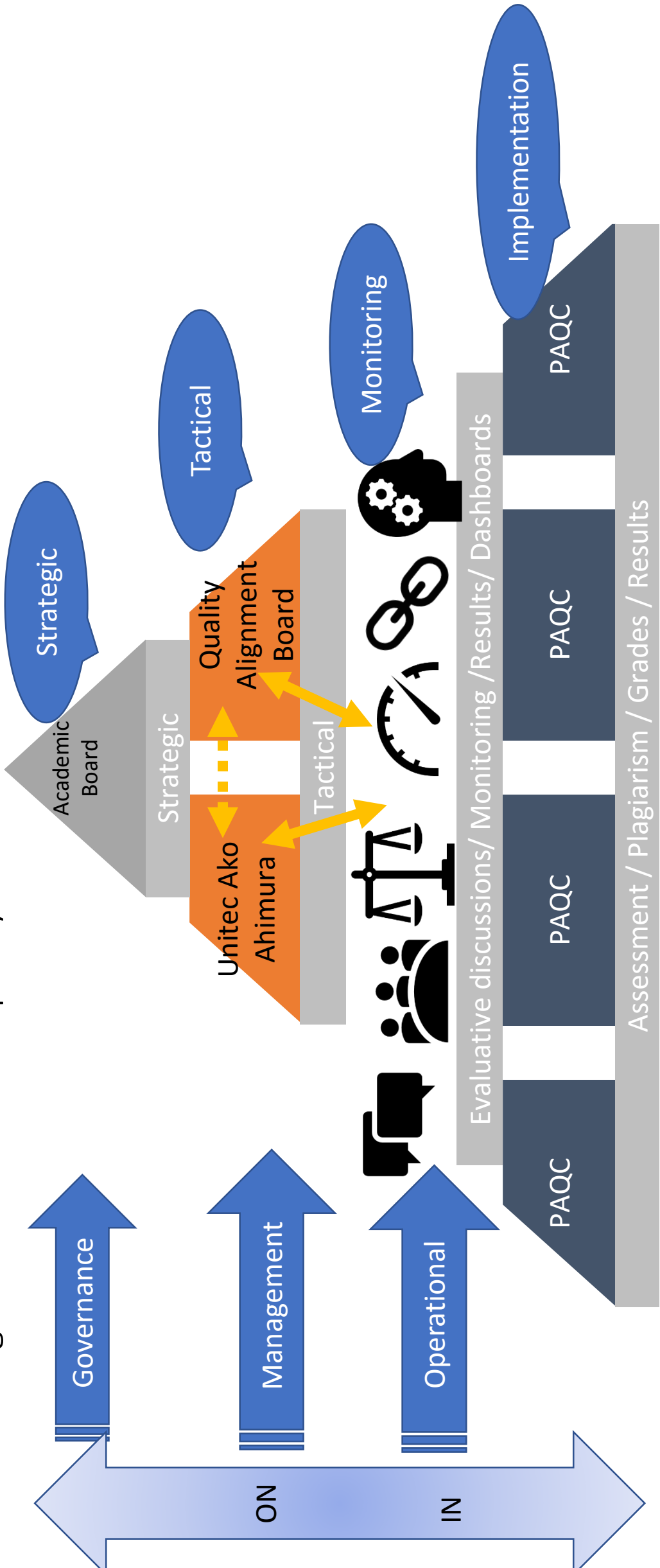
This operates at the same level as the Unitec Ako Ahimura so a meaningful interface will need to be developed and maintained.

The next level is QAB, which is now named Quality Alignment Board so PAQCs report to that Board who monitors and sets actions at a tactical level. Institute wide monitoring of PEPs, retention and success, trends, dashboards and action plans.

Unitec Ako Ahimura set focus areas, consultations, proposals for the PAQCs to discuss and feedback to ensure engagement with Learning and Teaching at academic not quality level is fostered and maintained. PAQCs report to QAB (quality and continuous improvement) and Unitec Ako Ahimura (for learning and teaching). Te Korowai Kahurangi providing the support



Both QAB and UAA report to the Academic Board as they do now. The discussion around Academic Board was it being part of governance and as such strategic, so setting the academic and quality direction of the institute.

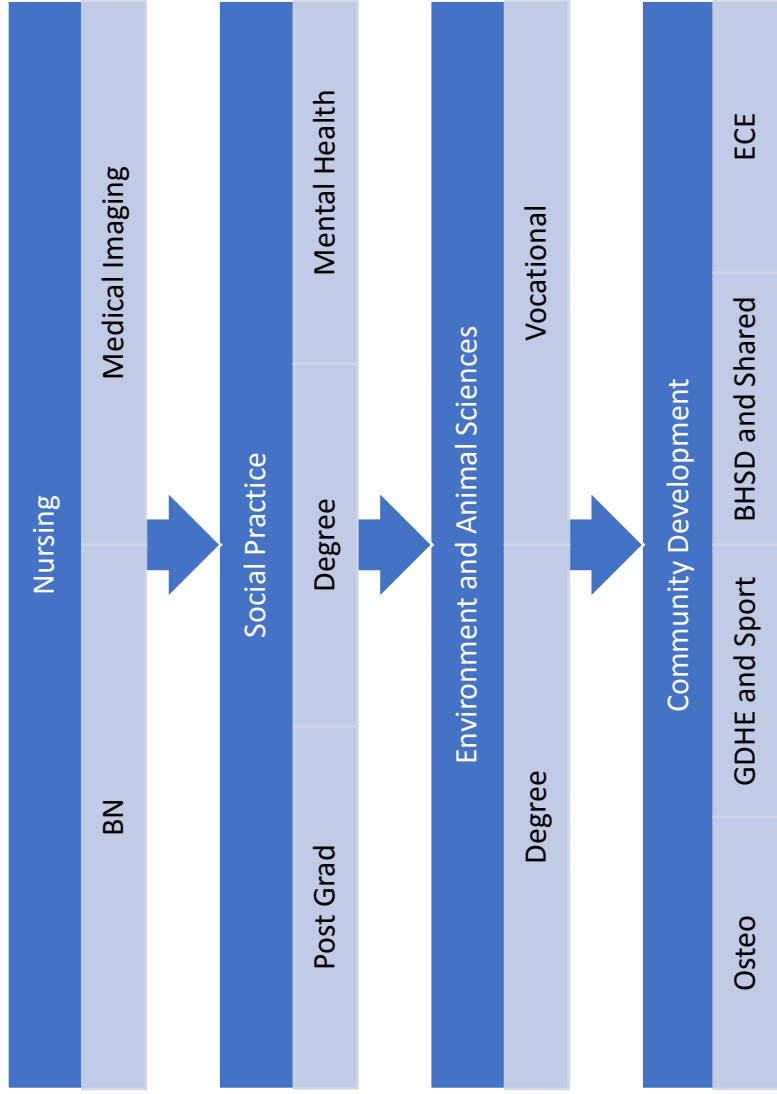


# Timings and number of meetings

## Principles

- Meetings to be held monthly.
- Structure of PAQCs, as fit for purpose eg. by programme, cluster of programmes or discipline areas. Approved by Deans.
- Standardisation of processes eg SAC and Grade Ratification
- Reports to QAB. Meetings in Academic Calendar.

## Example from Health Care & Environmental and Animal Sciences



## Still to do:

- Terms of reference scoping
- As discussed at the March Academic Board and agreed that student reps would be on the PAQC
- Chair to be approved by Deans
- Template for meeting (consistency)
- Template for reporting to QAB and UAA
- Chair training

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<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi Simon Nash, Director Ako Cc: Debra Roberston-Welsh, Chair, Quality Alignment Board Teorongonui Josie Keelan, Chair, Unitec Ako Ahimura
<b>Title</b>	Proposed Terms of Reference and Membership for the Quality Alignment Board and the Unitec Ako Ahimura Learning and Teaching Committee	<b>Date</b>	31 May 2018

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### Purpose

To provide Academic Board with revised Terms of Reference for the Quality Alignment Board and Unitec Ako Ahimura Learning and Teaching Committee.

### Recommendation

That the Academic Board:

- approve the revised terms of reference and membership for the:
  - Quality Alignment Board
  - Unitec Ako Ahimura Learning and Teaching Committee
- note the need to update the Academic and Programme Management Policy

### Background

With the confirmation of the Programme Action Quality Committees Term of Reference the Quality Alignment Board and Unitec Ako Ahimura Learning and Teaching Committee have identified a need to update their respective Terms of Reference to ensure there is ongoing alignment across the Committees.

The existing Terms of Reference and Membership are contained within the *Programme Action and Quality Committees Terms of Reference and Membership* paper being considered at the June Academic Board meeting.

### Process - QAB

At its most recent meeting the QAB discussed its ToR and membership. Following discussion at the meeting it was agreed that a working group with representation from Deans, Heads of Practice Pathways and Academic Leaders would be formed to finalise the proposed terms of reference and membership. The working group, subsequently undertook this work which reflects the outcome being proposed.

### Process - UAA

At its April meeting the Unitec Ako Ahimura Learning and Teaching Committee considered the need to revise its terms of reference. Following from this the Chair of the UAA, the Director Ako and the Manager, Te Korowai Kahurangi drafted terms of reference and membership which as then discussed at the May meeting of UAA. A subsequently amended terms of reference is proposed for adoption

**Next Steps**

If approved, current members will be advised of the updated terms of reference and membership and the appointing of new members will occur. Where it is not possible to appoint a new member then the relevant committee may co-opt existing members from that area until an appointment is made.

Relevant Unitec Policies and Procedures will be updated or reflect any approved changes and will be presented at a subsequent Academic Board meeting for approval.

**Attachments**

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1. Proposed Quality Alignment Board Terms of Reference
2. Proposed Unitec Ako Ahimura Terms of Reference

## Te Pōāri Iho | Quality Alignment Board

### 1. Purpose

To oversee the institute's quality systems, to identify areas of good practice and areas for improvement and monitor academic quality issues and trends.

### 2. Kaupapa

Te Pōāri Iho Quality Alignment Board work is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Deans and Heads of Practice Pathways.

Te Pōāri Iho Quality Alignment Board is accountable to Academic Board for ensuring the management, monitoring and evaluation of the Academic Quality Management System.

### 3. Membership

3.1 Membership of the Quality Alignment Board shall comprise:

- a) The Director Ako;
- b) The Dean, Teaching and Learning (Mātauranga Māori) or nominee;
- c) The Director, Pacific Success or nominee;
- d) The Manager, Te Korowai Kahurangi;
- e) One Network Dean, nominated by the Network Deans;
- f) One Head of Practice Pathway nominated by each Network Dean;
- g) Two senior academics from each Network nominated by the Network Dean;
- h) General Manager, Student Success or nominee;
- i) General Manager, International or nominee;
- j) General Manager Operations or nominee;
- k) Members, mostly drawn from the academic community, co-opted by the Sub-Committee for a term as required; and
- l) Members co-opted by the Academic Board for a term as required.

3.2 The term of office of appointed members shall be one year.

3.3 Appointments shall be made to the Committee at or before the February meeting of the Academic Board each year.

3.4 The Chair of Academic Board shall appoint the Chair of the Committee.

### 4. Terms of Reference

The Committee shall have the following terms of reference:

- a) To oversee and monitor the application and effectiveness of the Institute's academic quality assurance system, including the provision of advice on the policies and operating procedures that support it.
- b) To evaluate the services that support learning and teaching activities and make recommendations for continuous improvement to the Academic Board.

- c) To provide oversight of the Programme Actions and Quality Committees
- d) To identify good practice within the Institute and promote its dissemination.
- e) To identify common themes of causes for concern within the Institute and make recommendations for their analysis and resolution.

## 5. Reporting

Te Pōāri Iho | The Quality Alignment Board shall report to the Academic Board following each meeting.

### Document management and Control

Academic Board Approval	
Academic Board Minute Reference	
Effective Date	
Version	

## **Unitec Ako Ahimura | Unitec Learning & Teaching Committee**

### **1. Purpose: Unitec**

Unitec Ako Ahimura (UAA) provides strategic directions and priorities for learning and teaching and maintains related institutional policies, protocols and associated processes.

### **2. Kaupapa:**

The committee is framed within the values of Rangatiratanga and Kaitiakitanga.

Unitec Ako Ahimura performs as a high-performance team with advanced skills in partnering for successful and collaborative problem solving for academic priorities set out by Poari Mātauranga: Academic Board.

Unitec Ako Ahimura partners with Poari Tiaroaro Tohu: Quality Alignment Board (QAB) to set the priorities for Programme Academic Quality Committees (PAQCs).

Unitec Ako Ahimura is accountable to Poari Mātauranga: Academic Board for its actions.

### **3. Membership:**

3.1 Membership of the Unitec Ako Ahimura shall comprise:

- a) The Dean, Teaching and Learning (Mātauranga Māori) or nominee;
- b) The Director, Pacific Success or nominee;
- c) The Director Ako;
- d) The Manager Te Puna Ako;
- e) The Digital Learning Leader;
- f) The Director Student Success or nominee;
- g) The Student President or nominee;
- h) One Network Dean, nominated by the Network Deans;
- i) One Head of Practice Pathway (HoPP) nominated by each Network Dean;
- j) Two senior academics one of whom could be an Academic Leader, from each Network nominated by the Network Dean;
- k) Members, mostly drawn from the academic community, co-opted by the Unitec Ako Ahimura for a term as required; and
- l) Members co-opted by the Academic Board for a term as required.

3.2 The term of office of appointed members shall be two years.

3.3 Appointments shall be made to the Committee at or before the February meeting of the Academic Board each year.

3.4 The Chair of Academic Board shall appoint the Chair of the Committee.

### **4. Terms of Reference**

The Committee shall:

- a) Plan, advise and report on the strategic direction of learning and teaching at Unitec including recommendations to Academic Board.
- b) Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, systems and structures
- c) Promote and support the application of good learning and teaching practice within Unitec including but not limited to curriculum, programme and course design.
- d) Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula.

### **5. Reporting**

The Unitec Ako Ahimura shall report to the Academic Board following each meeting.

### **Document management and Control**

Academic Board Approval	
Academic Board Minute Reference	



Effective Date	
Version	

DRAFT

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<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi and Debra Robertson-Welsh, Dean, Health & Community and Environmental & Animal Sciences
<b>Title</b>	Proposed Quality Management Framework	<b>Date</b>	28 May 2018

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### Purpose

To seek Academic Board endorsement for a proposed change to Unitec's Quality Management Framework and the manner in which staff interact with it.

### Recommendation

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That the Academic Board:

- endorses in principle:
  - the adoption of the Academic Quality Assurance Map; and
  - the proposed conflation of policies within the Quality Management Framework
- note that this proposal predominantly reflects a change of structure and presentation of Unitec's academic policies rather than a change to the content or intent.

### Rationale

An external review of Unitec's academic policies and associated procedures, etc. has found them to be unduly disaggregated and misaligned with current institute operations. This has made specific policies and procedures difficult to locate and hence to be effectively acted upon.

### Background

In March 2018 Arahanga Associates were engaged to undertake a review of Unitec's academic policies and provide recommendations for a documented Quality Management Framework. A memorandum outlining the approach and recommendations is appended (AQAM AiP 20180516 refers).

### **Next Steps**

If Academic Board approves the proposed approach, next steps will be to update and consult on the conflated academic policies and develop the AQAM into a navigable electronic document which links to all relevant academic policies.

### **Attachments**

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1. AQAM AiP 20180516
2. Academic Quality Assurance Map Index



## **THE ACADEMIC QUALITY ASSURANCE MAP (AQAM)**

A one-stop directory guiding users through the process of implementing consistent quality delivery: linked to policy and current procedures, guidelines, rules and regulations as appropriate.

Subsequent to the policy review, this over-arching document ensures that relevant sections of disestablished policies are not lost. A checking process has taken place aligning quality assurance with the principles embedded in the Academic Statute.<sup>1</sup>

### **INTRODUCTION**

- Definitions
- Document control procedure
- Publication, review and access
- Scope
- Purpose

### **ACADEMIC STATUTE**

### **ACADEMIC QUALITY FRAMEWORK**

- Application
- Commitment to the International Code of Practice

### **GOVERNANCE AND MANAGEMENT**

- Our structure
- Te Noho Kotahitanga: Our principles
- Maintaining Quality Assurance

### **QUALIFICATIONS, TITLES AND AWARDS**

- Awarding of qualifications

### **DELIVERY OF SERVICE**

- Our Kaupapa

### **RESPONSIBILITY TO SAFETY**

### **STAFF SELECTION, COMPETENCE, INDUCTION AND TRAINING**

- Taatai Tangata: Unitec Code of Conduct
- Criminal conviction history: police vetting
- Academic staff induction
- Professional development
- Staff appraisals
- Competence

### **ADMISSION, STUDENT ACHIEVEMENT AND PROGRESSION**

- Admission and enrolment
- Course information
- Student fees
- Programme continuation and exclusions
- Withdrawals and refunds

### **STUDENT SUPPORT AND GUIDANCE**

- Rights and responsibilities

<sup>1</sup> See attached report: It is recommended that some policies be conflated and others disestablished. In some instances high level statements and relevant text have been condensed and reproduced in the AQAM. The emphasis is placed on policies becoming statements of principle rather than process, and procedures having priority as the tools for the effective implementation of quality delivery.

- Student services
- Student conduct and discipline
- Grievances and complaints
- Appeals

#### PROGRAMME DEVELOPMENT, APPROVAL AND DELIVERY

- New initiatives
- Curriculum design and development
- Instructional design: digital learning
- Admission requirements
- Programme regulations
- Writing and amending, and storing programme regulations
- Special topics and/or negotiated studies
- Numbering systems for courses
- External stakeholder engagement
- Collaborative arrangements
- Delivery sites
- Academic timetabling

#### PROGRAMME EVALUATION, REVIEW AND IMPROVEMENTS

- Approvals for changes to programmes
- Type 1 change
- Type 2 change
- Documentation standards and evidence
- Timelines for improvements to programmes at level 7 and above

#### ASSESSMENT

- Information to students
- Assessment in Te reo Māori
- Assessment of prior learning (APL)
- Admission as a non-assessed student
- Attendance as a course requirement
- Student conduct in assessment events
- Assistance for students with disabilities
- Alternative assessment arrangements
- Marking and returning assessed work
- Privacy matters
- Conducting major examinations
- Conflicts of interest
- Extensions
- Re-sits and resubmissions
- Recognising achievement and awarding credits
- Reconsiderations and appeals

#### ACADEMIC MISCONDUCT

- Natural justice
- Procedural fairness

#### MODERATION

- Overview of internal moderation process
- Overview of external moderation process
- Results: finalisation and release
- Record maintenance

#### TEACHING AND RESEARCH

- Conduct of research (staff)
- Conduct of student research
- Examining postgraduate research: 60 credits or less
- Guidelines for research dissemination funding
- Intellectual property
- Research centres

- Scholarly communications
- Research ethics
- Māori social and cultural responsiveness

#### MANAGEMENT OF RISK

- Stakeholder relationships
- Industry Advisory Groups

#### MONITORING, EVALUATION AND REVIEW

- Evaluating trends
- Student evaluations of courses
- Programme performance, evaluation and planning
- Monitoring of degrees
- External evaluation and review

#### CHANGES TO THE AQAM

#### SUMMARY OF POLICIES

**MEMORANDUM****TO:** ACADEMIC POLICY WORKING GROUP

Shirley Wilson

Debra Robertson-Welsh

Chris King

Steve Marshall

Josie Keelan

Lindsay Olney (Arahanga Associates)

**Cc** Peter Sherwin, Arahanga Associates**FROM:** Lindsay Olney16 May 2018

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***CAT1 EER Programme Streams: Academic Quality Project***

In March 2018 Arahanga Associates was engaged to undertake a review of Unitec's academic policies and provide the institute with recommendations for a documented Quality Management Framework.

The timeline for this project was agreed as 1 March-28 May (date agenda items closed off for June meeting of the Academic Board).

**Tasks completed**

1. Agreed structure, coverage and format – QMF to be simple, friendly and easily accessible.
2. Identified all current policies and procedures.
3. Identified and addressed gaps and duplication.
4. Aligned review with Unitec's structure.
5. Focused recommendations and draft documents on policies and procedures with most student impact (included policies with overlaps, for example, but not limited to, Resolution of Student Complaints; International Student Policies).
6. Linked the QMF to other QA documents, for example, the Academic Statute; International Code of Practice.
7. Prepared four draft policies conflating and simplifying current policies and reducing the number of academic policies by over 60%.
8. Created a modern framework to enable future policies to follow a standard, simple format.
9. Created the Academic Quality Assurance Map (AQAM) to provide guidance to and ensure that Unitec's most important compliance obligations are met.

**As a result**

A draft of the AQAM document and five draft policies:

- Assessment Policy;
- Moderation Policy;
- Programme Development, Approval and Delivery Policy;
- Programme Evaluation, Review and Improvements Policy;

- Student Attendance and Achievement (International Students) Policy;

have been reviewed by the Academic Policy Working Group: edits and comments will be collated into draft documents and circulated with the agenda and papers for approval at the June meeting of the Academic Board.

### How did we get there...

The Academic Director received weekly reports ahead of a face-to-face or telephone meeting. Key Unitec staff were consulted in face-to-face meetings and kept up to date with draft documents as they were prepared. Progress was also reported at weekly scrum meetings and uploaded to the EER work streams.

On-going discussion with Steve Marshall re disaggregation of Academic and Programme Management Policy.

Took part in ATOM group meeting to discuss course attendance and inform policy for international students.

On-going discussion with Debra Robertson-Welsh reflecting progress of tasks and their impact on departmental staff.

Participants in the review were asked the following questions, which in turn were included in the terms of reference for the current working group:

- Who will use this map?
- Is the map sufficiently clear and can it be easily read by its intended audience?
- Is the map comprehensive and coherent?
- Where are the gaps?
- What improvements are needed to ensure the map is fit for purpose?

### Consultation Log: Face-to-face meetings on site at Unitec to complement desktop review

Date	Contact	Comments
Discovering documents – initial meetings with senior staff and EER project team: agreeing structure		
19 Feb	Shirley Wilson Steve Marshall Simon Nash	Scoping project: Review Academic Policies as categorised on Nest; prepare an over-arching QMF document
20 Feb	Steve Marshall	Locating current policies; One-stop-shop concept:
27 Feb	Debra Robertson-Welsh	Draft AQAM index –Endorsed map/directory concept to ensure consistence compliance and usefulness to central and departmental staff:
Log refers to initial meetings – these were followed up with draft copies of the AQAM and draft policies as they were created, and in some cases further brief meetings....		
12 March	Jan Roodt	Align AQAM with Code and pastoral care of international students; prepare draft policy for attendance and achievement (International students).
15 March	Simon Nash	Staff professional development; student evaluations policy; teaching capabilities/badging
20 March	Dan Brady	Admissions, Enrolments, Fees Policy (include in AQAM) – later discussed with <b>Marion McNeil 12/04</b> (no further action at this stage.
20 March	Chris King	AQAM concept and departmental professional development initiatives



March	Heather Stonyer	Stakeholder Engagement Policy (agreed to re-write and produce a “what does industry engagement look like” document to link to AQAM)
27 March	Quentin Williams	Conflate APL/Credit Recognition Policy into Assessment Policy
11 April	James Oldfield	Digital learning policies/text for AQAM
11 April	Chris King	Confirming progress, tracking drafts to date
17 April	Marcus Williams	Research Policies (conflate Research Centres/Research Conduct Policies)
17 April	Mark McNeil	AQAM – usefulness of approach to departmental staff
3 May	Anna Wheeler	AQAM/overlap with Resolution of Student Complaints Policy

**Please note:** Did not manage to meet face-to-face with Josie to discuss inclusion of Assessment Te Reo Māori Policy in the proposed, conflated, Assessment Policy. Draft documents have been forwarded to her as part of the current working group and for review in papers to Academic Board.

#### **Tables detailing policy review: proposed actions and recommendations**

Based on documents accessed from the Nest and Unitec’s public website, the following series of tables summarise the academic policy review:

- identify all current academic policies and those organisational policies with significant overlap;
- identify and address gaps and duplication;
- align review with Unitec’s structure;
- link the QMF to other QA documents, for example, the Academic Statute; International Code of Practice.

Table 1

Listed Academic Policies (as at April, 2018)			Action	Recommendations
Academic Statute			Reviewed: linked to AQAM;	No change (understood minor tweaks are w-i-p)
Academic Integrity Policy			Reviewed – linked to Ac Statute and AQAM	Disestablish policy
Academic and Programme Management Policy			Reviewed - Principles, procedures and processes linked to AQAM (and where relevant included in re-drafted policy)	Disestablish policy
Award of Honorary Degrees Policy			Reviewed: no action required	Set out procedure in AQAM: disestablish policy
Senior Scholar Award Policy and Procedure			Reviewed: no action required	Set out procedure in AQAM : disestablish policy
Academic Timetabling Policy and procedures			Reviewed: procedures linked to drafted* Programme Development, Approval and Delivery policy	Revamp as a high level policy and link to procedures.
Assessment and Feedback Policy Assessment in Te Reo Māori Policy Assessment of Prior Learning Policy Credit Recognition Policy Examination Regulations Policy			All reviewed: Draft Assessment Policy written conflating each of these policies. Content linked to AQAM.	Disestablish current policies. Replace with new inclusive Assessment Policy.
Moderation Policy			Reviewed: Draft Moderation Policy written. Content linked to AQAM	Disestablish current Moderation Policy
Collaborative Arrangements Policy			Reviewed: content linked to AQAM	Disestablish current policy
Conduct of Electronic Meetings Procedure			Reviewed: content linked to AQAM	
Programme External Stakeholder Engagement Policy			Reviewed: Outdated. Relevant text included in AQAM. Requested a 'What does industry engagement look like' document from Heather to be included in AQAM	Disestablish current policy. Link to ToR for Industry Advisory Committees and document from Heather in AQAM
Qualification and Programme Approval Policy			Reviewed: Draft Programme Development, Approval, and Delivery Policy rewritten in draft format to conflate existing policy: <ul style="list-style-type: none"> <li>Qualification and Programme Development and Approval Policy;</li> </ul>	Disestablish current policies:

	<ul style="list-style-type: none"> <li>• Short Course, Training Scheme and Vocational Pathway Policy;</li> <li>• Additional Delivery Sites Policy</li> <li>• External Stakeholder Engagement Policy</li> <li>• Curriculum Design Policy</li> <li>• Academic Timetabling procedures</li> <li>• Writing and Amending Programme Regulations Procedure</li> </ul> <p>and attached to this report: Procedures also covered in AQAM.</p>	
Additional Delivery Sites Policy	See Draft Programme Development, Approval and Delivery Policy above	Disestablish current policy
Curriculum Design Policy	See Draft Programme Development, Approval and Delivery Policy above	Disestablish current policy
Short Course, Training Scheme and Vocational Pathway Policy	See Draft Programme Development, Approval and Delivery Policy above	Disestablish current policy
Library Policy*	Reviewed: Information to students rather than policy.	Disestablish policy – include relevant information in generic student handbook; Moodle; and website.
Conduct of Research Policy	Reviewed: linked to AQAM	No change
Research Centres Policy	Reviewed: linked to AQAM	Conflate with policy above
Research Ethics Policy	Reviewed: linked to AQAM	No change
Conduct of Student Research Policy	Reviewed: linked to AQAM	No change
Student Appeals	Reviewed: linked to AQAM	Produce a flowchart for handling academic appeals
Internal Academic Evaluation Procedures Programme Evaluation and Reporting (Improvements) Policy; Programme Review Policy	Reviewed – policies and procedures are outdated. Linked to AQAM (SA)	Update to current KEQs; Set up a task force to review all documentation related to evaluation, , review and improvements.
Monitoring of Degrees Policy and Guidelines		Conflate and link to AQAM.

\*Have not yet had an opportunity to discuss this recommendation with the Unitec Librarian....

**Table 2**

This table refers to all academic policies categorised as such on the Nest. Policies at Unitec are neither numbered, nor coded, and have a number of business owners. While business owners are required to be the writers of policy, the documents then become the responsibility of Council who delegate this role – in the case of academic policies, to the Academic Board. Academic and Organisational policies do overlap, but responsibilities may need to be more concisely delegated.

#### **Arahanga Summary of Recommendations**

<b>Proposed new policy</b>	<b>Revise existing policy</b>	<b>Disestablish current policy</b>	<b>Review existing policy with significant overlap</b>
Assessment Policy	Academic Statute	Academic & Programme Mgt Policy	Admission Requirements Policy
Moderation Policy	Academic Timetabling Policy	Assessment & Feedback Policy	Admissions, Enrolments, Fees Policy
Programme Development, Approval & Delivery Policy	Monitoring of Degrees Policy	Assessment in Te Reo Māori Policy	Resolution of Student Complaints Policy
Programme Evaluation, Review & Improvements Policy	Student Evaluation of Courses & Teaching Policy	Assessment of Prior Learning Policy	Electronic Devices & Systems Policy
Attendance and Achievement (International Students) Policy		Collaborative Arrangements Policy	Student Disciplinary Statute
		Credit Recognition Policy	
		Curriculum Design Policy	
		Library Policy	
		Inclusive Excellence Policy	
		Moderation of Assessment Policy	
		Programme Evaluation & Reporting Policy	
		Programme External Stakeholder Engagement Policy	
		Short Course, Training Scheme & Vocational Pathway Policy	

**Note:**

- International Student Policy – website is in good shape, policies and procedures on Nest are in the main outdated and should be removed.
- AQAM should link all procedures to the website and advise direct contact with International Office for consistent advice.
- Recommend student Regulations/Statute is created and placed on website
- Student Charter: distribution to be decided by appropriate team
- Policies referred to on website and Nest not always consistent in naming...
- No changes required to Research Policies (except for possible conflation of Research Centres with Conduct of Research)

<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi
<b>Title</b>	Consistency Reviews at Unitec	<b>Date</b>	30 May 2018

### Purpose

That Academic Board note the current risks arising from the need to engage in Consistency Reviews and agree the recommendations stated herein.

### Recommendation

That Academic Board appoint a working group to:

- recommend processes and actions to ensure Unitec can demonstrate its graduates consistently meet their qualification outcomes
- identify who within Unitec is responsible for the collection and analysis of graduate and employer/end user feedback
- report back to next Academic Board meeting

### Background and Justification

Assuring national consistency of graduate outcomes is a quality assurance process developed by NZQA to maintain the integrity of NZ qualifications at Levels 1-6, which can be obtained by graduates through different programmes and education organisations.

Unitec now has 41 approved programmes leading to New Zealand Certificates and Diplomas at levels 1-6, with a further nine in development. Of these, two programmes have gone through Consistency Reviews in the month of May (NZ Certificate in Animal Technology Level 5 and NZ Diploma in Architectural Technology Level 6). A further 10 are due for a consistency review over the next year.

Measures taken so far to generate awareness and build capability around the process include:

1. Consistency Review Workshops arranged by Te Korowai Kahurangi and facilitated by NZQA (July 2017 and May 2018)
2. Staff members attending consistency reviews as observers, for qualifications which we have begun to offer but don't yet have graduates for
3. One-on-one engagement with and support to individual programme teams

### Concerns

The key concerns are:

1. there is currently no systematic collection of data to support Unitec's capability to determine the extent to which graduates from Unitec programmes are achieving the graduate outcomes of the qualifications
2. there is a lack of capability across the institute to support positive Consistency outcomes

### Risks

If Unitec is unable to demonstrate that its graduates consistently meet the graduate outcomes of their qualifications then Unitec may be given a rating of "Insufficient" from Consistency Reviews. An outcome of Insufficient would be damaging to Unitec's reputation and can ultimately lead to NZQA taking regulatory action and removing Unitec's ability to deliver the relevant programme.

<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi
<b>Title</b>	Academic Dashboard	<b>Date</b>	31 May 2018

### Purpose

To provide Academic Board with the quarterly update on key measures of Educational Performance, Academic Compliance and Self-assessment activities at Pathway level.

### Recommendation

That the Academic Board:

- receive the Practice Pathway Academic Dashboards; and
- note the concerns raised below

### Background

At the February 2018 Academic Board a set of interim Academic Dashboard reports at Practice Pathway level were considered. The Academic Board determined that quarterly reports were to be submitted to the Academic Board to provide assurance regarding the educational performance, self-assessment and compliance activities across Practice Pathways.

The dashboard reports for May 2018 comprise the finalised performance measures for 2017, action plans and progress of actions on quality assurance requirements, and Practice Pathway targets for 2018 as agreed by the relevant Head of Practice Pathways and Deans.

### Programme Level Analysis

This analysis is based on 124 formal programmes delivered in 2017. This analysis excludes 2018 data and includes the programmes that were being taught out in 2017.

#### *Overall Success Rate*

#### Overall Course Success Rate

- The overall courses success rates of 16 programmes with more than 100 EFTS enrolments have improved at least by 1% or more.
  - The top four programmes were the Postgraduate Certificate in Applied Practice with over 500 EFTS enrolments, the Bachelor of Computing Systems, the Bachelor of Nursing and the Bachelor of Architectural Studies with more than 300 EFTS.
  - Five of these programmes were in 200 to 300 EFTS range and seven were in 100 – 200 EFTS range.

#### *Course Success Rate for Māori Students.*

- A few programmes had better success rates for Māori students compared to the overall success rate. Noteworthy are the Bachelor of Construction and the Bachelor of Teaching with over 20 Māori student enrolment EFTS with higher course success rates for Māori students compared to the overall success rates.

- The success rates for Māori students have improved in 2017 compared to 2016 for a number of programmes.
- The programmes with at least 20 EFTS or more with over 80% success rate were the Bachelor of Social Practice, the Bachelor of Construction, the Bachelor of Nursing, the Bachelor of Performing and Screen Arts, and the Bachelor of Teaching.

#### *Course Success Rate for Pacific Students*

- Of all the programmes with a high number of EFTS (over 30 EFTS) for Pacific students, course success rates in the Bachelor of Performing and Screen Arts, the Bachelor of Social Development, the Bachelor of Social Practice, the Bachelor of Sport and Bachelor of Teaching had over 80% success rate.
- Compared to 2016, a few programmes have improved success rates, especially the Bachelor of Social Practice with 58 EFTS.

#### **Immediate Concerns**

A number of the measures have been identified as needing to be reconsidered for future reports:

- successful course completion rates at Unitec are currently calculated on a Main Programme basis, rather than an Enrolled Programme basis. This results in inconsistencies between the Unitec measure of programme success and how TEC measures programme success and a lack of insight into some programmes as their results are incorporated into higher level programmes. While less evident at Pathway level it is significant at a programme level.
- The calculation of the Course Retention rate by Unitec differs from that applied by TEC.
- That the Academic Compliance and Quality Assurance measures on the dashboard measure the process rather than the outcome of the process. This issue will begin to be addressed as processes are more consistently applied.



Academic Dashboard (Interim)	
Practice Pathway Group	Business Practice
Reporting Date	May 2018

Overall Status

PERFORMANCE							
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/Interventions
Graduates Employed or Studying	84%	82%	86%	84%	86%	➡	Programme redevelopment will address this
Relevance of Qualification	75%	66%	77%	70%	79%	➡	
Graduate NPS	28	3	9	10	34	➡	
Student Perception							
Student NPS	23	14	3	25	29	➡	Investigate the root course of this and to examine ways to improve it in 2018
Course and Programme Performance							
Course Completion (SAC Students)	84%	83%	81%	84%	80-84%	➡	While there has been a small drop from 2016 to 2017 in some areas, our figures are either close too, or above the institutional averages. We do not feel that this slight variation demonstrates any pattern of decline, nor does it represent any risk.
Course Completion (SAC Maori)	78%	77%	75%	79%	77 - 81%	➡	
Course Completion (SAC Pacific)	72%	70%	71%	75%	75 - 79%	➡	
Course Completion (International)	89%	89%	88%	90%	-	➡	
Course Completion (Under 25s)	77%	75%	78%	77%	80 - 84%	➡	
Course Completion (All students)	87%	86%	83%	87%	-	➡	
Course Retention (SAC students)	95%	95%	90%	95%	-	➡	
Course Retention (SAC Maori)	90%	92%	84%	93%	-	➡	
Course Retention (SAC Pacific)	92%	91%	85%	92%	-	➡	
Course Retention (International)	98%	97%	97%	98%	-	➡	
Course Retention (Under 25s)	93%	91%	90%	93%	-	➡	
Course Retention (All students)	96%	96%	91%	97%	-	➡	
Student Retention (SAC EPI)	95%	92%	66%	94%	-		
Qualification Completion (Cohort) (SAC Students)			57%	0%	-		
Qualification Completion (Cohort) (SAC Maori)			46%	0%	-		
Qualification Completion (Cohort) (SAC Pacific)			49%	0%	-		
Qualification Completion (Cohort) (International)			61%	0%	-		
Qualification Completion (Cohort) (Under 25s)			57%	0	-	➡	
Qualification Completion (Cohort) (All students)	-	-	58%	0%	-	➡	
Staff Engagement and Perception							
Staff NPS	-50	-55.00	-57	-20	-	➡	A project is underway to investigate the root course of this and to examine
Staff Engagement	51%	60%	60%	65%	-	➡	of this and to examine
ADEPs Completed and submitted	0%	0%		0%	-		In progress
Research							
Industry funded projects	3	3	23	3	33	➡	Staff departures have affected this score. As we rebuild with new staff, we can rebuild research outputs.
Research Active Programmes (Degree and above)	71%	86%	70.00%	57.00%	68%	➡	
QA Research outputs	97	48	577	48	360	➡	
External Research Income	\$ 111,211.75	\$ 33,658.82	\$ 1,013,983.54	\$ 57,956.35	\$ 1,161,279.40	➡	
Financial Performance							

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions	
External moderation	Amber	Planned for 2018 and all dates set.	
ITO moderation	Blue	N/A	
NZQA, unit standard and NZDB moderation	Amber	Planned for 2018 and all dates set.	
Internal moderation	Amber	Planned for 2018 and all dates set.	
Monitoring	Red	Planned for 2018 and all dates set.	
Accreditation	Green	Not applicable 2018	
NZQA Consistency Reviews	N/A		
Ako Ahimura/Academic Citees	Green	PAQC committee planned for 2018 and all dates set.	
Education Act Compliance			
Non compliance notices from NZQA and ITOs			
International Student Code	Blue	Attendance Tracking undertaken for Sem1	
Compliance	Green	Audited against Timetabled classes for 2018	
Learning Hours		Attendance Tracking undertaken for Sem1	
Student matters			
Student Attendance			
Complaints and Appeals.	Green	International student academic integrity investigation completed. Further investigation into progression of student under NZDB regulations.	
Academic integrity instances.	Amber		
Programme Development			
New Programme Developments	Amber	NZDBL5 runs for first time this year.	
Course Development	Amber	NZC Real Estate runs for first time this year	
Academic Compliance Rating			
Confident			
Self-Assessment activity			
PEP and action plan	Green	Completed	
PEP action plan review	Green	To be discussed at PAQC	
Student Evaluation and Engagement	Amber	Scheduled for end of semester 1	
Stakeholder engagement	Amber	Scheduled to begin August 2018	
End of course report and action plan	Amber	Scheduled for end of Semester 1	
Action Plan reviewed	Green	To be discussed at PAQC	
Academic Dashboard data utilisation	Blue	Not yet applicable	

Total EFTS	1167	903	8442	950	9800		
EFTS Maori % of Total EFTS	5%	5%	8%	6%	13 - 18%		
EFTS Pasifica % of Total EFTS	11%	9%	13%	11%	19 - 20%		
EFTS International % of Total EFTS	16%	48%	24%	0	24%		
Contribution Margin	60%	59%		65%			
Revenue per FTE	\$317,518.28	#####		\$ -			

Educational Performance Rating	Confident
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Capability in Self-Assessment Rating	Confident
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SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS
The Pathway continues to make progress in re-establishing those processes lost or broken as a result of the transformation two years ago. We are focusing efforts on improving quality in our Programmes. Monday morning Professional Development sessions are being held for all staff which is improving communication and transparency in the Pathway. Staff are keen to progress programme and course.

RISKS and ISSUES
Developing new business programmes but they are not marketed effectively. We need dedicated funds and clever, well targeted marketing to ensure new offerings gain market awareness. We have an ongoing academic integrity risk from students with low English capability. This is being addressed via assessment design and assessment submission processes, and also through new programme design.

Colour Coding for Results

Green	Exceeded target
Amber	Equalled target
Red	Did not meet target
Blue	No current data available

Educational Performance Ranking

Highly Confident
Confident
Not Confident

- Met >=80% of targets in current or previous measurement period
- Met 60-79% of targets in current or previous measurement period
- Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)					MindLab	
Practice Pathway Group					May 2018	
Reporting Date						
PERFORMANCE						
Graduate Outcomes		Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018
Graduates Employed or Studying		0%	0%	86%	0%	86%
Relevance of Qualification		0%	0%	77%	0%	79%
Graduate NPS		0	0	9	0	34
Student Perception						
Student NPS		0	0	3	0	29
Course and Programme Performance						
Course Completion (SAC Students)		85%	87%	81%	88%	80-84%
Course Completion (SAC Pacific)		70%	74%	75%	88%	77 - 81%
Course Completion (SAC Maori)		67%	74%	71%	88%	75 - 79%
Course Completion (International)		0%	100%	88%	88%	-
Course Completion (Under 25s)		93%	97%	78%	88%	80 - 84%
Course Completion (All students)		85%	87%	83%	88%	-
Course Retention (SAC students)		90%	89%	90%	90%	-
Course Retention (SAC Maori)		79%	78%	84%	90%	-
Course Retention (SAC Pacific)		81%	77%	85%	90%	-
Course Retention (International)		0%	100%	97%	90%	-
Course Retention (Under 25s)		98%	97%	90%	90%	-
Course Retention (All students)		90%	90%	91%	90%	-
Student Retention (SAC EPI)		90%	0%	66%	0%	-
Qualification Completion (Cohort) (SAC Students)				57%	0%	-
Qualification Completion (Cohort) (SAC Maori)				46%	0%	-
Qualification Completion (Cohort) (SAC Pacific)				49%	0%	-
Qualification Completion (Cohort) (International)				61%	0%	-
Qualification Completion (Cohort) (Under 25s)				57%	0	-
Qualification Completion (Cohort) (All students)		-	-	58%	0%	-
Staff Engagement and Perception						
Staff NPS		0	0.89	-57	0	-
Staff Engagement		0%	0%	60%	0%	-
ADEPs Completed and submitted		0%	0%		0%	-
Research						
Industry funded projects		0	0	23	0	33
Research Active Programmes (Degree and above)		0%	67%	70.00%	67.00%	68%
QA Research outputs		42	25	577	28	360
External Research Income		\$	\$	#####	\$	#####
Financial Performance						
Total EFTS		452	550	8442	0	9800
EFTS Maori % of Total EFTS		19%	21%	8%	0%	13 - 18%

Overall Status			
Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions	
External moderation	Green		
ITO moderation	Green		
NZQA, unit standard and NZDB moderation	Green		
Internal moderation	Green		
Monitoring	Green	Monitoring took place in May 2018. Awaiting report.	
Accreditation			
NZQA Consistency Reviews			
Ako Ahimura/Academic Citees	Green		
Education Act Compliance			
Non compliance notices from NZQA and ITOs			
International Student Code	Green		
Compliance	Green		
Learning Hours	Green		
Student Attendance			
Student matters			
Complaints and Appeals.	Green		
Academic Integrity instances.	Green		
Programme Development			
New Programme Developments	Green		
Course Development	Green		
Rating	Confident		
Self-Assessment activity			
PEP and action plan	Green		
PEP action plan review	Green		
Student Evaluation and Engagement	Green		
Stakeholder engagement	Green		
End of course report and action plan	Green		
Action Plan reviewed	Green		
Academic Dashboard data utilisation	Blue	Not yet applicable	

Academic Compliance and Quality Assurance			2017	2018 progress. Comments/Activities/Interventions
Quality Assurance			Green	
External moderation			Green	
ITO moderation			Green	
NZQA, unit standard and NZDB moderation			Green	
Internal moderation			Green	
Monitoring			Green	Monitoring took place in May 2018. Awaiting report.
Accreditation				
NZQA Consistency Reviews				
Ako Ahimura/Academic Citees			Green	
Education Act Compliance				
Non compliance notices from NZQA and ITOs				
International Student Code Compliance			Green	
Learning Hours			Green	
Student Attendance				
Student matters				
Complaints and Appeals.			Green	
Academic Integrity instances.			Green	
Programme Development				
New Programme Developments			Green	
Course Development			Green	
Rating			Confident	
Self-Assessment activity				
PEP and action plan			Green	
PEP action plan review			Green	
Student Evaluation and Engagement			Green	
Stakeholder engagement			Green	
End of course report and action plan			Green	
Action Plan reviewed			Green	
Academic Dashboard data utilisation			Blue	Not yet applicable

EFTS Pasifica % of Total EFTS	6%	4%	13%	0%	19 - 20%	↓	
EFTS International % of Total EFTS	0%	0%	24%	0	24%		
Contribution Margin	0%	0%		0%		↑	This is done through the TMLU/Unitec contract
Revenue per FTE	\$ -	\$0.00		\$ -		↑	

Educational Performance Rating	Confident
Capability in Self-Assessment Rating	Confident
RISKS and ISSUES	

SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS	
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Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS

Academic Dashboard (Interim)								
Practice Pathway Group		Postgraduate						
Reporting Date		May 2018						
PERFORMANCE								
Graduate Outcomes		Pathway 2016 Actual	Pathway 2017 Actual	Unitec 2017 Actual	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/Interventions
Graduates Employed or Studying		98%	98%	86%	95%	86%	↘	Although this is identified as a downward trend the 2017 figure is the same as 2016 and is higher than the Unitec actual figure by 12%.
Relevance of Qualification		74%	90%	77%	85%	79%	↗	Extremely pleasing result.
Graduate NPS		7	19	9	34	34	↗	Whilst we have not yet reached our target, there has been a significant improvement from 2016.
Student Perception								
								mentioned in the previous report, although there has been a significant drop in the NPS, the verbal statements focus on issues at an institutional level including, enrolment process, IT, finance and general disorganisation from across the institution. Reference made to
Student NPS		28	-14	3	20	29	↘	
Course and Programme Performance								
Course Completion (SAC Students)		79%	87%	81%	85%	80-84%	↗	Extremely pleasing result which reflects the effort made by the Te Miro teaching team.
Course Completion (SAC Maori)		56%	79%	75%	81%	77 - 81%	↗	This is a disappointing result and one which we will work hard to rectify by working closely with the Pacific centre.
Course Completion (SAC Pacific)		73%	69%	71%	80%	75 - 79%	↘	
Course Completion (International)		99%	97%	88%	95%	—	↘	
Course Completion (Under 25s)		90%	83%	78%	80%	80 - 84%	↘	Whilst this is a slight decline from 2016, it is still a very pleasing statistic which is above our target.
Course Completion (All students)		89%	91%	83%	85%	—	↗	This is a pleasing trend.
Course Retention (SAC students)		88%	88%	90%	85%	—	↗	Pleasing result which exceeds our target.
Course Retention (SAC Māori)		69%	79%	84%	85%	—	↗	Whilst this is a pleasing trend it highlights there is still work to be done to retain our Maori students. We have already begun implement actions to rectify this, such as the Te Miro wananga, and hope to see an increase in the 2018 data.
Course Retention (SAC Pacific)		84%	69%	85%	85%	—	↘	This is a disappointing result and one which we will work hard to rectify by working closely with the Pacific centre.
Course Retention (International)		100%	98%	97%	95%	—	↘	Although this is identified as a downward trend the 2017 figure is very high and is higher than the Unitec actual figure and our pathway target.
Course Retention (Under 25s)		93%	83%	90%	85%	—	↘	This is a statistic we will need to look at more closely. The majority of our students are professionals and are not under 25. This figure could be very low and therefore, is not a meaningful statistic.
Course Retention (All students)		93%	93%	91%	90%	—	↘	Higher than the Unitec actual figure and our pathway target.
Student Retention (SAC EPI)		88%	87%	66%	0%	—	↘	
Qualification Completion (Cohort) (SAC Students)				57%	0%	—		

Overall Status			
Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions	
External moderation	Red	It has come to our attention that the MAP has not had external moderation. The AL of the MAP is in the process of appointing and external moderator for semester one 2018.	
ITO moderation	Blue	N/A	
NZQA, unit standard and NZDB moderation	Blue	N/A	
Internal moderation	Green		
	Red	The MAP and the MedLM have had monitor visits. The one programme that has not is the PhD. As it was due to be run down no monitoring has been organised however, it has now been decided that it would be necessary for it to be monitored. A monitor is being selected for a 2018 visit.	
Monitoring	Red		
Accreditation			
NZQA Consistency Reviews	Blue		
Ako Ahimura/Academic Citees	Green		
Education Act Compliance			
Non compliance notices from NZQA and ITOs		N/A	
International Student Code Compliance	Green		
Learning Hours	Green	These are in accordance with the regulations.	
Student Attendance	Blue	No problems	
Student matters			
Complaints and Appeals.	Green	No problems	
Academic Integrity instances.	Green	No problems	
Programme Development			
New Programme Developments	Green	The MedLM has been redeveloped from 240 credits to 180 credits. These new courses will begin in semester 2, 2018	
Course Development	Green		

Overall Status

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions	
External moderation	Red	It has come to our attention that the MAP has not had external moderation. The AL of the MAP is in the process of appointing and external moderator for semester one 2018.	
ITO moderation	Blue	N/A	
NZQA, unit standard and NZDB moderation	N/A		
Internal moderation	Green		
		The MAP and the MEdLM have had monitor visits. The one programme that has not is the PhD. As it was due to be run down no monitoring has been organised however, it has now been decided that it would be necessary for it to be monitored. A monitor is being selected for a 2018 visit.	
Monitoring	Red		
Accreditation			
NZQA Consistency Reviews			
Ako Ahimura/Academic Citees	Green		
Education Act Compliance			
Non compliance notices from NZQA and ITOs	N/A		
International Student Code Compliance	Green		
Learning Hours	Green	These are in accordance with the regulations.	
Student Attendance		No problems	
Student matters			
Complaints and Appeals.	Green	No problems	
Academic Integrity instances.	Green	No problems	
Programme Development			
New Programme Developments	Green	The MEdLM has been redeveloped from 240 credits to 180 credits. These new courses will begin in semester 2, 2018	
Course Development	Green		

Academic Compliance Rating	Confident
Self-Assessment activity	
PEP and action plan	Green
PEP action plan review	Green
Student Evaluation and Engagement	Green
Stakeholder engagement	Green
End of course report and action plan	Green
Action Plan reviewed	Green
Academic Dashboard data utilisation	Blue
	Not yet applicable

Qualification Completion (Cohort) (SAC Maori)					46%	0%			
Qualification Completion (Cohort) (SAC Pacific)					49%	0%			
Qualification Completion (Cohort) (International)					61%	0%			
Qualification Completion (Cohort) (Under 25s)					57%	0		↑	
Qualification Completion (Cohort) (All students)					58%	0%		↑	
Staff Engagement and Perception									
Staff NPS	-57	-			-57	0		↑	This is a significant increase from 2016 and one which is very encouraging. Te Miro has gone through a number of significant changes since 2017 such as a new HoPP and Dean which may impact the 2018 data.
Staff Engagement	59%	81%			60%	0%		↑	
ADEPs Completed and submitted	0%	0%			0%				100% of all ADEPs are completed.
Research									
Industry funded projects	1	1			23	1		33	A professorial working group has been set up to look into applying for research funding.
Research Active Programmes (Degree and above)	67%	67%			70.00%	100.00%		68%	
QA Research outputs	29	29			577	13		360	
External Research Income	\$1,747.82	\$ 415.22			#####	#####		#####	
Financial Performance									
Total EFTS	48	81			8442	0		9800	
EFTS Maori % of Total EFTS	9%	10%			8%	0%		13 - 18%	This is a pleasing trend that we hope will continue.
EFTS Pasifica % of Total EFTS	10%	11%			13%	0%		19 - 20%	
EFTS International % of Total EFTS	42%	33%			24%	0		24%	
Contribution Margin	0%	32%				0%			As above
Revenue per FTE	\$	1.00	#####			\$	-		As above

Capability in Self-Assessment Rating	Confident
RISKS and ISSUES	
I am confident that overall, Te Miro has robust quality assurance processes in place and that the teaching and learning is of a very high standard. One risk that urgently needs to be addressed is that the MAP has not had external moderation. The AL of the MAP is in the process of appointing an external moderator for semester one 2018. The introduction of the PAQ and the Industry Advisory Group will further strengthen the quality assurance within Te Miro and prevent oversights like this in the future.	

Educational Performance Rating	Confident
SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS	
The overall trend for Te Miro is a positive one. There have been many increases in key performance indicators which is promising. Many of the decreases are less than 5% and still exceed our pathway target. Some key areas that we still need to address are Maori and Pasifika completion and retention. Te Miro has already begun to address these through our Te Miro Wananga which was very popular, and we hope this will be reflected in the 2018 data. However, there is still more that we can be doing and it is vital that we connect with relevant stakeholders internally and externally to address this gap. Te Miro has undergone a number of significant changes such as the appointment of a new HoPP and Dean. These changes will have an impact on the teaching staff but it is hoped it will be positive.	

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Environmental and Animal Sciences	
Reporting Date	May 2018	

Overall Status

PERFORMANCE						
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend
Graduates Employed or Studying	81%	93%	86%	86%	86%	↗
Relevance of Qualification	70%	67%	77%	70%	79%	↘
Graduate NPS	35	41	9	34	34	↗
Student Perception						
Student NPS	31	-6	3	10	29	↘
Course and Programme Performance						
Course Completion (SAC Students)	87%	82%	81%	84%	80-84%	↘
Course Completion (SAC Maori)	80%	69%	75%	74%	77 - 81%	↘
Course Completion (SAC Pacific)	70%	57%	71%	72%	75 - 79%	↘
Course Completion (International)	89%	87%	88%	89%	-	↘
Course Completion (Under 25s)	84%	78%	78%	82%	80 - 84%	↘
Course Completion (All students)	87%	82%	83%	84%	-	↘
Course Retention (SAC students)	92%	91%	90%	92%	-	↘
Course Retention (SAC Māori)	90%	84%	84%	86%	-	↘
Course Retention (SAC Pacific)	83%	83%	85%	85%	-	↘
Course Retention (International)	96%	94%	97%	96%	-	↘
Course Retention (Under 25s)	92%	91%	90%	92%	-	↘
Course Retention (All students)						
Student Retention (SAC EPI)	93%	92%	91%	94%	-	↘
Qualification Completion (Cohort) (SAC Students)	92%	90%	66%	90%	-	
Qualification Completion (Cohort) (SAC Māori)			57%	58%	-	
Qualification Completion (Cohort) (SAC Pacific)			46%	50%	-	
Qualification Completion (Cohort) (International)			49%	50%	-	
Qualification Completion (Cohort) (Under 25s)			61%	50%	-	
Qualification Completion (Cohort) (All students)			57%	34%	-	↗
Qualification Completion (Cohort) (All students)			58%	58%	-	↗
Staff Engagement and Perception						
Staff NPS	-88	-64.00	-57	-40	-	↗
Staff Engagement	42%	52%	60%	60%	-	↗
ADEPs Completed and submitted	0%	0%		100%	-	Most have been done, at least 50% have been uploaded.

Academic Compliance and Quality Assurance					
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions			
External moderation	Green	All on track, plan in place for 2018 moderation.			
ITO moderation	Green	NA			
NZQA, unit standard and NZDB moderation	Green	NA			
Internal moderation	Green	All courses and assessment items moderated every year.			
Monitoring	Green	Monitor visit in October 2017, will visit again October 2017			
Accreditation	Blue	NA			
NZQA Consistency Reviews	Blue	NZCAT went through review in April 2018			
Ako Ahimura/Academic Citees	Green	PAQC are in place for 2018.			
Education Act Compliance		Compliant			
Non compliance notices from NZQA and ITOs		NA			
International Student Code Compliance	Green	Pathway had processes in place to assure compliance within pathway			
Learning Hours	Green	All courses have been delivered to what is approved in course descriptors			
Student Attendance		Current centralised system needs improvement to ensure compliance.			
Student matters					
Complaints and Appeals.	Green	Minor issues are resolved according to Unitec policy.			
Academic Integrity instances.	Green	A few have been reported and dealt with according to Unitec policy.			
Programme Development					
New Programme Developments	Green	NZCANWV qualification development done by Omitec and submitted to NZQA. NZCANWV programme currently being finalised. Veterinary Nursing degree major about to be submitted to NZQA for approval. Industry and stakeholder survey done to			
Course Development	Green				
Rating		Confident			
Self-Assessment activity					
PEP and action plan	Green	Degree PEP on track, other two PEPs delayed due to staff resourcing issue.			
PEP action plan review	Amber	Network Ako Ahimura process did not function, reviews occurred less formally within Pathway teaching teams. In 2018 this will be			
Student Evaluation and Engagement	Green	Pathway, data is available, and responses feedback given to industry advisory groups being set up.			
Stakeholder engagement	Green	course moderation files, will continue in 2018			
End of course report and action plan	Green	These are all reviewed as part of course redevelopment - this will continue in 2018.			
Action Plan reviewed	Green				

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions	
External moderation	Green	All on track, plan in place for 2018 moderation.	
ITO moderation	Green	NA	
NZQA, unit standard and NZDB moderation	Green	NA	
Internal moderation	Green	All courses and assessment items moderated every year.	
Monitoring	Green	Monitor visit in October 2017, will visit again October 2017	
Accreditation	NA	NA	
NZQA Consistency Reviews	Blue	NZCAT went through review in April 2018	
Ako Ahimura/Academic Citees	Green	PAQC are in place for 2018.	
Education Act Compliance		Compliant	
Non compliance notices from NZQA and ITOs		NA	
International Student Code Compliance	Green	Pathway had processes in place to assure compliance within pathway	
Learning Hours	Green	All courses have been delivered to what is approved in course descriptors	
Student Attendance		Current centralised system needs improvement to ensure compliance.	
Student matters			
Complaints and Appeals.	Green	Minor issues are resolved according to Unitec policy.	
Academic Integrity instances.	Green	A few have been reported and dealt with according to Unitec policy.	
Programme Development			
New Programme Developments	Green	NZCANWU quantification development done by Unitec and submitted to NZQA. NZCANWU programme currently being finalised. Veterinary Nursing degree major about to be submitted to NZQA for approval. Industry and stakeholder survey done to	
Course Development	Green		
Rating		Confident	
Self-Assessment activity			
PEP and action plan	Green	Degree PEP on track, other two PEPs delayed due to staff resourcing issue.	
PEP action plan review	Amber	Network Ako Ahimura process did not function, reviews occurred less formally within Pathway teaching teams. In 2018 this will be	
Student Evaluation and Engagement	Green	Pathway, data is available, and responses feedback given to industry advisory groups being set up.	
Stakeholder engagement	Green	course moderation files, will continue in 2018	
End of course report and action plan	Green	These are all reviewed as part of course redevelopment - this will continue in 2018.	
Action Plan reviewed	Green		

Research										Academic Dashboard data utilisation		Blue	Not yet applicable
Industry funded projects	5	4	23	5	33	↓	This is not a correct representation of the total number.						
Research Active Programmes (Degree and above)	100%	100%	70.00%	100.00%	68%	↔							
QA Research outputs per FTE	66	63	577	27	360	↓	This is not a good measure of actual external research income.						
External Research Income	\$ 42,871.47	\$ 18,930.45	\$ 1,013,983.54	\$19,981.48	\$ 1,161,279.40	↓							
Financial Performance													
Total EFTS	407	374	8442	396	9800	↓	Total EFTS down due to issues with previous enrolment process. Good to see a slight increase in Maori EFTS.						
EFTS Maori % of Total EFTS	11%	13%	8%	12%	13 - 18%	↑							
EFTS Pasifica % of Total EFTS	6%	6%	13%	6%	19 - 20%	↓							
EFTS International % of Total EFTS	5%	7%	24%	8%	24%	↑							
Contribution Margin	65%	65%		67%		↑							
Revenue per FTE	\$ 304,635.77	\$322,866.00		\$323k		↑							
Educational Performance Rating										Capability in Self-Assessment Rating		Confident	
RISKS and ISSUES													
There are significant risks to our performance due to the property deal with the Crown. Both Veterinary hospitals are in limbo, and we are partnered with them to deliver the clinical education for the NZDVN and NZCAT (c. 120 EFTS). We are also losing the Unitec Animal Unit at the end of the year, which is required for ALL of our programmes. There are possible interim solutions for all of these, but a permanent solution is needed.													

SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS									
Overall performance of the Pathway has been good under the difficult circumstances and EFTS have held up well despite system problems. In 2018 there are still problems for students enrolling but not as bad as in 2017. Multiple programme developments are underway involving close stakeholder engagement. Stakeholder engagement is being improved through the piloting of a CRM system and the setting up of industry advisory committees. Academic quality systems are generally very good, but these are being reviewed and improved currently. Research is going very well, with 11 portfolios submitted for the PBRF. The Pathway is engaging more with Te Noho Kotahitanga and the Maori Success Strategy, with workshops on the Poutama already held, and active engagement with the Network TNK group. Improvement of our engagement with Pacific students and their communities is also planned.									

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period



Academic Dashboard (Interim)		
Practice Pathway Group	Language Studies	
Reporting Date	May 2018	

Overall Status

PERFORMANCE								
Graduate Outcomes		Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year	Comments/Activities/Interventions
Graduates Employed or Studying		84%	91%	86%	80%	86%	↑	
Relevance of Qualification		58%	86%	77%	50%	79%	↑	
Graduate NPS		17	60	9	30	34	↑	Work will continue to ensure greater uptake in 2018.
Student Perception								
Student NPS		17	15	3	30	29	↓	students. Comments were not clear, but a clear message has been sent to staff to continually monitor well being of International Students and under 25s in order to improve the NPS in that sector.
Course and Programme Performance								
Course Completion (SAC Students)		71%	73%	81%	75%	80-84%	↑	
Course Completion (SAC Maori)		91%	71%	75%	75%	77 - 81%	↓	The data is based on 0.75 enrolled EFTS. As most of our programmes are related to teaching English as a second Language. Maori students do not generally enrol in these programmes. Only CLT potentially has Maori students and assessment will now be available for students in Te Reo as from Sem 2 2018
Course Completion (SAC Pacific)		53%	68%	71%	60%	75 - 79%	↑	There are under 10 students of Pacifica background in the Pathway. • An academic staff member has been selected to liaise with Learning & Achievement with regard to Pacific students in 2018

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>
External moderation	Amber	Work being done to ensure CLT follows Ext Moderation plan. All other ext moderation activity completed in 2017 and planned for 2018.
ITO moderation	Blue	
NZQA, unit standard and NZDB mo	Green	
Internal moderation	Green	
Monitoring	Green	to be completed in week starting 8 October 2018
Accreditation		
NZQA Consistency Reviews		None in 2017/18, but were completed in 2015/6
Ako Ahimura/Academic Cttees	Green	Last one was in Nov 2017. Being replaced by PAQC's in 2018 First one on May 31 2018
Education Act Compliance		

[illegible]

End of course report and action plan	Amber	End of Course reports in 2018 will be resurrected in 2018 after a year when there was no clear process. Course reports will feed directly into the PEP for 2018
Action Plan reviewed	Green	Work in progress
Academic Dashboard data utilisation	Blue	Not yet applicable

Staff Engagement	40%	51%	60%	59%		↑
ADEPs Completed and submitted	0%	0%		100%		
Research						
Industry funded projects	-	-	23	0	33	↑
Research Active Programmes (Degree)	-	0%	70.00%	0.00%	68%	↓
QA Research outputs per FTE	-	-	577	0	360	↑
External Research Income	\$	-	#####	\$	-	↑
Financial Performance						
Total EFTS	526	495	8442	501	9800	↓
EFTS Maori % of Total EFTS	1%	0%		0%	13 - 18%	↓
EFTS Pasifica % of Total EFTS	4%	2%	13%	0%	19 - 20%	↓
EFTS International % of Total EFTS	20%	43%	24%	0	24%	
Contribution Margin	49%	45%		41.9%		↓
Revenue per FTE	#####	#####	#####	\$120k		↑

Capability in Self-Assessment Rating	Confident
RISKS and ISSUES	
<p>In 2017 the review of the qualifications took place and a new level 3 (General) was introduced as a result of sector feedback. We are now delivering the renewed qualification. Lack of clarity and enrolment processes has had a significant impact on AIs and staff, instances where students have been enrolled into incorrect programmes and classes, students being withdrawn in error, and letters of demand for payments being sent to fees free refugee students, are amongst those that have occurred. In addition, there have been problems with international student visas. In the past, students were given a generic "NZCEL" visa and on arrival were tested and placed into an appropriate class. With the new qualifications, there was some confusion around the interpretation of the NZQA website and students were all given level specific visas. As the visa that was issued started a different level from which the student was placed on arrival, students were not allowed to attend class. This has had significant impact on students and teachers. The situation should now have been resolved, although the Pathway is still in negotiations with Operations and enrolments teams to ensure that students are able to enrol and study in a seamless fashion.</p> <p>A key issue and threat to Language Studies EFTS is the competition from local PTEs who are able to offer free NZCEL Courses. It is difficult to market our courses when the same or similar is being offered free of charge.</p> <p>There is a continued risk that the lack of administrative support and the significant pressure this places on Academic Leaders will have a negative impact on student experience, student success, and academic quality. Some smaller programmes, such as CL, are experiencing growth, but the administrative support in terms of timetabling and enrolment are not available to support this growth. Whilst the support, including both formal and ad hoc tasks, that were previously provided by programme administrators has fallen to our Academic Leaders, the new AQAs in the Network have gone some way to helping, however the focus is on quality assurance, hence any operational assistance is either slow in coming or non-existent. With the coming EEP it is critical that Heads and Academic Leaders have the support to focus on both on our core business of teaching and learning, but also on conducting (and tracking) self-assessment activity in a coherent way that leads to ongoing improvement in student experience, student success and academic quality.</p>	

SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS						
*The Graduate NPS is a pleasing result, with work being done to get greater uptake in 2018. The student result of +15 is a drop in the overall context of Unitec's NPS, but this is still a positive result. Deeper analysis of pathway NPS data has been conducted to look at under/over 25s and international/domestic NPS scores as there is significant variation between these groups. This analysis was inconclusive as it was difficult to read anything from the comments provided by students. However staff have been reminded to consider these focus groups in their teaching and engagement with students. Completion for SAC students is 72.6%. Completion for all students is 74.24% compared to 74.57% for 2016. Completion for International students is 78.09%. Overall success is holding at target levels. It is important to note several issues introduced by the post-MROQ NZCEL qualifications that commenced in 2014. Courses across our Language Studies' local qualifications previously had consistently and significantly higher student success rates. The levels and credits on NZCEL qualifications, derived from the Common European Framework of Reference, are lower than those of our previous Language Studies programmes. This has placed pressure on students to achieve learning outcomes in a significantly shorter time, and has also affected placement and progression. At NZCEL providers, experienced lower course success rates and programme completions since offering the NZCEL qualification. Following national consultation during the qualification review, the impact of this on learners was recognised and has been addressed in the revised qualification. A key change is that the new Level 3 qualification had been split into two 60-credit qualifications. This and other improvements will allow us to better support our learners in 2018. The revised programme is now being delivered and we are on track to see the overall success in the revised qualification in June this year. The key area of concern was with the students who progressed from Level 3 to Level 4. This will be able to be measured at the end of 2018 once Semester 1 level 3 students have completed Level 4 in Semester 2. It will be of interest to measure the success rate of progressing students in 2018 compared with 2017.						
BI dashboard completion data for Maori SAC students 83.33%, based on 0.75 enrolled EFTS. As most of our programmes are related to teaching English as a second Language, Maori students do not generally enrol in these programmes. It is essential however, as a core part of our Language Studies kaupapa, that both domestic and international students be provided with the opportunity to gain an understanding of both Mātauranga Māori and the bicultural nature of New Zealand society. Language Studies aims to embed Mātauranga Māori in our programme redevelopment so that it is integrated into course content and delivery. Continued work with our Academic Leader Mātauranga Māori and our Kaihauaki is important here.						
EFTS reports and targets here seem to be inaccurate, and is different to BI dashboard reporting. Demographic data on BI portal suggests Maori EFTS were at 1% and 0.7% respectively, which is more in line with expectations of a pathway that primarily teaches English as an Additional Language to non-native speakers.						
Overall Language Studies is on-track to move towards a Highly Confident rating for Educational Performance.						

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Bridging Education	
Reporting Date	May 2018	

Overall Status

PERFORMANCE									
Graduate Outcomes			Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/ <b>Interventions</b>
Graduates Employed or Studying			76%	85%	86%	80%	86%	➡	Not relevant to education pathway programmes
Relevance of Qualification			25%	17%	77%	NA	79%	➡	
Graduate NPS			34	40	9	30	34	➡	
Student Perception									
									A disappointing decline in 2017 but still a positive result in the overall context of Unitec's NPS.
Student NPS			48	27	3	40	29	➡	
Course and Programme Performance									
Course Completion (SAC Students)			67%	69%	81%	68%	80-84%	➡	These are pleasing results that reflect the successful design and implementation in 2017 of the new NZCSC (L3) programme, and the
Course Completion (SAC Maori)			57%	65%	75%	62%	77 - 81%	➡	
Course Completion (SAC Pacific)			60%	63%	71%	65%	75 - 79%	➡	
Course Completion (International)			82%	94%	88%	80%	—	➡	
Course Completion (Under 25s)			64%	66%	78%	65%	80 - 84%	➡	
Course Completion (All students)			69%	69%	83%	68%	—	➡	
Course Retention (SAC students)			71%	71%	90%	70%		➡	
Course Retention (SAC Māori)			59%	66%	84%	70%		➡	
Course Retention (SAC Pacific)			64%	66%	85%	70%		➡	
Course Retention (International)			86%	98%	97%	80%		➡	
Course Retention (Under 25s)			68%	69%	90%	70%		➡	
Course Retention (All students)			72%	72%	91%	70%		➡	
Student Retention (SAC EPI)			71%	71%	66%	70%			
Qualification Completion (Cohort) (SAC Students)					57%	60%			
Qualification Completion (Cohort) (SAC Maori)					46%	0%			
Qualification Completion (Cohort) (SAC Pacific)					49%	0%			
Qualification Completion (Cohort) (International)					61%	0%			
Qualification Completion (Cohort) (Under 25s)					57%	0		➡	
Qualification Completion (Cohort) (All students)			-	-	58%	60%		➡	
Staff Engagement and Perception									
									Though it's positive to see an improvement we are committed to addressing issues raised in the survey, designed and currently
Staff NPS			-88	-60.00	-57	-48		➡	
Staff Engagement			50%	69%	60%	59%		➡	
ADEPs Completed and submitted			0%	0%		100%			This is complete at 100%
Research									

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress.	Comments/Activities/ <b>Interventions</b>
External moderation	Green		External moderation plan for S2 2018 complete
ITO moderation	Blue		
NZQA, unit standard and NZDB moderation			
Internal moderation	Green		All internal moderation up to date
Monitoring			
Accreditation	Blue		
NZQA Consistency Reviews			None yet, scheduled for Semester 2
Ako Ahimura/Academic Cities	Green		
Education Act Compliance			
Non compliance notices from NZQA and ITOs			
International Student Code Compliance	Green		
Learning Hours	Green		
Student Attendance	Green		
Student matters			
Complaints and Appeals	Amber		1 complaint in FreedU, has been resolved
Academic Integrity instances.	Green		
Programme Development			
New Programme Developments	Green		
Course Development	Green		
Rating		Confident	
Self-Assessment activity			
PEP and action plan	Green		Completed
PEP action plan review	Green		Completed and documented in business plan
Student Evaluation and Engagement	Green		Completed
Stakeholder engagement	Green		Ongoing with other practice pathways
End of course report and action plan	Green		Completed
Action Plan reviewed	Green		Completed and documented in business plan
Academic Dashboard data utilisation	Blue		<b>Not vet applicable</b>

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions
External moderation	Green	External moderation plan for S2 2018 complete
ITO moderation	Blue	
NZQA, unit standard and NZDB moderation	Green	All internal moderation up to date
Internal moderation		
Monitoring	Blue	
Accreditation		
NZQA Consistency Reviews		None yet, scheduled for Semester 2
Ako Ahimura/Academic Cities	Green	
Education Act Compliance		
Non compliance notices from NZQA and ITOs		
International Student Code Compliance	Green	
Learning Hours	Green	
Student Attendance	Green	
Student matters		
Complaints and Appeals.	Amber	1 complaint in Free4U, has been resolved
Academic Integrity instances.	Green	
Programme Development		
New Programme Developments	Green	
Course Development	Green	
Rating	Confident	
Self-Assessment activity		
PEP and action plan	Green	Completed
PEP action plan review	Green	Completed and documented in business plan
Student Evaluation and Engagement	Green	Completed
Stakeholder engagement	Green	Ongoing with other practice pathways
End of course report and action plan	Green	Completed
Action Plan reviewed	Green	Completed and documented in business plan
Academic Dashboard data utilisation	Blue	Not yet applicable

EFTS International % of Total EFTS	2%	4%	24%	0	24%	
Contribution Margin	41%	33%		38.4%		🔴🟢
Revenue per FTE	\$ 114,276.16	\$153,515.00		\$125K		

Educational Performance Rating	Confident	Capability in Self-Assessment Rating	Confident
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SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS	RISKS and ISSUES
Bridging Education Practice Pathway is once again on track to achieve a Confident / Highly Confident rating for Educational Performance and Capability in Self-Assessment. We are planning a Stakeholder Engagement event to strengthen our understanding of the perceived value of programmes. Likewise, mahi needs to be done to better benchmark against like-for-like sector programmes. Good practice around quality assurance and academic compliance is central to the Pathway kaupapa. High staff engagement and confidence in the PPG leadership team is very positive. Disappointingly Student NPS (27) and feedback slipped from 2016 though it was still one of the highest at Unitec, and well ahead of the organisational overall NPS of 3. Meetings with staff to analyse UMater Survey results and Student NPS verbalim occurred in 2017, and we are further planning to collate a selection of Course and Lecturer Evaluation feedback and Course Report reflections in 'You said, we did' poster format, which will then be displayed. Financial Performance - enrolment activity is positive and our overall student numbers are slightly above target. Many staff involved in the 'pre-assessment' skills review process and student interviews - which is an important element to our overall student retention and student experience processes. <b>Free4U - the Eikenhead site has not reacted with positive early student</b>	Academic Administration continues to be an issue but with the recent appointment of our AQAs this will help significantly going forward. Roles and responsibilities for HoPPs and Academic Leaders require further clarity and if required, additional resourcing in order to be able to focus on Unitec's core business of teaching, learning, research, quality assurance and self-assessment. Workload and workflow issues for these key managers across the Pathway continue to be a concern.

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Social Practice	
Reporting Date	May 2018	

Overall Status

PERFORMANCE						
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend
Graduates Employed or Studying	79%	82%	86%	80%	86%	↑
Relevance of Qualification	75%	84%	77%	80%	79%	↑
Graduate NPS	15	7	9	20	34	↓
Student Perception						
Student NPS	16	31	3	26	29	↑
Course and Programme Performance						
Course Completion (SAC Students)	89%	84%	81%	84%	80-84%	↓
Course Completion (SAC Maori)	85%	85%	75%	82%	77 - 81%	↓
Course Completion (SAC Pacific)	81%	79%	71%	80%	75 - 79%	↓
Course Completion (International)	98%	100%	88%	90%		↑
Course Completion (Under 25s)	82%	80%	78%	80%	80 - 84%	↓
Course Completion (All students)	90%	85%	83%	84%		↓
Course Retention (SAC students)	96%	92%	90%	90%		↓
Course Retention (SAC Maori)	94%	93%	84%	85%		↓
Course Retention (SAC Pacific)	94%	91%	85%	85%		↓
Course Retention (International)	100%	100%	97%	100%		↑
Course Retention (Under 25s)	94%	92%	90%	90%		↓
Course Retention (All students)	96%	93%	91%	92%		↓
Student Retention (SAC EPI)	96%	92%	66%	90%		↓
Qualification Completion (Cohort) (SAC Students)			57%	0%		
Qualification Completion (Cohort) (SAC Maori)			46%	0%		
Qualification Completion (Cohort) (SAC Pacific)			49%	0%		
Qualification Completion (Cohort) (International)			61%	0%		
Qualification Completion (Cohort) (Under 25s)			57%	0		↑
Qualification Completion (Cohort) (All students)	-	-	58%	0%		↑
Staff Engagement and Perception						
Staff NPS	-100	-	-57	-50		↑
Staff Engagement	45%	60%	60%	60%		↑
ADEPs Completed and submitted	0%	0%		0%		
Research						
Industry funded projects	4	4	23	4	33	↑
Research Active Programmes (Degree and above)	100%	100%	70.00%	67.00%	68%	↑

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/ <i>Interventions</i>
External moderation		All moderation in place for 2018
ITO moderation	Green	All moderation in place with Careerforce for 2018
NZQA, unit standard and NZDB moderation		All moderation in place for 2018
Internal moderation	Green	All up to date and planned
Monitoring	Amber	2 in place but 1 pending
Accreditation		SWRB Mid cycle review completed 2017 next review 2020
NZQA Consistency Reviews		N/A 2018
Ako Ahimura/Academic Citees	Green	2018 PAQC will be run
Education Act Compliance		
Non compliance notices from NZQA and ITOs		
International Student Code Compliance	Green	AL monitors this. Confident re compliance
Learning Hours	Green	Compliant
Student Attendance		Being Monitored for all courses
Student matters		
Complaints and Appeals.	Amber	4 student complaints currently in process
Academic Integrity instances.	Amber	1 plagiarism issue being investigated
Programme Development		
New Programme Developments	Green	Two new programmes under development for delivery Sem 2, 2018 and Sem 1 2019
Course Development	Green	
Rating		Confident
Self-Assessment activity		
PEP and action plan	Amber	Completed
PEP action plan review	Green	Review in process
Student Evaluation and Engagement	Amber	end of Sem 1
Stakeholder engagement	Green	staff have completed stakeholder engagement feedback
End of course report and action plan	Green	Have always completed these
Action Plan reviewed	Green	Review in process
Academic Dashboard data utilisation	Blue	Not yet applicable

QA Research outputs	30	42	577	23	360	Good increase in research outputs
						We set the target lower than this but it was adjusted to the \$14,000 which could be achievable, but may be a stretch.
External Research Income	\$ 3,102.00	#####	#####	#####	#####	
<b>Financial Performance</b>						
Total EFTS	270	221	8442	213	9800	Efts decline is across the whole ITP sector and combined with Unilec brand damage is lower across all pathways
EFTS Maori % of Total EFTS	24%	24%	8%	20%	13 - 18%	
EFTS Pasifica % of Total EFTS	33%	35%	13%	35%	19 - 20%	
EFTS International % of Total EFTS	1%	2%	24%	2%	24%	Stable, Low level Int Students
						Our contribution declined as we predicted in 2015 as we were embedding a new four-year degree and did not reach full teaching capacity across all four years of the degree until 2018. Therefore costs were higher and efts were lower. We are also developing two new programs to replace existing programs that are expiring, and absorbing the cost of this development. There may be an EFTS decline in those two programmes if they are not ready to run in 2018.
Contribution Margin	64%	41%		35%		
Revenue per FTE	\$ 231,905.49	#####		#####		As above

Capability in Self-Assessment Rating

Confident

Educational Performance Rating

Confident

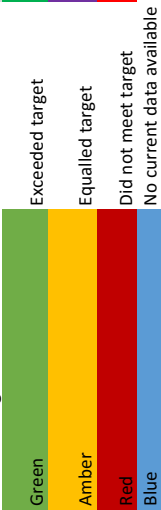
SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS

We are highly confident in our performance as a pathway. Our teaching evaluations for Semester one remain very high and positive student experience is evidenced in the Student NPS (31). Staff engagement and the manager perceptions continue to improve with a sense of faith in the new Senior Leadership Team. As a new HOPP I am beginning to grasp some of the tasks associated with the role but with no induction process and increased demands due to the IER and EER processes as well as 2 programmes under development, it's difficult to keep up. We are gearing up for mid-year intake and taking all opportunities to promote our programmes at Community events. We are actively involved in application processes and have set up fortnightly drop in sessions for people wanting to find out more about the Bachelor's degree. There has been a significant increase in research outputs and external research funding. We have 9 staff are submitting PBRF portfolios which is great, and we also have a number of applications for research grants in process. Additionally, we have 6 staff registered for conferences which will create QA outputs for the next PBRF round.

RISKS and ISSUES

PGDip Counselling Monitoring, PGDIP 2 student complaints being managed by the Dean. Loss of students EFTS, refund of fees for one student. BSP has one complaint that is at risk of student loss of EFTS. Will affect student S/R. We are absorbing the cost of developing two new programs, one certificate level and one Masters level. If this development stalls we may experience a drop in predicted EFTS.

Colour Coding for Results



Educational Performance Ranking





Academic Dashboard (Interim)		
Practice Pathway Group	Health Care	
Reporting Date	May 2018	

Overall Status

PERFORMANCE						
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend
Graduates Employed or Studying	93%	86%	86%	86%	86%	↗
Relevance of Qualification	90%	87%	77%	87%	79%	↘
Graduate NPS	-20	-51	9	34	34	↗
<b>Student Perception</b>						
Student NPS	-20	-23	3	29	29	↗
<b>Course and Programme Performance</b>						
Course Completion (SAC Students)						
Course Completion (SAC Maori)	87%	88%	81%	87%	80-84%	↗
Course Completion (SAC Pacific)	86%	85%	75%	86%	77 - 81%	↘
Course Completion (SAC Pacific)	79%	77%	71%	79%	75 - 79%	↘
Course Completion (International)	95%	89%	88%	90%	—	↘
Course Completion (Under 25s)	87%	86%	78%	87%	80 - 84%	↘
Course Completion (All students)	88%	88%	83%	88%	—	↗
Course Retention (SAC students)						
Course Retention (SAC Maori)	96%	97%	90%	97%	—	↗
Course Retention (SAC Pacific)	95%	93%	84%	90%	—	↘
Course Retention (SAC Pacific)	95%	93%	85%	90%	—	↘
Course Retention (International)	99%	98%	97%	98%	—	↘
Course Retention (Under 25s)	95%	95%	90%	95%	—	↗
Course Retention (All students)	96%	97%	91%	97%	—	↗
Student Retention (SAC EPI)	96%	97%	66%	0%	—	↗
Qualification Completion (Cohort) (SAC Students)			57%	0%	—	
Qualification Completion (Cohort) (SAC Maori)			46%	0%	—	
Qualification Completion (Cohort) (SAC Pacific)			49%	0%	—	
Qualification Completion (Cohort) (International)			61%	0%	—	
Qualification Completion (Cohort) (Under 25s)			57%	0	—	↗
Qualification Completion (Cohort) (All students)			58%	0%	—	↗
<b>Staff Engagement and Perception</b>						
Staff NPS	-24	-86.00	-57	0	—	↗
Staff Engagement	37%	38%	60%	0%	—	↗
ADEPs Completed and submitted	0%	0%		0%	—	
<b>Research</b>						
Industry funded projects	0	0	23	1	33	↗
Research Active Programmes (Degree and above)	0%	0%	70.00%	0.00%	68%	↗
QA Research outputs	23	35	577	19	360	↗
External Research Income	\$ 48,870.62	\$ 53,730.00	\$ 1,013,983.54	\$ 28,468.45	\$ 1,161,279.40	↗
<b>Financial Performance</b>						
Total EFTS	559	500	842	0	9800	↘
EFTS Maori % of Total EFTS	10%	8%	8%	0%	13 - 18%	↘
EFTS Pasifica % of Total EFTS	14%	16%	13%	0%	19 - 20%	↗
EFTS International % of Total EFTS	6%	4%	24%	0	24%	↗
Contribution Margin	63%	53%		0%		↘

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions
External moderation	Green	Medical Imaging (MI) External Mod PER PLAN, Nursing per plan
ITO moderation	Green	NA
NZQA, unit standard and NZDB moderation	NA	
Internal moderation	Green	All papers in MI/Nursing internally mod per plan
Monitoring	Green	UCOL mon July 25, 2018 Nursing Sept. 20, 2018
Accreditation	Green	MI accredited through 2019, Nursing form accred NCNZ in Oct. 2018.
NZQA Consistency Reviews	NA	
Ako Ahimura/Academic Cities	Green	future PAQs are planned for May/June 2018.
Education Act Compliance and ITOs		
Non compliance notices from NZQA		
International Student Code Compliance	Green	Pathway is following regulatory requirements of Education Code of Practice 2016.
Learning Hours	Green	All papers have required learning hours necessitated by MRTB and NCNZ.
Student Attendance	Green	Improved student attendance especially year 1 (70%), due to loss of common semester. Year 2 & 3 good attendance
Student matters	Green	process. 1 appeal has been resolved thus far this year.
Complaints and Appeals	Green	No significant issues thus far this year.
Academic Integrity instances.		
Programme Development		
New Programme Developments	Green	None at present.
Course Development	Green	

Confident

Academic Compliance Rating

Self-Assessment activity		
PEP and action plan	Green	Both MI and Nursing completed on 23 May 2018
PEP action plan review	Green	Currently in process
Student Evaluation and Engagement	Green	Student evaluations are pending
Stakeholder engagement	Green	Stakeholder meeting due June, 2018.
End of course report and action plan	Green	Pending due to not end of semester
Action Plan reviewed	Green	Pending due to not end of semester
Academic Dashboard data utilisation	Blue	Not yet applicable



Revenue per FTE	\$	273,814.97	\$251,768.00	\$	-					
Educational Performance Rating		Confident								
SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS										
RISKS and ISSUES										
Issues raised in previous academic dashboard are resolved. Building 500 has been vacated and all staff now sitting in 510. Clinical placements for MI at ADHB continues to be an issue with meetings already occurred with University of Auckland and ADHB in April and May respectively.										

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Community Development	
Reporting Date	May 2018	

Overall Status

PERFORMANCE							
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/Interventions
Graduates Employed or Studying	82%	82%	86%	84%	86%	↕	
Relevance of Qualification	67%	72%	77%	74%	79%	↕	
Graduate NPS	56	41	9	43	34	↘	Target not met, however in relation to institution standard this is very encouraging.
Student Perception							
Student NPS	19	23	3	23	29	↕	
Course and Programme Performance							
Course Completion (SAC Students)	83%	86%	81%	85%	80-84%	↕	Further investigation as a result of PEP delivery will allow an action plan to be created for the next
Course Completion (SAC Maori)	81%	77%	75%	77%	77 - 81%	↘	
Course Completion (SAC Pacific)	76%	81%	71%	81%	75 - 79%	↕	
Course Completion (International)	85%	90%	88%	90%	—	↕	
Course Completion (Under 25s)	82%	84%	78%	84%	80 - 84%	↕	
Course Completion (All students)	83%	86%	83%	86%	—	↕	
Course Retention (SAC students)	90%	91%	90%	91%	—	↕	
Course Retention (SAC Maori)	88%	84%	84%	85%	—	↘	
Course Retention (SAC Pacific)	87%	87%	85%	87%	—	↕	
Course Retention (International)	95%	100%	97%	100%	—	↕	
Course Retention (Under 25s)	89%	91%	90%	91%	—	↕	
Course Retention (All students)	90%	91%	91%	91%	—	↕	
Student Retention (SAC EPI)	90%	89%	66%	89%	—		
Qualification Completion (Cohort) (SAC Students)			57%	0%	—		
Qualification Completion (Cohort) (SAC Maori)			46%	0%	—		
Qualification Completion (Cohort) (SAC Pacific)			49%	0%	—		
Qualification Completion (Cohort) (International)			61%	0%	—		
Qualification Completion (Cohort) (Under 25s)			57%	0	—	↗	
Qualification Completion (Cohort) (All students)	-	-	58%	0%	—	↗	
Staff Engagement and Perception							
Staff NPS	-28	-75.00	-57	-50	—	↘	Leadership is working to bridge the gap between ELT and staff through personal engagement, ADEPS and other activities.

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>
External moderation	Green	Planned for 2018 and all dates set.
ITO moderation	Blue	N/A
NZQA, unit standard and NZDB moderation	Green	N/A
Internal moderation	Green	Planned for 2018 and all dates set.
Monitoring	Green	Planned for 2018 and all dates set.
Accreditation	Green	Waiting for Osteo Council to define new standards. Possible activity toward end of year.
NZQA Consistency Reviews		None in 2018
Ako Ahimura/Academic Citiees	Amber	Planned for 2018 and all dates set.
<b>Education Act Compliance</b>		
Non compliance notices from NZQA and ITOs		
International Student Code Compliance	Blue	Attendance Tracking undertaken for Sem1
Learning Hours	Green	Audited against Timetabled classes for 2018
Student Attendance		Attendance Tracking undertaken for Sem1
<b>Student matters</b>		
One minor complaint around research funding for a student	Green	funding, quickly resolved in the student's favour. Process improved.
Complaints and Appeals.	Green	None in 2018
Academic Integrity instances.	Green	
<b>Programme Development</b>		
NZDip and NZCert Sport is going through the approval process	Green	
New Programme Developments	Green	
Course Development	Green	
<b>Academic Compliance Rating</b>		<b>Confident</b>
<b>Self-Assessment activity</b>		
PEP and action plan	Green	Completed for 2017
PEP action plan review	Amber	Commencing with new PAQC
Student Evaluation and Engagement	Amber	Surveys deployed end Sem 1
Stakeholder engagement	Amber	ECE has held 2 events so far this year. Others in progress. Expected to commence July/August 2018

Staff Engagement	69%	56%	60%	60%	60%	Staff are beginning to reinvest in themselves through PD opportunities and research to re-engage in academic activity.
ADEPs Completed and submitted	0%	0%	90%			ADEPs are embedded in the culture of the Pathway. The filtering of records in Psolt are not reporting accurately to support the progress that has been made.
<b>Research</b>						
Industry funded projects	0	0	23	2	33	
Research Active Programmes (Degree and above)	0%	40%	70.00%	80.00%	68%	
OA Research outputs	61	50	577	36	360	
External Research Income	\$ -	\$ 3,490.00	#####	\$ 39,175.40	#####	
<b>Financial Performance</b>						
Total EFTS	569	381	8442	415	9800	There has been major disruption to the enrolment processes and how we engage with students when they apply to study at Unitec. There is a mismatch between our values and how we treat applicants. Staff have tried tirelessly to work in the environment, yet consistently hit
EFTS Maori % of Total EFTS	15%	17%	8%	0%	13 - 18%	
EFTS Pasifica % of Total EFTS	31%	33%	13%	0%	19 - 20%	
EFTS International % of Total EFTS	2%	6%	24%	0	24%	
Contribution Margin	59%	39%		34%		
Revenue per FTE	\$ 214,513.59	\$ 149,048.00		\$ -		We are looking for new streams of revenue

End of course report and action plan	Amber	Due end Semester 1
Action Plan reviewed Academic Dashboard data utilisation	Amber	Commencing with new PAQC
	Blue	Not yet applicable

Capability in Self-Assessment Rating	Confident
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RISKS and ISSUES
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Educational Performance Rating	Confident
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SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS
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Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Highly Confident

Confident

Not Confident

Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Building Construction and Services	
Reporting Date	May 2018	

Overall Status

PERFORMANCE								
Graduate Outcomes		Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/ <b>Interventions</b>
Graduates Employed or Studying		90%	94%	86%	95%	86%	↗	
Relevance of Qualification		88%	87%	77%	90%	79%	↘	
Graduate NPS		25	-8	9	35	34	↘	
Student Perception								
Student NPS		4	-13	3	30	29	↘	
Course and Programme Performance								
Course Completion (SAC Students)		82%	77%	81%	80%	80-84%	↘	
Course Completion (SAC Maori)		72%	73%	75%	75-79%	77 - 81%	↗	
Course Completion (SAC Pacific)		70%	70%	71%	72-76%	75 - 79%	↘	
Course Completion (International)		89%	90%	88%	89%	80 - 84%	↗	
Course Completion (Under 25s)		77%	74%	78%	78%	80 - 84%	↘	
Course Completion (All students)		84%	80%	83%	80%	80 - 84%	↘	
Course Retention (SAC students)		90%	86%	90%	85%	80 - 84%	↘	
Course Retention (SAC Maori)		85%	83%	84%	80%	80 - 84%	↘	
Course Retention (SAC Pacific)		82%	86%	85%	84%	80 - 84%	↗	
Course Retention (International)		96%	98%	97%	95%	80 - 84%	↗	
Course Retention (Under 25s)		89%	89%	90%	86%	80 - 84%	↗	
Course Retention (All students)		92%	89%	91%	90%	80 - 84%	↘	
Student Retention (SAC EPI)		90%	79%	66%	85%	80 - 84%	↘	
Qualification Completion (Cohort) (SAC Students)				57%	70%	80 - 84%	↘	
Qualification Completion (Cohort) (SAC Maori)				46%	70%	80 - 84%	↘	
Qualification Completion (Cohort) (SAC Pacific)				49%	70%	80 - 84%	↘	
Qualification Completion (Cohort) (International)				61%	70%	80 - 84%	↘	
Qualification Completion (Cohort) (Under 25s)				57%	40%	80 - 84%	↘	
Qualification Completion (Cohort) (All students)		-	-	58%	70%	80 - 84%	↘	
Staff Engagement and Perception								
Staff NPS		-71	-43.00	-57	10	80 - 84%	↗	
Staff Engagement		43%	56%	60%	70%	80 - 84%	↗	
ADEPs Completed and submitted		0%	0%		90%	80 - 84%	↘	
Research								
Industry funded projects		0	0	23	1	33	↘	
Research Active Programmes (Degree and above)		100%	0%	70.00%	0.00%	68%	↘	
QA Research outputs		16	13	577	14	360	↘	
External Research Income		\$ 11,287.99	\$ 23,390.77	\$ 1,013,983.54	\$ 22,102.34	\$ 1,161,279.40	↘	

Academic Compliance and Quality Assurance				
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>		
External moderation	Green	Moderation plans are in place.		
ITO moderation	Green	Secondary School units (BCITO) are due for moderation.		
NZQA, unit standard and NZDB moderation	Green	NA		
Internal moderation	Green	Plans are in place, progressing well.		
Monitoring	Green	BCONS scheduled for June. Current contract is in place.		
Accreditation	Green	None due for 2018		
NZQA Consistency Reviews		NZCAT is scheduled in end May. No concerns.		
Ako Ahimura/Academic Citess	Green	The dates are set for the new committees for 2018.		
Education Act Compliance				
Non compliance notices from NZQA and ITOs		<b>None.</b>		
International Student Code Compliance	Amber	The code is read by almost all staff. Attendance tracking is in place for 2018.		
Learning Hours	Green	Compliant.		
Student Attendance		No concerns.		
Student matters				
Complaints and Appeals.	Amber	Trivial complaints resolved within the pathway level.		
Academic Integrity instances.	Amber	No significant issues so far.		
Programme Development				
New Programme Developments	Green	All new programmes developed in 2018 so far have been approved and accredited. Need more resources to meet the courses development requirements.		
Course Development	Red			
Rating				Confident
Self-Assessment activity				
PEP and action plan	Amber	Progressing well.		
PEP action plan review	Green	Plans in place for 2018 action plans.		
Student Evaluation and Engagement	Green	Practice Pathway evaluations are taking place. Unitec wide formal evaluations are yet to take place.		
Stakeholder engagement	Green	Regular Advisory Committee meetings are happening and meeting dates are set for the rest of the year. Unitec wide engagement is yet to happen.		
End of course report and action plan	Amber	Not due yet.		
Action Plan reviewed	Amber			
Academic Dashboard data utilisation	Blue	<b>Not yet applicable</b>		

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>	
External moderation	Green	Moderation plans are in place.	
ITO moderation	Green	Secondary School units (BCIO) are due for moderation.	
NZQA, unit standard and NZDB mod	Green	NA	
Internal moderation	Green	Plans are in place, progressing well.	
Monitoring	Green	BCONS scheduled for June. Current contract is in place.	
Accreditation	Green	None due for 2018	
NZQA Consistency Reviews	Green	NZCAT is scheduled in end May. No concerns.	
Ako Ahimura/Academic Cities	Green	The dates are set for the new committees for 2018.	
Education Act Compliance			
Non compliance notices from NZQA and ITOs	Amber	None.	
International Student Code Compliance	Amber	The code is read by almost all staff. Attendance tracking is in place for 2018.	
Learning Hours	Green	Compliant.	
Student Attendance	Green	No concerns.	
Student matters			
Complaints and Appeals.	Amber	Trivial complaints resolved within the pathway level.	
Academic Integrity instances.	Amber	No significant issues so far.	
Programme Development			
New Programme Developments	Green	All new programmes developed in 2018 so far have been approved and accredited. Need more resources to meet the courses development requirements.	
Course Development	Red		
Rating	Confident		
Self-Assessment activity			
PEP and action plan	Amber	Progressing well.	
PEP action plan review	Green	Plans in place for 2018 action plans.	
Student Evaluation and Engagement	Green	Practice Pathway evaluations are taking place. Unitec wide formal evaluations are yet to take place.	
Stakeholder engagement	Green	Regular Advisory Committee meetings are happening and meeting dates are set for the rest of the year. Unitec wide engagement is yet to happen.	
End of course report and action plan	Amber	Not due yet.	
Action Plan reviewed	Amber		
Academic Dashboard data utilisation	Blue	Not yet applicable	

Educational Performance Rating		Confident	
CAPABILITY IN SELF-ASSESSMENT RATING		Confident	
SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS		RISKS and ISSUES	



Met >=80% of targets in current or previous measurement period

Met 60-79% of targets in current or previous measurement period

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)	
Practice Pathway Group	Architecture
Reporting Date	May 2018

Overall Status

PERFORMANCE								
Graduate Outcomes		Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/ <b>Interventions</b>
Graduates Employed or Studying		89%	80%	86%	86%	86%	➡	2018 progress. Comments/ <b>Activities/Interventions</b>  Plan is in place. No concerns
Relevance of Qualification		81%	73%	77%	80%	79%	➡	
Graduate NPS		29	-14	9	35	34	➡	
Student Perception								
Student NPS		-2	5	3	10	29	⬆️	
Course and Programme Performance								
Course Completion (SAC Students)		82%	83%	81%	81-85%	80-84%	⬆️	
Course Completion (SAC Maori)		74%	72%	75%	81-85%	77 - 81%	➡	
Course Completion (SAC Pacific)		70%	68%	71%	75-79%	75 - 79%	➡	
Course Completion (International)		89%	91%	88%	81-85%		⬆️	
Course Completion (Under 25s)		80%	81%	78%	81-85%	80 - 84%	⬆️	
Course Completion (All students)		83%	84%	83%	81-85%		⬆️	
Course Retention (SAC students)		91%	92%	90%	85-90%		⬆️	
Course Retention (SAC Maori)		88%	82%	84%	80-85%		➡	
Course Retention (SAC Pacific)		85%	89%	85%	80-85%		⬆️	
Course Retention (International)		96%	96%	97%	80-85%		⬆️	
Course Retention (Under 25s)		90%	92%	90%	85-90%		⬆️	
Course Retention (All students)		91%	93%	91%	85-90%		⬆️	
Student Retention (SAC EPI)		91%	91%	66%	80-85%			
Qualification Completion (Cohort) (SAC Students)				57%	53-57%			
Qualification Completion (Cohort) (SAC Maori)				46%	48-52%			
Qualification Completion (Cohort) (SAC Pacific)				48%	48-52%			
Qualification Completion (Cohort) (International)				61%	48-52%			
Qualification Completion (Cohort) (Under 25s)				57%	53-57%		⬆️	
Qualification Completion (Cohort) (All students)		-	-	58%	52-57%		➡	
Staff Engagement and Perception								
Staff NPS		-86	-72.00	-57	-50		⬆️	
Staff Engagement		55%	45%	60%	65%		➡	
ADEPs Completed and submitted		0%	0%		80%			
Research								
Industry funded projects		2	2	23	2	33	⬆️	
Research Active Programmes (Degree and above)		100%	100%	70.00%	100.00%	68%	⬆️	
QA Research outputs		62	80	577	48	360	⬆️	
External Research Income		\$ 91,30.87	\$ 100,499.40	\$ 1,013,983.54	\$ 120,327.28	\$ 1,161,279.40	⬆️	
Financial Performance								
Total EFTS		652	618	8442	644	9800	⬆️	
EFTS Maori % of Total EFTS		6%	5%	8%	5-10%	13 - 18%	⬆️	
EFTS Pasifica % of Total EFTS		13%	13%	13%	10-15%	19 - 20%	⬆️	
EFTS International % of Total EFTS		13%	18%	24%	15-20%	24%	⬆️	
Contribution Margin		59%	61%	-	61%	-	⬆️	
Revenue per FTE		\$ 286,065.55	\$333,739.00	-	\$ 290,000.00	-	⬆️	

Academic Compliance and Quality Assurance				
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>		
External moderation	Green	Plan is in place. No concerns		
ITO moderation	Green	Not applicable		
NZQA, unit standard and NZDB moderation	Green	Not applicable		
Internal moderation	Green	Plan is in place. No concerns		
Monitoring	Green	Visit planned in late 2018 for BAS and BLA		
Accreditation	Green	None due in 2018. Addressing actions from BLA accreditation.		
NZQA Consistency Reviews		Not applicable		
Ako Ahimura/Academic Citees	Amber	Dates set for the new committees for 2018.		
<b>Education Act Compliance</b> and ITOs	Blue	<b>Not applicable</b>		
Non compliance notices from NZQA	Green	Compliant		
International Student Code	Green	Compliant		
Learning Hours	Green	Compliant		
Student Attendance		Processes are in place for tracking.		
<b>Student matters</b>	Green	Minor complaints, addressed within the pathway processes.		
Complaints and Appeals.	Green	Minor, addressed within the pathway processes.		
Academic Integrity instances.				
<b>Programme Development</b>				
New Programme Developments	Green	Working with Ara ITP to develop the NZ Interior Design. Course development work is on hold.		
Course Development	Amber			
Academic Compliance Rating				
Confident				
Self-Assessment activity				
PEP and action plan	Green	All on track.		
PEP action plan review	Green			
Student Evaluation and Engagement	Amber	Pathway process are in place.		
Stakeholder engagement	Green	Pathway process are in place.		
End of course report and action plan	Green	Not due yet.		
Action Plan reviewed	Green			
Academic Dashboard data utilisation	Blue	<b>Not yet applicable</b>		

Educational Performance Rating		Capability in Self-Assessment Rating	
Confident		Confident	

SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS	RISKS and ISSUES
	The Architecture Pathway has set up a SharePoint site for all disciplines to co-ordinate course information, including quality assurance information (moderation documents, course evaluative diary, course evaluation report) and assessments. This provides all staff clear guidelines and unrestricted access to the management and planning of their course activities, links day to day teaching to the KEOs, and encourages staff to be responsible for the planning, development and management of their courses.

**Colour Coding for Results**

Green	Exceeded target
Amber	Equalled target
Red	Did not meet target
Blue	No current data available

**Educational Performance Ranking**

Highly Confident	Met >=80% of targets in current or previous measurement period
Confident	Met 60-79% of targets in current or previous measurement period
Not Confident	Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	VSM	
Reporting Date	May 2018	

Overall Status

PERFORMANCE						
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend
Graduates Employed or Studying	83%	74%	86%	80%	86%	↓
Relevance of Qualification	68%	81%	77%	80%	79%	↑
Graduate NPS	39	0	9	34	34	↓
Student Perception						
Student NPS	-5	24	3	30	29	↑
Course and Programme Performance						
Course Completion (SAC Students)	79%	72%	81%	80%	80-84%	↓
Course Completion (SAC Maori)	69%	63%	75%	78%	77 - 81%	↓
Course Completion (SAC Pacific)	77%	58%	71%	75%	75 - 79%	↓
Course Completion (International)	95%	87%	88%	90%	=	↓
Course Completion (Under 25s)	78%	70%	78%	80%	80 - 84%	↓
Course Completion (All students)	83%	76%	83%	80%		↓
Course Retention (SAC students)	91%	83%	90%	85%		↓
Course Retention (SAC Maori)	88%	80%	84%	80%		↓
Course Retention (SAC Pacific)	87%	75%	85%	80%		↓
Course Retention (International)	98%	92%	97%	95%		↓
Course Retention (Under 25s)	90%	83%	90%	85%		↓
Course Retention (All students)	93%	85%	91%	85%		↓
Student Retention (SAC EPI)	91%	79%	66%	80%		
Qualification Completion (Cohort) (SAC Students)			57%	60%		
Qualification Completion (Cohort) (SAC Maori)			46%	60%		
Qualification Completion (Cohort) (SAC Pacific)			49%	60%		
Qualification Completion (Cohort) (International)			61%	70%		
Qualification Completion (Cohort) (Under 25s)			57%	60%		↓
Qualification Completion (Cohort) (All students)	-	-	58%	75%		↓
Staff Engagement and Perception						
Staff NPS	-46	-39.00	-57	0		↑
Staff Engagement	38%	65%	60%	75%		↑
ADEPs Completed and submitted	0%	0%		90%		
Research						
Industry funded projects	0	0	23	1	33	↓
Research Active Programmes (Degree and above)	0%	0%	70.00%	0.00%	68%	↓
QA Research outputs	10	13	577	9	360	↑
External Research Income	\$ -	\$ -	\$ 1,013,983.54	\$ 10,267.14	\$ 1,161,279.40	↓
Financial Performance						
Total EFTS	478	355	8442	420	9800	↓
EFTS Maori % of Total EFTS	9%	12%	8%	15%	13 - 18%	↑

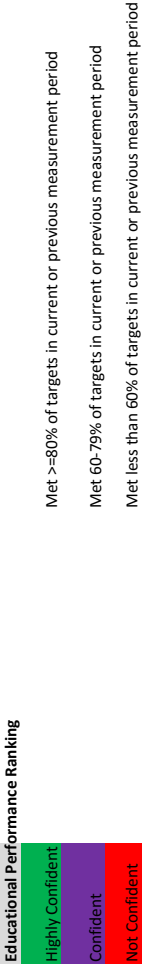
Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions
External moderation	Green	All courses will be done as per plan.
ITO moderation	Amber	Not yet fully in the clear with Competenz.
NZQA, unit standard and NZDB mod	Green	All courses will be done as per plan.
Internal moderation	Green	All courses will be done as per plan.
Monitoring	Amber	BAT visit 24+25 May where progress is assessed.
Accreditation	n/a	
NZQA Consistency Reviews	Green	Planning for 2019 with TKK.
Ako Ahimura/Academic Citees	Green	Had per plan except one; New PAQCs will replace Ako Ahimura for 2018.
Education Act Compliance		
Non compliance notices from NZQA and ITOs		
International Student Code	Green	No deviations to our knowledge.
Compliance	Green	Few BAT courses slightly under - fixed S2 scheduling 2018s.
Learning Hours	Green	
Student Attendance	Green	
Student matters		
Complaints and Appeals.	Amber	Few verbal concerns received - dealt with.
Academic Integrity instances.	Amber	None so far this year.
Programme Development		
New Programme Developments	Green	All programme developments were approved by NZQA. Now writing 27 courses of NZCert Auto L4 (2) issue - under-started (they were repurposed to teach added Fab intakes). VW: Writing progressing, co-teaching VW staff with mostly VW resources. NZCert SSOP L4+L3 TBC.
Course Development	Green	
Rating		Confident
Self-Assessment activity		
PEP and action plan	Amber	No L1-6 PEPs done 2017 because Maraaho; 2018 under way
PEP action plan review	Amber	Some from 2017 done; Some programmes now replaced.
Student Evaluation and Engagement	Green	Student NPS 2017 second best of all departments; 2018 scheduled.
Stakeholder engagement	Green	Several initiatives since 2017 + Industry Advisory Groups coming 2018.
End of course report and action plan	Amber	Trials & Pilots in Unitec then start VSM aiming end of S2.
Action Plan reviewed	Amber	When End of Course course reports in place.
Academic Dashboard data utilisation	Blue	Not yet applicable



EFTS Pasifica % of Total EFTS	23%	20%	13%	20%	19 - 20%	↗
EFTS International % of Total EFTS	9%	26%	24%	0	24%	
Contribution Margin	50%	44%		45%		↘
Revenue per FTE	\$ 166,982.01	\$178,436.00		\$ 200,000.00		↕

Educational Performance Rating	Confident
<b>SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS</b>	
Practice Pathway student NPS second highest of all Practice Pathways, though with some gaps that are being actioned. Focussed actions re Competenz for external quality, continue (Fabrication portfolio). Course Writing project (NZCert Auto L4 (2)) getting a staffing check towards adjustments considering the unexpected sudden extra intakes Jan-Mar '18 - which caused non-ideal repurposing of development resources for operations. Shortage of suitable practical workspaces re Fabrication/Welding likely to increase 2019 with some pains, considering growth from the new Fabrication programme, strong High Schools interest, and industry comments re CNC potential (which has not yet been addressed) - 2019 Timetable planning process will partially reflect this except CNC. Possible NZCert SSCP (2+) Course Writing for income growth, only if resourced from Business Case of Bridgepoint (status unknown, following up).	

Capability in Self-Assessment Rating	Confident
<b>RISKS and ISSUES</b>	
Must secure and sustain priority, actions, and resourcing for academic quality re Competenz. Must lock in appropriate resourcing/staffing at the required places for operations and development. Potential more business income to be prioritised with latest investment/ spending approaches. Relative isolated enrolment problems impacting on the unique NZCert Auto L4 environment. Moving some classes to Saturdays in 2019, will impact on students. Constraints forcing review of late extra intakes, incl. High Schools.	



Academic Dashboard (Interim)	
Practice Pathway Group	Engineering
Reporting Date	May 2018

Overall Status

PERFORMANCE									
Graduate Outcomes			Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/ <b>Interventions</b>
Graduates Employed or Studying			94%	84%	86%	90%	86%	↗	
Relevance of Qualification			93%	82%	77%	85%	79%	↗	
Graduate NPS			17	26	9	30	34	↗	
Student Perception									
Student NPS			5	-17	3	29	29	↗	
Course and Programme Performance									
Course Completion (SAC Students)			77%	76%	81%	78-82%	80-84%	↗	
Course Completion (SAC Maori)			66%	60%	75%	70-74%	77 - 81%	↗	There is temporary an issue in NZCEE. Currently we have an early intervention initiative with the Pacific Learning Centre and MIPPT
Course Completion (SAC Pacific)			66%	62%	71%	71-75%	75 - 79%	↗	
Course Completion (International)			77%	84%	88%	75-79%	-	↗	
Course Completion (Under 25s)			72%	71%	78%	75-79%	80 - 84%	↗	
Course Completion (All students)			76%	77%	83%	75-79%	-	↗	
Course Retention (SAC students)			91%	92%	90%	85-90%	85-90%	↗	
Course Retention (SAC Maori)			77%	84%	84%	85-90%	84%	↗	
Course Retention (SAC Pacific)			87%	89%	85%	85-90%		↗	
Course Retention (International)			95%	96%	97%	85-90%		↗	
Course Retention (Under 25s)			90%	91%	90%	85-90%		↗	
Course Retention (All students)			93%	93%	91%	85-90%		↗	
Student Retention (SAC EPI)			91%	91%	66%	76%		↗	
Qualification Completion (Cohort) (SAC Students)					57%	50%			
Qualification Completion (Cohort) (SAC Maori)					46%	50%			
Qualification Completion (Cohort) (SAC Pacific)					49%	50%			
Qualification Completion (Cohort) (International)					61%	50%			
Qualification Completion (Cohort) (Under 25s)					57%	50%		↗	
Qualification Completion (Cohort) (All students)					58%	50%		↗	
Staff Engagement and Perception									
Staff NPS			-8	-63.00	-57	19		↗	
Staff Engagement			54%	51%	60%	63%		↗	
ADEPs Completed and submitted			0%	0%		0%			
Research									

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress, Comments/Activities/ <b>Interventions</b>	
External moderation	Green	External moderation for selected courses are done every semester for BEngTech and NZDE programmes. NZDS will undergo the planned external moderation this year.	
ITO moderation	Green	NZCEE has been externally moderated by SKILLS ITO twice this far (once early 2018, once late 2017)	
NZQA, unit standard and NZDB moderation	NA		
Internal moderation	Green	All courses are currently being internally moderated as per planned.	
Monitoring	Blue	August 2018 by Chris Cook	
Accreditation	Green	BEngTechCivil accredited until 2021	
NZQA Consistency Reviews		NZCEE consistency review is planned for 2018.	
Ako Ahimura/Academic Cities	Green	PAQS planned for 2018.	
Education Act Compliance			
Non compliance notices from NZQA and ITOs			
Compliance	Green	No known issues	
Learning Hours	Green	No known issues	
Student Attendance		No known issues	
Student matters			
Complaints and Appeals.	Green	No formal complaints in 2018 yet.	
		2 incidences involving misuse of SACs were investigated within the stipulated policy timeframes.	
Academic Integrity instances.	Green		
Programme Development			
New Programme Developments	Green	Courses in NZDS Year 2 and BEngTech Mechatronics have been completed/being developed on time for delivery.	
Course Development	Green		
Rating		Confident	
Self-Assessment activity			
PEP and action plan	Green	All PEPs are completed and action plans were proposed	
PEP action plan review	Green	Currently with Dean	
Student Evaluation and Engagement	Green		
Stakeholder engagement	Green	April and will be holding 1 Electrical	
End of course report and action plan	Green		
Action Plan reviewed	Green		
Academic Dashboard data utilisation	Blue	Not yet applicable	

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>
External moderation	Green	External moderation for selected courses are done every semester for BEngTech and NZDE programmes. NZDS will undergo the planned external moderation this year.
ITO moderation	Green	NZCEE has been externally moderated by SKILLS ITO twice thus far (once early 2018, once late 2017)
NZQA unit standard and NZDB moderation	NA	NA
Internal moderation	Green	All courses are currently being internally moderated as per planned.
Monitoring	Blue	August 2018 by Chris Cook
Accreditation	Green	BEngTechCivil accredited until 2021
NZQA Consistency Reviews	Green	NZCEE consistency review is planned for 2018.
Ako Ahimura/Academic Cities	Green	PAQS planned for 2018.
Education Act Compliance		
Non compliance notices from NZQA and ITOs		
International Student Code Compliance	Green	No known issues
Learning Hours	Green	No known issues
Student Attendance	Green	No known issues
Student matters		
Complaints and Appeals.	Green	No formal complaints in 2018 yet.
Academic Integrity instances.	Green	2 incidences involving misuse of SACs were investigated within the stipulated policy timeframes.
Programme Development		
New Programme Developments	Green	Courses in NZDS Year 2 and BEngTech Mechatronics have been completed/being developed on time for delivery.
Course Development	Green	
Rating		Confident
Self-Assessment activity		
PEP and action plan	Green	All PEPs are completed and action plans were proposed
PEP action plan review	Green	Currently with Dean
Student Evaluation and Engagement	Green	
Stakeholder engagement	Green	April and will be holding 1 Electrical
End of course report and action plan	Green	
Action Plan reviewed	Green	
Academic Dashboard data utilisation	Blue	Not yet applicable



Academic Dashboard (Interim)		
Practice Pathway Group	Computer Science	
Reporting Date	May 2018	

Overall Status

PERFORMANCE							
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Pathway Year on Year Trend	Comments/Activities/ <b>Interventions</b>
Graduates Employed or Studying	67%	67%	86%	70%	86%	↗	Issues were identified by both students and industry and are being addressed through the new curriculum
Relevance of Qualification	78%	75%	77%	80%	79%	↗	
Graduate NPS	28	-7	9	30	34	↗	
Student Perception							
Student NPS	15	3	3	12	29	↗	Main areas of concern were related to enrolment issues
Course and Programme Performance							
Course Completion (SAC Students)	77%	80%	81%	80%	80-84%	↗	
Course Completion (SAC Maori)	64%	74%	75%	77%	77 - 81%	↗	Network support for Māori students has had successful outcomes
Course Completion (SAC Pacific)	67%	65%	71%	75%	75 - 79%	↗	Network addressing support for Pacific students as a project during 2018
Course Completion (International)	92%	92%	88%	90%	—	↗	
Course Completion (Under 25s)	72%	78%	78%	78%	80 - 84%	↗	
Course Completion (All students)	85%	87%	83%	85%	—	↗	
Course Retention (SAC students)	90%	93%	90%	90%	—	↗	
Course Retention (SAC Māori)	86%	90%	84%	83%	—	↗	
Course Retention (SAC Pacific)	86%	89%	85%	85%	—	↗	
Course Retention (International)	97%	98%	97%	97%	—	↗	
Course Retention (Under 25s)	89%	93%	90%	89%	—	↗	
Course Retention (All students)	94%	96%	91%	91%	—	↗	
Student Retention (SAC EPI)	90%	92%	66%	0%	—	↗	
Student Completion (Cohort) (SAC Students)			57%	60%	—	↗	
Qualification Completion (Cohort) (SAC Māori)			46%	50%	—	↗	
Qualification Completion (Cohort) (SAC Pacific)			49%	50%	—	↗	
Qualification Completion (Cohort) (International)			61%	55%	—	↗	
Qualification Completion (Cohort) (Under 25s)			57%	32%	—	↗	
Qualification Completion (Cohort) (All students)	-	-	58%	60%	—	↗	
Staff Engagement and Perception							
Staff NPS	-39	-67.00	-57	-20		↗	place for 2018. Some of the staff concerns regarding management of the pathway (mentioned in 2017 NPS) have already been addressed. We are having weekly staff meetings now and including staff and ALs in
Staff Engagement	81%	70%	60%	70%		↗	
ADEPs Completed and submitted	0%	0%		100%			In progress
Research							
Industry funded projects	1	1	23	1	33	↗	
Research Active Programmes (Degree and above)	100%	100%	70.00%	100.00%	68%	↗	

Academic Compliance and Quality Assurance			
Quality Assurance	2017	2018 progress. Comments/Activities/ <b>Interventions</b>	
External moderation	Amber	Planned for 2018 and all dates set.	
ITO moderation	Blue	No longer applicable	
NZQA, unit standard and NZDB moderation	Amber	No longer applicable	
Internal moderation	Amber	Planned for 2018 and all dates set.	
Monitoring	Red	Planned for 2018 and all dates set.	
Accreditation		N/A	
NZQA Consistency Reviews		No review planned for 2018	
Ako Ahimura/Academic Citees	Green	PAQC are planned for 2018 and all dates set.	
Education Act Compliance			
Non compliance notices from NZQA and ITOs			
International Student Code Compliance	Blue	Attendance Tracking undertaken for Sem1	
Learning Hours	Green	Audited against Timetabled classes for 2018	
Student Attendance		Attendance Tracking undertaken for Sem1	
Student matters			
Complaints and Appeals.	Amber		
Academic Integrity Instances.	Amber		
Programme Development			
New Programme Developments	Amber	First run of NZCIT Essentials) L4	
Course Development	Amber	Finalising development of NZDIS L5	
Rating		Confident	
Self-Assessment activity			
PEP and action plan	Amber	Completed for 2017	
PEP action plan review	Amber	Commencing with new PAQC	
Student Evaluation and Engagement	Amber	Surveys deployed end Sem 1	
Stakeholder engagement	Red	In progress. Expected to commence July/August 2018	
End of course report and action plan	Amber	Due end Semester 1	
Action Plan reviewed	Amber	Commencing with new PAQC	
Academic Dashboard data utilisation	Blue	Not yet applicable	

OA Research outputs per FTE	56	55	577	27	360	→	→
External Research Income	\$48,917.70	\$ 4,658.10	#####	#####	#####	→	→
Financial Performance							
Total EFTS	776	744	8442	831	9800	→	→
EFTS Maori % of Total EFTS	3%	3%	8%	0%	13 - 18%	→	→
EFTS Pasifica % of Total EFTS	9%	5%	13%	0%	19 - 20%	→	→
EFTS International % of Total EFTS	30%	58%	24%	0	24%	→	→
Contribution Margin	65%	74%		76%		→	→
Revenue per FTE	#####	\$483,162.00		\$510,571		→	→

Educational Performance Rating	Confident
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Capability in Self-Assessment Rating	Confident
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SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS							
Overall, the pathway performed well in 2017 with some improvements achieved in the following areas: course competition amongst SAC, SAC Maori and International students. In 2018 we are planning on continuing the work we have done so far in ensuring the success of our students, as well as focus on our Pacific students, staff engagement and perception as well as seek further external research funding/income. • Success rate has gone up overall across all programmes for all students and for Maori. • Increasing collaboration with other pathways and networks at Unitec - The High Technology Network (HTN) is leading the way in introducing interdisciplinary and multidisciplinary perspectives to the curricula to improve relevance and provide more pathways of study for learners in 2018 and 2019. The cultural and operational challenges in bringing this initiative to fruition are significant but not unsurmountable as we work collaboratively with colleague to remove barriers • A new workload model has been proposed by the institution and is already in use this year. For each course, the class size, number of assessments, preparation level and staff experience is taken into account, hence providing a more accurate estimate of staff workload.							
RISKS and ISSUES							
At a CS pathway level we need to ensure that in 2018 monitoring as well stakeholder engagement takes place as planned. • Increasing Maori and Pacific enrolments - BEHT network has set up a number of Mahi Toa groups including Mahi Toa Maori, who are looking at increasing the number of EFTS and success rate of Maori students across all programmes in 2018 and 2019. • Re-establishment of the programme committees - this has been addressed with the establishment of Programme Action Quality Committee (PAQC) for the High Technology Network. The PAQC covers the postgraduate and undergraduate programmes in the High Technology network. All programmes changes and compliance accountabilities are managed by this committee going forward.							

Colour Coding for Results

Green

Exceeded target

Amber

Equalled target

Red

Did not meet target

Blue

No current data available

Educational Performance Ranking

Highly Confident

Met >=80% of targets in current or previous measurement period

Confident

Met 60-79% of targets in current or previous measurement period

Not Confident

Met less than 60% of targets in current or previous measurement period

Academic Dashboard (Interim)		
Practice Pathway Group	Creative Industries	
Reporting Date	May 2018	

PERFORMANCE							
Graduate Outcomes	Pathway 2016 Actual	Pathway 2017 Actual	Unitec Actual 2017	Pathway Target 2018	Unitec Target 2018	Year on Year Trend	Comments/Activities/Interventions
Graduates Employed or Studying	73%	80%	86%	84%	86%	↑	
Relevance of Qualification	59%	49%	77%	69%	79%	↓	This result will be investigated further and reported back in the next Dashboard iteration.
Graduate NPS	-24	-8	9	25	34	↑	
Student Perception							
Student NPS	-11	-8	3	17	29	↑	
Course and Programme Performance							
Course Completion (SAC Students)	91%	90%	81%	90%	80-84%	↓	While there has been a very slight decline from 2016 to 2017, we believe these to be cyclical and do not feel that they represent any downward trend, nor do they represent any risk. It is useful to note that all of the figures are above the Institutional average.
Course Completion (SAC Maori)	87%	84%	75%	83%	77 - 81%	↓	
Course Completion (SAC Pacific)	82%	80%	71%	80%	75 - 79%	↓	
Course Completion (International)	94%	97%	88%	97%	-	↑	
Course Completion (Under 25s)	91%	91%	78%	92%	80 - 84%	↓	
Course Completion (All students)	92%	91%	83%	85%	-	↓	
Course Retention (SAC students)	93%	92%	90%	92%	-	↓	
Course Retention (SAC Maori)	90%	87%	84%	87%	-	↓	
Course Retention (SAC Pacific)	87%	82%	85%	82%	-	↓	
Course Retention (International)	96%	98%	97%	98%	-	↑	
Course Retention (Under 25s)	93%	93%	90%	93%	-	↓	
Course Retention (All students)	94%	93%	91%	77%	-	↓	
Student Retention (SAC EPI)	93%	92%	66%	0%	-		
Qualification Completion (Cohort) (SAC Students)			57%	0%	-		
Qualification Completion (Cohort) (SAC Maori)			46%	0%	-		
Qualification Completion (Cohort) (SAC Pacific)			49%	0%	-		
Qualification Completion (Cohort) (International)			61%	0%	-		
Qualification Completion (Cohort) (Under 25s)			57%	0	-	↓	
Qualification Completion (Cohort) (All students)	-	-	58%	0%	-	↓	
Staff Engagement and Perception							
Staff NPS	-87	-75.00	-57	1	-	↑	It is gratifying to note that there has been an increase in both engagement and participation
Staff Engagement	40%	51%	60%	64%	-	↑	
ADEPs Completed and submitted	0%	0%	-	58%	-		Complete for 2018
Research							
Industry funded projects	1	1	23	1	33	↓	
Research Active Programmes (Degree and above)	20%	100%	70.00%	75.00%	68%	↑	
QA Research outputs	56	46	577	35	360	↓	
External Research Income	\$ 47,017.34	\$ 42,222.31	#####	#####	#####	↓	Staff departures have contributed to a slight fall off in targets
Financial Performance							
Total EFTS	607	472	8442	473	9800	↓	
EFTS Maori % of Total EFTS	14%	15%	8%	0%	13 - 18%	↑	
EFTS Pasifica % of Total EFTS		17%	13%	0%	19 - 20%	↓	
EFTS International % of Total EFTS	8%	11%	24%	0	24%	↓	
Contribution Margin	48%	32%		72%		↓	

Overall Status

Academic Compliance and Quality Assurance		
Quality Assurance	2017	2018 progress. Comments/Activities/Interventions
External moderation	Amber	Planned for 2018 and all dates set.
ITO moderation	Blue	N/A
NZQA, unit standard and NZDB moderation	Green	N/A
Internal moderation	Green	Planned for 2018 and all dates set.
Monitoring	Green	Planned for 2018 and all dates set.
Accreditation	N/A	N/A
NZQA Consistency Reviews	N/A	N/A
Ako Ahimura/Academic Cttees	Green	PAQCs planned for 2018 and all dates set.
Education Act Compliance		
NZQA and ITOs		
Non compliance notices from		
International Student Code Compliance	Blue	Attendance Tracking undertaken for Sem1
Learning Hours	Green	Audited against Timetabled classes for 2018
Student Attendance		Attendance Tracking undertaken for Sem1
Student matters		
Complaints and Appeals.	Green	
Academic Integrity Instances.	Green	
Programme Development		
New Programme Developments	Green	NZCert Study & Career Prep L4 has commenced in 2018 replacing the CDVA, CCMA and CertMus
Course Development	Green	Design is currently being investigated.
Rating	Highly Confident	
Self-Assessment activity		
PEP and action plan	Green	Completed 2018
PEP action plan review	Green	To be discussed at PAQCs
Student Evaluation and Engagement	Green	Completed end semester 1 2018
Stakeholder engagement	Amber	In progress. First meeting end Sem1. 2018
End of course report and action plan	Green	In progress.
Action Plan reviewed	Amber	To be discussed at PAQCs
Academic Dashboard data utilisation	Blue	Not yet applicable

Revenue per FTE	\$ 215,449.20	\$ 181,166.00	\$ 226,276.00			
Educational Performance Rating		Confident				
SUMMARY OF OVERALL PERFORMANCE AND PROPOSED ACTIONS						
There is a great sense of cohesion and direction across the Pathway with the teaching, but a growing culture of unease with perceived lack of direction with the new facilities. Despite a diverse or scattered portfolio of offerings, we share a tight objective to bridge between applied education and professional practice. Staff are engaged and aligned through ADEP. Affiliative initiatives to build an underlying culture of collaboration and innovation include feeding the students at selected lunchtimes, HoPP-led forums with student reps, and having access to all staff on Monday mornings. Staff meetings are held once on month; every other Monday morning is scheduled for IP's and contractors so that PD, Research seminars, and vital other Pathway meetings happen in this time. We are ready to activate new and existing disciplines in the proposed Academic Portfolio so that the whole Pathway can function as a large Production-House entity. This will align with industry in a more direct way, although certain disciplines such as Screen, Acting, and Dance are already very well partnered with professional peers. Staff professional development and Mātauranga Māori capabilities are being addressed with regular workshops. We are positively engaged with EER, and are doing everything within our capacity to have a healthy EFTs profile. The first cohort of Dance students from the Beijing Dance Academy is going very well; we expect the next intake in 2020.						
Educational Performance Ranking						
Green	Exceeded target	Highly Confident				
Amber	Equalled target	Confident				
Red	Did not meet target	Not Confident				
Blue	No current data available					
Capability in Self-Assessment Rating		Highly Confident				
RISKS and ISSUES						
Facilities, and the uncertain future state of where we will house the programmes upon vacating the northern end of campus, are a constant detractor for potential and current students. Our new Academic Portfolio relies on the Pathway functioning with fit-for-purpose learning environments, where all complementary disciplines co-exist. To do this, and to comply with industry H&S demands, we will need functional facilities in PASA and DCA. We are at a critical juncture with DCA. Now that the first cohort of BCE students have finished their 3 year journey, we can see that the need for Arts & Design offerings exist alongside an entrepreneurial degree. Self-assessment capabilities need further growth across the Pathway and we are addressing this. DCA is currently understaffed and we will need to address this in order to develop and offer robust and market-facing Design & Contemporary Arts suites of courses. We really need more student support services in the Northern end of campus; students are feeding back to us the constant message that they are unable to access Te Puna due to lack of time in their lunch break. Some capex and H&S items are still outstanding due to budget restrictions, and this could soon limit the scope of teaching possibilities.						

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<b>To</b>	Academic Board	<b>From</b>	Simon Nash, Director Ako
<b>Title</b>	Proposed review of Unitec Learning & Teaching Strategy	<b>Date</b>	31 May 2018

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### Purpose

To seek Academic Board endorsement for a review by the Unitec Ako Ahimura Committee of the current Learning & Teaching Strategy.

### Recommendation

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That the Academic Board endorses the recommendation from the Unitec Ako Ahimura Committee for a review of Unitec's Learning & Teaching Strategy.

### Rationale

The Learning & Teaching Strategy does not exist in a single place. For purposes of this proposed review, the Ako Ahimura Committee confirm that the Strategy is summarized in this document:

1. Learning and Teaching at Unitec (*Learning and Teaching Booklet* 2016)

And comprises these contributing documents:

2. Living Curriculum (*Mapping the Living Curriculum* 2010)
3. Poutama (*Poutama* 2011)
4. Learning and Teaching Models (*Future Pedagogies and Learning & Teaching Models* 2014)
5. eLearning Strategy 2.0 (*Curriculum, Learning and Teaching – Envisioning the Future, Enhancing the Now* 2014)

Over the last few years, some of these documents have lost some visibility (e.g. the Living Curriculum); others have become out-of-date as Unitec's approach to teaching and learning evolves, or as decisions made elsewhere (e.g. in the Transformation) supersede or conflict with aspects of the Strategy documents.

The Ako Ahimura Committee would like to see a clear, strong statement about the strategic direction of learning and teaching made for Unitec staff, students and stakeholders, including NZQA and the EER process.

### Next Steps

If Academic Board approves the proposed review, the Ako Ahimura Committee will begin a review, consulting with Unitec stakeholders, to develop a renewed strategy.

### Attachments

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1. Learning and Teaching Booklet (2016)
2. Mapping the Living Curriculum (2010)
3. Poutama (2011)
4. Future Pedagogies and Learning & Teaching Models (2014)
5. Curriculum, Learning and Teaching – Envisioning the Future, Enhancing the Now (2014)

# Learning and Teaching

at Unitec Institute of Technology



*Tahuna te ahimura o te ako*  
LIGHT UP WITH LEARNING

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At Unitec, our goal is to ensure an engaging learning experience for all.

Our educational purpose is to support our graduates to develop their capabilities and skills for success in their careers and contributions to their community.

Learning and teaching approaches are inevitably evolving in response to new research and emerging trends in society, education and innovation. We are constantly monitoring and analysing these trends and their impact on our current and future learners, which then enables our unique Unitec offering.

This guide has been created to provide an overview of the way we approach learning and teaching, and to encourage ongoing evaluation and development of programmes and courses so that Unitec graduates are a force for social and economic sustainability and growth.

**Linda Keesing-Styles**

Dean, Teaching and Learning,  
Unitec Institute of Technology



## Curriculum Approach and Characteristics

All of our Unitec programmes are structured around an approach that we call the Living Curriculum.

The Living Curriculum is more than course content or a syllabus – it is a holistic learning programme. It is about an active, dynamic process of learning that is jointly owned by learners and teachers, which gives life to the notion of ‘ako’ (the reciprocal relationship between learning and teaching).

The Living Curriculum has 11 characteristics which are present in every programme. These are:

- 1. Involves complex conversations** - teachers, learners and other relevant industry or community partners exchange and challenge ideas, and provoke new thinking.
- 2. Is curiosity/enquiry led, and stimulating** - the learner's interest and curiosity is stimulated and enquiry forms the basis of the learning experience.
- 3. Integrates learning with work** - knowledge and practice from the workplace are an implicit part of the learning experience which can occur in any context.
- 4. Is socially constructed** - self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience.



- 5. Embeds mātauranga Māori** - Māori concepts and perspectives are woven into the holistic learning experience.
- 6. Blends face-to-face and web-based learning**
  - each process offers valuable contributions to the learning process.
- 7. Is research-informed and encourages research engagement where appropriate** - there is a reciprocal relationship between research and learning.
- 8. Has a discipline base, and is also interdisciplinary**
  - contemporary workplaces require the ability to work within and across disciplinary boundaries.
- 9. Develops literacies for lifelong learning**
  - which can include digital, information, academic and workplace literacies.
- 10. Includes embedded assessment** - assessment is a learning event in itself. Learners benefit from timely feedback.
- 11. Considers issues of sustainability** - which includes environmental, social, economic and other relevant sustainability issues.









# Principles of Learning and Teaching

The Living Curriculum gives rise to a set of principles that guide learning and teaching approaches. Learners should expect to experience these as part of their studies.

## Conversation

Learners and teachers engage in the exchange of ideas within and beyond the learning community (including with industry and community partners).

## Curiosity/Enquiry

Learners and teachers ask and answer questions to help develop meaning.

- » Teachers become facilitators and co-learners and learners become investigators, seekers and problem-solvers.

## Collaboration

Learners take responsibility for their own learning and participate actively within a wider learning community.

- » Teaching and learning occur within a teacher-led community of enquiry.
- » Teachers model skills and procedures, and progressively fade to encourage learner engagement.
- » Teachers provide regular and timely feedback to learners.
- » Learners are encouraged to work closely with peers, teachers and other community resources.



## Self-efficacy

Learning is focused on the development of confidence and capability.

- » Teachers ensure that learners are supported to develop foundational knowledge to aid their learning.
- » Learners are helped to become independent self-monitors of their learning.
- » Teachers engage in the ongoing development of their teaching practice.

## Problem-solving

Learning is anchored in meaningful problem-solving environments.

- » Learners are involved with creating solutions to authentic problems through the development and completion of projects.

## Reflection

Learners and teachers reflect on the consequences and implications of actions associated with learning and teaching.

- » Learners and teachers collectively reflect on, and evaluate, the learning and teaching environment and processes.
- » Learners and teachers consider the implications of learning outcomes on the practice environment.

## Creativity

Learners are encouraged to find creative alternatives to known situations to gain new skills and construct new understanding. Teachers nurture learners' resourcefulness and resilience.





## Poutama

The embedding of mātauranga Māori is one of the characteristics of the Living Curriculum. This is guided by the Poutama which was created to support teaching departments, support services and academic leaders, to embed Mātauranga Māori in curriculum.

The Poutama has six pou, each of which has three levels of progression. The pou represent the following key areas of learning and teaching – relationships, assessment, pedagogy, course content, te reo and community.

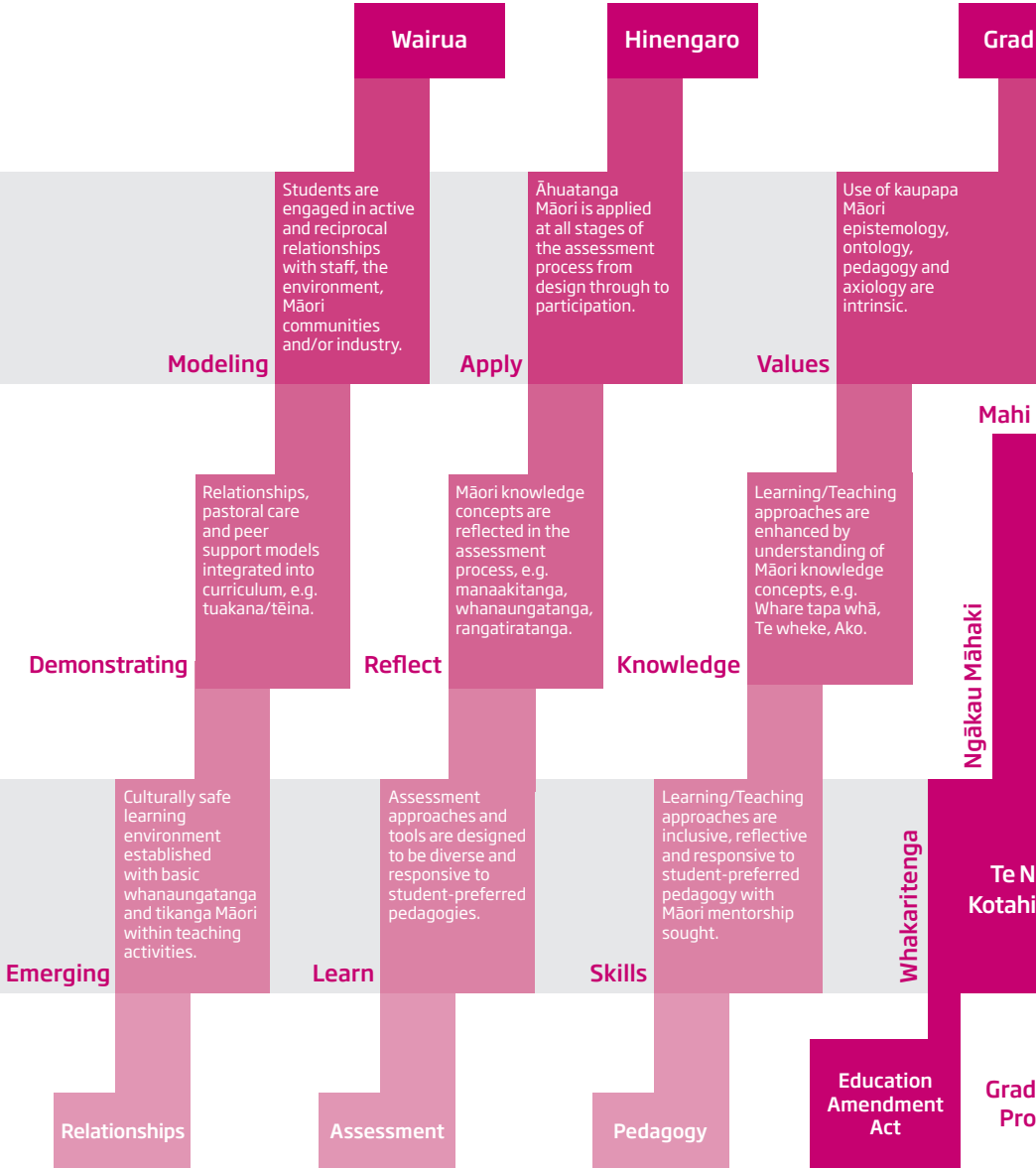
Contact the Kaihautū for support and more information.

The stepped patterns of “*tukutuku*” panels symbolise genealogies, and the various levels of learning and intellectual achievement.

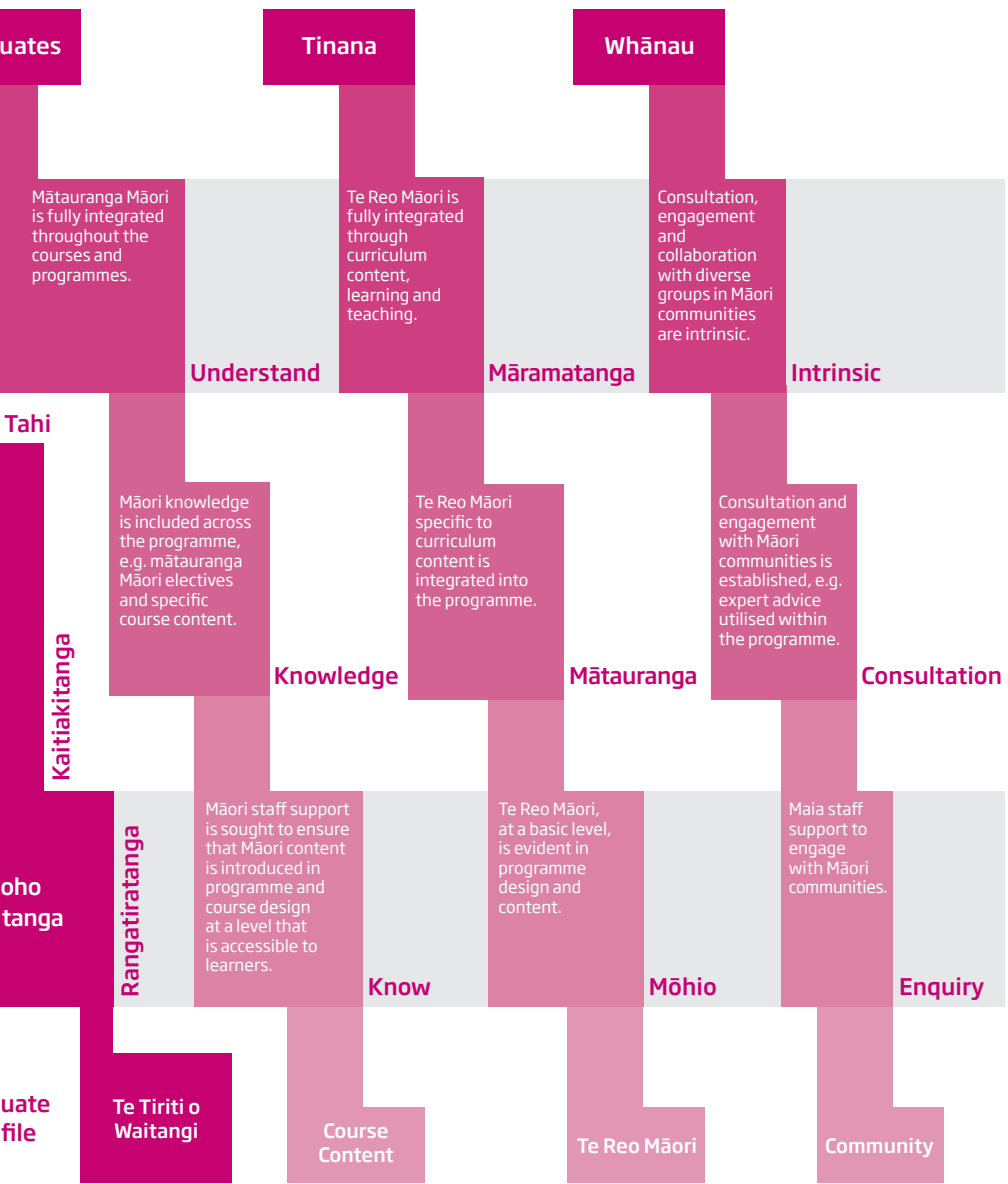


POUTAMA

Mātauranga Māori in the Living Curriculum









# Learning and Teaching Models

We have endorsed three Unitec Learning and Teaching Models which apply to all programmes. These models are based on international trends in education as well as our aspirations to ensure our graduates are highly productive, talented, and have the capabilities to be lifelong learners. Every programme sits within one of the models, which are:

## 1. Primarily on-campus

Blended but with a strong face-to-face focus

## 2. Highly blended

Blended but with a strong web-based focus

## 3. Authentic work-based learning





# Components of the Learning and Teaching Models

Each model has four components that reflect the Living Curriculum's characteristics and contribute to blended provision. These components can be approached in multiple ways and vary in distribution across the three models, but every programme will contain all four. The components are:

## 1. Collaborative, On-campus Teaching and Learning

**Place** On campus

---

**People** Learners and teachers<sup>1</sup>

---

**Process** Active, face-to-face collaborative teaching and learning experiences that might include: flipped classroom, studio, lab teaching, workshops, wānanga, lectures, online participation, work-integrated learning.

---

**Practice** In the Medical Imaging programme, on-campus collaborative learning involves the use of a team-based learning approach that engages students in active collaborative learning processes that challenge them to make their own meaning of specific contexts and situational factors.

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<sup>1</sup> Teachers in this context can include lecturers, tutorial assistants, industry professionals and supervisors.



## 2. Web-based Learning That Has a Taught Component

**Place** Web-based (typically, but not always, off campus)

---

**People** Learners and teachers

---

**Process** Active, collaborative web-based teaching and learning experiences that may be synchronous or asynchronous. Materials and learning and teaching processes are developed and learners participate actively as a requirement of the course, supported by teaching staff. This may utilise a wide range of platforms including, but not limited to, Echo360, Blackboard Collaborate, myPortfolio and Moodle.

---

**Practice** In the Common First Semester initiative, a bring-your-own-device (BYOD) approach sees learners able to participate in their learning anywhere, anytime through the use of a range of teacher-supported web-based learning platforms.

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### 3. Authentic Work-based Learning

**Place** Authentic workplace environments

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**People** Learners and workplace supervisors (Unitec and non-Unitec)

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**Process** Work-based learning is defined as learning that occurs wholly or predominantly in authentic workplaces and is therefore distinguished from work-integrated learning which does not necessarily occur in the workplace. This can include but is not limited to: placements; practicum; industry projects; apprenticeships; clinical practice and work experience.

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**Practice** Landscape Architecture students developed designs for Otara Lakes – a work-based project where students responded to a brief for a real issue and presented their concept design work for the remediation to key stakeholders.

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## 4. Independent Learning

**Place** Range of places and circumstances, including online

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**People** Learners

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**Process** This component of the course is primarily managed by the learner. Any web-based component may involve some resources or provocations previously added by the teacher as part of structuring and preparing for the course. It does not, however, require direct teacher support for the learner.

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**Practice** In the Certificate in Automotive and Mechanical Engineering, the teachers take a curatorial approach to resources to assist learners in independent enquiry and identification and analysis of information.

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# Learning and Teaching Approaches

Our models also require new - and emerging - approaches to learning and teaching, some of which are described below.

## Flipped Classroom

This implies a change from traditional teaching. Students are exposed to new material outside of class, often through short lecture videos or readings, and then class time can be used to do the harder work of assimilating that knowledge through strategies such as problem-solving, hands-on experimenting, discussion or debate.

## Gamified Learning

This takes elements of video game design that make them fun and motivate players to keep playing, and applies those elements in a non-game context to support learning. This can include the immediate feedback and stimulation of games to motivate students to remain engaged in learning activities. Not to be confused with ***game-based learning***, where students learn through playing commercially produced video games OR design and create their own games.





### **Laboratories** (*Equipment-based Learning*)

Used in areas such as science, health, engineering and computing education, this approach enables first-hand experience through observation and manipulation of materials in laboratories. Laboratory-based learning allows students to apply concepts, solve problems, experiment and test. It develops critical and analytical thinking skills.

Hands-on laboratory time is increasingly combined with virtual laboratory work that either simulates the laboratory, demonstrates techniques, or allows remote collaboration by students within real laboratory settings.

### **Makerspaces**

Dedicated communal workspaces where learners work on class and self-directed projects, sharing tools that are not commonly available to individual students (e.g. video equipment, laser cutters or 3D printers). Makerspaces are often hosted on campus by libraries. The emphasis is on *making*.

### **Mobile Learning** (*mLearning*)

Mobile Learning is 'learning across multiple contexts, through social and content interactions, using personal electronic devices'. mLearning tools include tablets, smartphones and hand-held computers – any device that is mobile enough to allow learning to take place anywhere. mLearning emphasises collaborative activities such as feedback, recording activities, blogging and polling (Crompton, 2013).

## Noho Marae

Literally means to stay/sleep on the marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g. experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).

## Online Learning (e.g. Collaborate, Echo360, Moodle, Web-based)

This refers to access to learning experiences through the use of technology. Online learning is underpinned by notions of connectivity, collaboration, active learning, individualisation of education, flexibility, and the promotion of varied interactions in order to facilitate the creation of knowledge (Moore, Dickson-Deane & Galyen, 2011).



## Project-based Learning (PBL)

Project-based learning is based on the use of authentic, significant (i.e. substantial and requiring some time) projects which require students to work through an enquiry process. Students often work across courses and cohorts on projects. PBL projects are often integrated into an actual professional setting, e.g. workplaces. PBL aims to tap into students' decision-making ability, curiosity and interest in 'real world' experiences that align with their interests and typically vocational aims.

## Studio-based Learning (SBL)

Studio-based learning is an investigative and creative mode of learning based in action and making. Studio-based learning is most common in disciplines such as architecture, design and performing arts, but is also used in many other areas such as carpentry, engineering and computing.

It is typically undertaken through projects that involve making an artefact, often collaboratively and through a 'research' process that combines applied theory and professional practice.

Feedback and 'studio critique' (the 'crit') of student work in studio is often provided through moderated sessions by a combination of peers, teachers and practitioners (Australian Learning and Teaching Council).



### **Team-based Learning (TBL)**

This involves a structured form of small-group learning where students prepare knowledge out of class (often through reading) and have to apply that knowledge in class in groups. Typically, in class time students complete a test individually and then complete the same test with group members using collaborative discussion to reach consensus about the answers. TBL taps into the strengths of group work that arise when team members associate closely with their team and are motivated to compete with other teams.

### **Work-based Learning (WBL)**

At Unitec, we adopt the following definition of work-based learning: "Learning through work, i.e. through engagement in the activities and purposes of the workplace" (Reeve and Gallagher, 2000). This encompasses new, emergent and current practices that enhance students' work-readiness skills or expand existing professional capabilities.

**For more information on any of the material contained in this brochure, please contact the Dean, Teaching and Learning, or Te Puna Ako Learning and Teaching Centre on extension 7361.**



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## Mapping the Living Curriculum

The Living Curriculum is defined by a number of characteristics. The Unitec Principles of Learning and Teaching are identified on the left hand side of this table and are themselves derived from the characteristics of the Living Curriculum. When the characteristics and the principles are analysed alongside each other, four key ideas that underpin approaches to learning and teaching become evident. These are:

- enquiry (how learners go about asking and answering questions);
- discipline (how learners engage with the knowledge that underpins the discipline);
- autonomy (how learners increasingly develop their capability and confidence); and
- conversation (how learners engage with self and others to develop understandings).

Embedded in each idea is the concept of Ako, described here. Desire for knowledge is the catalyst for enquiry to be conceptualised and articulated. The consequence of this are complex relationships where critical consciousness and student engagement evolve through pedagogical practice. The autonomy and potential of the learner is attained through the teacher/learner relationship using diverse forms of intercultural communication. This lifts the mana (authority) of the knowledge and the integrity of the institutional environment. Ako should be considered and incorporated at all levels, consistent with the intent of the Living Curriculum.

The levels here map against the NZQF level descriptors and represent typical first year expectations for students in certificates (L3), diplomas and degrees (L5), and postgraduate study (L7/8). When defining approaches for other levels, the expectations will bridge the gaps between levels as described here. These are indicative expectations only and groups of learners within particular contexts and disciplines may deviate from these.

At the end of the document some guidance and provocation about assessment is included. This builds on the information contained in the earlier explanations of key ideas and levels.

<p><b>ENQUIRY</b></p> <p>The process of enquiry is at the heart of what we do in tertiary study. It starts with thinking about the world, formulating a question, finding information about the question, interpreting and testing ideas and information, generating and synthesising ideas, presenting and reflecting on the process. This in turn will generate further questions.</p> <p><b>Ako as wananga</b> Wananga informs the curriculum through critical enquiry. The relationship of the learner and the teacher is interdependent and reciprocal for personal and communal good. In this context, the teacher is prepared to learn from the learner.</p>				
<p><b>Conversation Curiosity/Inquiry Collaboration Self-Efficacy</b></p> <p><b>Problem-Solving Creativity Reflection</b></p>				
<p><b>ENQUIRY</b></p> <p>The process of enquiry is at the heart of what we do in tertiary study. It starts with thinking about the world, formulating a question, finding information about the question, interpreting and testing ideas and information, generating and synthesising ideas, presenting and reflecting on the process. This in turn will generate further questions.</p> <p><b>Ako as wananga</b> Wananga informs the curriculum through critical enquiry. The relationship of the learner and the teacher is interdependent and reciprocal for personal and communal good. In this context, the teacher is prepared to learn from the learner.</p>				
<p><b>Conversation Curiosity/Inquiry Collaboration Self-Efficacy</b></p> <p><b>Problem-Solving Creativity Reflection</b></p>				

<p><b>DISCIPLINE</b></p>	<p>Defined as a community of practice which has a (contested and evolving) body of knowledge and theory, based on particular ways of knowing and practising, which is taught and applied and researched. A discipline has its own literacies and language. Members of the discipline (faculty, learners, practitioners, scholars, etc) identify with this community of practice and help to induct new members.</p> <p><b>Ako as kaupapa</b> Kaupapa is a process by which the intellect internalises, distinguishes, and creates new knowledge</p>			
	<p><b>Level 3</b></p> <p>Learners are guided to engage with knowledge from sources that are readily available and directly applicable to solving familiar problems.</p> <p>Learner and teacher conversations develop from previously established meanings and aim to reach shared understandings</p> <p>Both learners and teachers have a significant role to play in the development of knowledge</p> <p>Learners have some ability to chart their own course of enquiry within clear direction</p> <p>Learners begin to construct and reflect on their disciplinary identity, but the relationship of specific knowledge to the discipline may not yet be known</p>	<p><b>Level 5</b></p> <p>Learners are partly guided from specific sources and co-create knowledge that is specialised and may have areas of depth.</p> <p>Learners have guided conversations (with peers and teachers) about analysing and interpreting problems and identifying appropriate responses</p> <p>Learners blend guided and self-directed enquiry</p> <p>Learners understand the relationship of specific knowledge to the discipline.</p> <p>Learners begin to have interdisciplinary conversations about multiple perspectives from a disciplinary base</p>	<p><b>Level 7</b></p> <p>Learners have a 'command' of knowledge that is highly specialised to a discipline.</p> <p>Learners synthesise disciplinary knowledge.</p> <p>Learners begin to acquire independent enquiry skills and begin to create disciplinary knowledge.</p> <p>Learners independently and creatively apply conceptual knowledge in complex, variable, specialised contexts</p> <p>Learners engage in interdisciplinary collaboration.</p> <p>Learners can independently assess their command of knowledge</p>	<p><b>Level 8</b></p> <p>Learners engage in creating knowledge in highly specialised areas but potentially unpredictable contexts</p> <p>Learners link other relevant disciplines to their own disciplines and practice</p> <p>Learners independently generate specialised disciplinary knowledge with some interdisciplinary relevance</p> <p>Learners capably evaluate and critique disciplinary knowledge and have the ability to synthesise that knowledge (including in their practice)</p> <p>Learners construct and reconstruct a disciplinary identity based on their engagement with disciplinary and interdisciplinary knowledge</p> <p>Learners generate and/or analyse data, reach coherent conclusions about their topic of investigation, present findings in discipline-specific formats and develop a list of areas for further study</p>



<p><b>AUTONOMY</b></p> <p>Individuals taking increasing charge of their own learning, which may be best achieved through a scaffolded and staged process of learning how to learn, planning, managing and reflecting on the process and products of learning.</p> <p><b>Ako as mana</b> Mana binds the authority of learner and teacher with matauranga (knowledge). Integrity is developed through a process of poutama (scaffold learning)</p>				
	<b>Level 3</b>	<b>Level 5</b>	<b>Level 7</b>	<b>Level 8</b>
	Learners receive ongoing assistance with learning how to learn	Learners engage with a wide range of contexts, including theoretical and unfamiliar contexts, with a degree of independence	Learners display a deep knowledge of the discipline across a wide range of specialised contexts, and operate with full independence.	Learners operate with some autonomy and responsibility for achieving outcomes of the learning process
	Learners engage with a defined range of contexts in largely directed activity to assist the development of independence	Learners have significant responsibility for the nature, quality and quantity of outcomes with direction from teacher	Learners are entirely accountable for determining, achieving and evaluating personal and group outcomes.	Learners engage capably in a range of specialised familiar and sometimes unpredictable learning contexts
	Learners receive ongoing supervision and constructive feedback by teacher	Learners are expected to be able to manage their own learning with some supervision and structured input from teachers on learning strategies.,	Learners manage and have personal responsibility for group or individual work projects and can self and peer assess.	Learners participate actively in group settings but take personal responsibility for the generation of individual outputs
Conversation Curiosity/Inquiry Collaboration Self-Efficacy Problem-Solving Creativity Reflection	Learners are given explicit and structured input on the process of reflecting and evaluating their own learning	Learners are expected to be able to work in groups, undertake projects, understand peer and self assessment with some support.	Learners can form a Community of Practice and cooperatively manage the dynamics of the group with some guidance	Learners evaluate their own work and capably evaluate the outputs of others
	Learners are introduced and supported, in a structured manner, to working in groups, project work, self and peer assessment	Learners begin to operate as a Community of Practice with direction on roles and responsibilities within the group		Learners participate in relevant communities of practice within their area of the discipline
	The notion of Community of Practice is introduced and developed			

Conversation Curiosity/Inquiry Collaboration Self-Efficacy Problem-Solving Creativity Reflection				
<b>CONVERSATION</b>				
<p>Conversations about enquiry, knowledge, practice, learning and teaching are significant for engagement between and among learners, teachers, practitioners, communities, scholars, and with self and texts. Conversation develops beyond chat or discussion and becomes true dialogue that involves analysis, synthesis, critical thinking and reflection. Effective conversations help to build inclusive relationships, involve questions as well as answers, and facilitate the expression of different points of view.</p> <p>Conversations are contextually situated, and both technology and relationships mediate and facilitate conversations.</p> <p><b>Ako as puawaitanga</b> Ako acknowledges that curriculum development derives from diverse forms of intercultural communication.</p>				
Level 3	Level 5	Level 7	Level 8	
<p>Conversations encourage student curiosity</p> <p>Conversation is facilitated through reading, writing, speaking, internet searches, etc</p> <p>Learner needs inform the direction of the learning process</p> <p>Learners are introduced to and supported to achieve group outcomes</p> <p>Learners engage in and utilise discussions that focus largely on familiar contexts and situations</p> <p>Learners are encouraged to consider and integrate new ideas and diverse perspectives from relevant conversations (peers, teachers, practice)</p> <p>Learners are supported to identify ways to reflect on their own work/practice</p>	<p>Learners collaborate with peers and participate in supported peer observation and assessment</p> <p>Teacher-led communities of practice are an integral part of promoting conversation and collaboration</p> <p>Teacher-learner conversations assist teachers in determining learning content and process</p> <p>Learners work together with guidance to define and resolve familiar and unfamiliar problems</p>	<p>Learners engage in learning processes requiring self reflection and peer assessment</p> <p>Learners participate in introducing and clarifying content</p> <p>Learners establish and maintain collaborative communities of practice based on specialised knowledge and practices</p> <p>Conversations are inter-disciplinary, complex and specialised and focus on innovative solutions</p> <p>Learners take responsibility for facilitating complex conversations</p>	<p>Learners engage in complex conversations demonstrating intellectual independence</p> <p>Learners generate content and utilise it as the basis for critically reflective conversations within the discipline</p> <p>Conversations involve interdisciplinary engagement and evaluation of theoretical concepts</p> <p>Learners take primary responsibility for generating critically reflective conversations, sometimes in unpredictable contexts</p>	

Conversation Curiosity/Inquiry Collaboration Self-Efficacy Problem-Solving Creativity Reflection	ASSESSMENT			
	Level 3	Level 5	Level 7	Level 8
<p>Assessments should link directly to the learning expectations identified in this document and reflect the learning and teaching principles. The expectation is that across the levels, learners will be able to increasingly:</p> <ul style="list-style-type: none"> <li>• contribute and respond in reflective ways</li> <li>• integrate their own examples,</li> <li>• create their own enquiry questions and hypotheses supported by existing disciplinary knowledge</li> <li>• explore the application of disciplinary knowledge, methods and techniques to new problems/ questions</li> <li>• practice how to analyse and evaluate expert and peer 'performance'</li> </ul> <p>In your assessments, are your learners able/required to develop and demonstrate:</p>	An understanding of core enquiry skills	A command of fundamental enquiry skills	A command of formalised academic research skills	Increasing expertise in highly specialised research skills and procedures
	General use of the foundational language of the discipline	A broad knowledge of the language of the discipline	Specialised use of the language of the discipline	Highly specialised use of the language of the discipline and capable reference to interdisciplinary concepts
	Comprehension of core concepts and processes that underpin the discipline	The interpretation and application of key methodologies/processes that are inherent to the discipline	A command of key methodologies/ processes that are inherent to the discipline	Mastery in complex and advanced methodologies/processes inherent in the discipline
	The ability to apply core concepts in familiar situations	The ability to apply a range of concepts in mainly familiar contexts	An understanding of the underlying concepts of the discipline and a <i>specialised</i> understanding of selected sub fields	Advanced capability to integrate, evaluate and synthesise concepts within and outside the discipline
	An awareness that knowledge is constructed within the/a discipline	An emerging understanding of how knowledge is constructed within the discipline	The ability to transfer abstract concepts into new and unfamiliar situations	The ability to apply highly abstract concepts in specialised and unpredictable contexts
	Their growing confidence to express themselves within the discipline	Increasing participation both individually and collaboratively in the discipline	The application of knowledge to develop a response to abstract (but contextualised) problems	Expertise in participating with clarity and confidence in the conversations of the discipline

In these assessments, learners would be expected to incrementally demonstrate a range of critical analysis skills, evaluative and design skills, the ability to predict outcomes and results of key factors in a range of discipline-specific situations, anticipate problems, design workable solutions to those issues.

For further support for developing assessments, check the resources available at: [http://lcommunityunitec.ning.com/notes/Notes\\_Home](http://lcommunityunitec.ning.com/notes/Notes_Home)

November 2010





# memo

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To	Faculty Academic/Learning and Teaching/Programme Committees	Date	29 August 2014
CC			
From	Linda Keesing-Styles	Phone No.	
Subject	<b>Future Pedagogies and Learning and Teaching Models</b>		

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As part of the development of the Transformation Business Case, we were asked to undertake a process to develop new models of learning and teaching that would assist Unitec in conceptualising and planning for our desired future. Currently, there are no guidelines or agreed models and this has resulted in a situation where all programmes have been able to identify for themselves the number of contact hours and the nature of these hours in terms of delivery modes and pedagogies. Consequently there are currently some programmes with unacceptably high and unsustainable contact hours. As we work towards a future where both hybrid (blending face to face and online) and work-based learning are key components of our provision, this exercise also allowed us to consider how these would be included in future models.

There were two key drivers – defining our future learning and teaching models and assisting in the process of planning for spaces as part of the property component of the transformation plan. The attached documentation outlines the drivers, process and outcomes of the modeling exercise which was undertaken with a number of programmes and departments across the institution. The proposed models have now been approved in principle by Academic Board and will be implemented for all programmes by 2017. Later this year the Executive Deans will establish a schedule for movement to the new models.

Given all the complexity we live within and the nature of continuous change, these models will necessarily be dynamic as we refine our capability in WBL and eLearning. However, the models and related pedagogies give us an immediate guide.

## **Recommendation**

**That the Committee notes the new Learning and Teaching models.**

## **New Pedagogies and Spaces – Future Learning and Teaching Models**

### **Developing the Models**

Developing new learning and teaching models is a complex business if we want to ensure that our approaches achieve several key purposes. They must:

- Articulate with the Living Curriculum
- Truly utilise 21<sup>st</sup> century pedagogies
- Allow for a range of disciplinary differences
- Cater for a broad range of provision from L1-10
- Encompass different pedagogical modes including Work-based learning and Online-intense learning
- Facilitate effective utilisation of reduced yet enhanced learning and teaching spaces.

The process to develop these new models is outlined in Appendix 1. Definitions of learning and teaching approaches are included in Appendix 2. Explanations of the various components are in Appendix 3.

Modelling work was carried out with several departments across the institution to capture 'standard' provision and potential outliers in future pedagogical models. This process indicated some teacher-intense existing and proposed provision with very heavy contact hours that do not promote learner independence. The models developed intend to address such issues without unreasonably compressing directed learning hours.

The intention with the models is that every programme in the institution will opt in to a particular model, and these will be updated as pedagogies themselves evolve. Essentially there are three key types of learning and teaching model:

1. Primarily on-campus (hybrid but with a strong face-to-face focus)
2. Highly blended (hybrid but with a strong online focus)
3. Authentic work-based learning

These offer options at both VET and Undergraduate level with the VET models offering slightly higher contact hours to reflect the learning demands at this level. At the Postgraduate level, there is a single model which reflects the predominance of independent learning at level 8 and above. 'Delivery blocks' are not addressed here and are an additional item for negotiation with departments to cater for block, accelerated, compressed or non-semesterised courses.

### **Components of the Learning and Teaching Models**

Each model has four components that contribute to hybrid provision and reflect the Living Curriculum characteristics:

- a) Collaborative, on-campus teaching and learning
- b) Online learning that comprises part of the 'taught' component but does not require 'classroom' space
- c) Work-based learning that occurs in authentic work environments
- d) Independent learning

All four components will likely include some degree of web-enabled learning. It is also acknowledged that there could be arguable overlaps between the categories though these are clarified in Appendix 3.

Each of the models offers a significant range in the online, work-based and independent learning components, while the on-campus range is narrow. This creates:

- clarity for the institution in terms of space planning; and
- options for personalising programmes at departmental level without impacting the provision of institutional spaces.

However, these assume significant requirements for learning corridors, bookable spaces and social spaces for students.

**Also implicit is the need to establish learning pathways within each of the models so that programmes are developed and designed to sequentially build learner capability and independence. This will require a significant degree of professional development to ensure teachers are able to support sustainable learning practices.**

## LEARNING AND TEACHING MODELS

### 1. Pathway/VET Level Models

Pathway and VET (vocational education and training) models are designed to accommodate most Level 3 and 4 certificate programmes whether 60 or 120 credits (or more in NZ quals). There may be uneven distribution of components across two semesters.

#### 1.1. Collaborative, on-campus model

<b>On-campus</b>	<b>33-40%</b>
Online	15-40%
Work-based <sup>1</sup>	Up to 15%
Independent	20-50%

#### 1.2. Work-based learning model (including industry-based programmes)

<b>On-campus</b>	<b>20-25%</b>
Online	15-20%
Work-based	30-50%
Independent	25-40%

#### 1.3 Highly blended model

<b>On-campus</b>	<b>20-25%</b>
Online	20-30%
Work-based <sup>1</sup>	Up to 15%
Independent	40-50%

### 2. Undergraduate Level Models

Undergraduate models are designed to accommodate all undergraduate degree programmes and Level 5, 6 or 7 diplomas. Diplomas will reflect years 1, 2 and/or 3 respectively depending on level.

#### 2.1. Collaborative, on-campus model

	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<b>On-campus</b>	<b>30-40%</b>	<b>30-40%</b>	<b>Up to 33%</b>
Online	10-25%	10-25%	10-25%
Work-based <sup>2</sup>	Up to 15%	10-15%	10-70%
Independent	25-50%	30-50%	Up to 66%

<sup>1</sup> Recommended but not mandatory

<sup>2</sup> Mandatory for all programmes except those whose regulatory requirements prohibit such practices



**2.2. Work-based learning model**

	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<b>On-campus</b>	<b>20-25%<sup>3</sup></b>	<b>15-25%</b>	<b>10-25%</b>
Online	15-30%	15-20%	10-15%
Work-based	25-40%	30-50%	30-60%
Independent	25-40%	Up to 25%	Up to 25%

**2.3. Highly blended model**

	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<b>On-campus</b>	<b>15-25%<sup>4</sup></b>	<b>20-25%</b>	<b>10-20%</b>
Online	20-30%	25-40%	10-20%
Work-based	Up to 15%	10-20%	20-40%
Independent	50-60%	40-50%	30-50%

This model moves the focus to work-based in the third year.

**3. Postgraduate Level Model**

The single postgraduate model is designed to incorporate all postgraduate programmes, regardless of type. Postgraduate programmes assume a substantial component of independent learning, particularly in the dissertation/thesis/project phase. This model does not specify components of online, work-based or independent learning as these vary significantly and are often conflated. Similarly, required spaces will need to be negotiated on a case by case basis as there are variations in the taught/supervision components.

**2.1. Postgraduate model**

	<b>Year One</b>	<b>Year Two</b>
<b>On-campus</b>	<b>Up to 15%</b>	<b>Up to 10%</b>

<sup>3</sup> Inclusive of common first semester

<sup>4</sup> Inclusive of common first semester

Types	Examples	Total hours - range	
		Sem 1	Sem 6
On-campus structured	i.e. taught, collaborative, lecture, studio, fab-lab, vocational space, lab	120-300	120-210
Online (may be on or off campus)	i.e. outside of formal on-campus components as above – students locate own space if on campus	120-240	120-180
Independent	i.e. unstructured, no teacher, students locate own spaces if on campus – can include online	180-240	120-300
Work-based learning	i.e. off campus, in the workplace, may involve online learning but no on-campus space	Up to 90	120-300

## Assumptions:

- That property developments will result insignificant site relocations and property consolidation for the start of semester 1, 2017.
- That there will be significant reductions in and maximised utilisation of available spaces.
- That spaces will be designed to support 21st century pedagogies.
- That degree programs in 2017 will not be the same as they are in 2014.
- That program silos are being progressively dismantled with significant increases in sharing context-neutral courses across programs.
- That program development needs to be occurring now because the bachelor program students who will experience 2017 delivery arrangements will be year 1 students in 2015.
- That this is a modelling exercise that is not program-specific and does not predetermine actual program configurations.
- That actual cohort numbers can be calculated after the model/s are developed.

## Task

1. Assume existing cohort size
2. Using 600 hours (60 credits) as the currency, map the projected 2016+ distribution of hours against semesters 1-6 of existing/planned degree (working within the ranges identified above). Identify if there is anything significant that could indicate these ranges are not workable or inclusive.
3. For each of the taught components, identify the types of pedagogies that will be used and roughly how many hours are likely to be required against each type (e.g. how many hours of 'lectures', studios, lab sessions, collaborative class sessions, etc)
4. Map the projected hours against number and type of spaces required – e.g. one large flexible lecture space for 30 hours, or two large collaborative classroom spaces for 50 hours each. Generalise as much as possible. Identify any required spaces that sit outside of those currently suggested or specific to the discipline (e.g. rehearsal space).

## **New Pedagogies and Spaces – Workshop Information**

### **Pedagogies of Engagement – Living Curriculum Characteristics**

1) Unitec programmes will have a living curriculum that :

- a) involves complex conversations
- b) is curiosity/inquiry led, and stimulating
- c) integrates learning with work
- d) is socially constructed – self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience
- e) embeds mātauranga Māori
- f) blends face-to-face and web-based learning
- g) is research-informed and encourages research engagement where appropriate
- h) has a discipline base, and is also interdisciplinary
- i) develops literacies for life-long learning
- j) includes embedded assessment
- k) considers issues of sustainability

Indicative Learning and Teaching Approaches	Indicative Learning and Teaching Spaces
<ul style="list-style-type: none"> <li>a) Curriculum (empty) Spaces</li> <li>b) Flipped Classroom</li> <li>c) Gamified Learning</li> <li>d) Laboratories (equipment based learning)</li> <li>e) Lectures</li> <li>f) Makerspaces</li> <li>g) Noho Marae/wananga</li> <li>h) Online Learning (Collaborate, Echo360, Moodle, web-based)</li> <li>i) Mobile Learning (mLearning)</li> <li>j) Peer Assessment Processes</li> <li>k) Project-based Learning</li> <li>l) Self-directed Learning</li> <li>m) Studio-based Learning</li> <li>n) Team-based Learning</li> <li>o) Tuakana/teina Learning</li> <li>p) Tutorials</li> <li>q) Work-based Learning (and authentic assessment)</li> <li>r) Authentic Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative classroom spaces (technology enabled)               <ul style="list-style-type: none"> <li>– small (&lt;30) and large (&lt;60)</li> </ul> </li> <li>• Flexible lecture spaces</li> <li>• Learning Corridors/Breakouts</li> <li>• Vocational spaces – technology-based/experimental               <ul style="list-style-type: none"> <li>– small (&lt;30), medium (&lt;40) and large (&lt;50)</li> </ul> </li> <li>• Fab lab</li> </ul>

## Learning and Teaching Approaches – Definitions

### A. Curriculum (empty) Spaces

The curriculum allows room for the social and individual construction of knowledge that is new to the student and may be new to others. This knowledge construction takes place either within the discipline (e.g. science, health) and its particular approach to knowledge, literacies and learning, or across disciplines where new transdisciplinary knowledge is created.

### B. Flipped Classroom

This implies a change of focus from traditional teaching where students gain first exposure to new material outside of class, often through short lecture videos or readings, so class time can be used to do the harder work of assimilating that knowledge through strategies such as problem-solving, hands-on experimenting, discussion or debate.

### C. Gamified Learning

Gamified learning takes elements of video game design that make them fun and motivate players to keep playing, and applies those elements in a non-game context to support learning. A gamified approach employs elements such as the immediate feedback and stimulation of games to motivate students to remain engaged in learning activities. Not to be confused with **Game-based learning**, where students learn through playing commercially produced video games OR design and create their own games.

### D. Laboratories (equipment based learning)

This involves using first-hand experience in observation and manipulation of materials in laboratories to develop understanding and skills in areas such as science, health, engineering and computing education. Laboratory-based learning allows students to apply concepts, solve problems, experiment and test. It develops critical analytical thinking skills. Hands-on laboratory time is increasingly combined with virtual laboratory work that either simulates the laboratory, demonstrates techniques, or allows remote collaboration by students with real laboratory settings.

### E. Lecture

The traditional tertiary method where the “subject matter expert tells the students about the major topics that make up the discipline or professional area, and what the latest thinking is. The assumption is that the flow of information is one-way, student contribution usually being limited to questions and requests for clarification” (Biggs, 1999, p.80).

### F. Makerspaces

Dedicated communal workspaces where learners work on class and self-directed projects, sharing tools that are not commonly available to individual students (e.g. video equipment or laser cutters or 3D printers). Makerspaces are often hosted on campus by libraries. The emphasis is on **making**.

### G. Noho Marae

Literally means to stay/sleep on marae. The phrase typically refers to a stay on marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning (e.g. experiencing how physical, spiritual, emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Maori (content)).

### H. Wānanga

The term is often used interchangeably with the phrase “noho marae” as noho marae are often the setting in which wānanga take place. Wānanga however, refers specifically to the process of acquiring or arriving at highly evolved knowledge. It is typically intensive and always reflective of a Māori cultural context, both in practice and in content. Principles of wānanga are

also adopted for non-Māori content/context. Wānanga as a noun refers to the institution, the forum and or gathering, the content of tribal knowledge or learning and finally the expert that facilitates and oversees the process of acquiring highly evolved knowledge. Wānanga as a verb also refers to the process - to meet and discuss/deliberate something of importance.

#### **I. Online Learning (e.g. Collaborate, Echo360, Moodle, web-based)**

This refers to access to learning experiences via the use of technology. Online learning is underpinned by notions of connectivity, collaboration, active learning, individualisation of education, flexibility and the promotion of varied interactions in order to facilitate the creation of knowledge (Moore, Dickson-Deane & Galyen, 2011).

#### **J. Peer Assessment Processes**

Students provide feedback and assessment to their peer students. Used developmentally, peer assessment is valuable for the assessor and those assessed. It requires the student/peer assessor to gain a sound understanding of standards and assessment criteria on which to base feedback. The processes of feeding back and peer exchange are very valuable in the peer assessor's own work. Used summatively, peer assessment typically should not comprise more than 10-20% of final grades for a course and should be paired with other forms of assessment for the same product or process (The University of Waikato, 2009).

#### **K. Project-based Learning (PBL)**

Project-based learning is based on the use of authentic, significant (i.e. substantial and requiring some time) projects which require students to work through an enquiry process. Students often work across courses and cohorts on projects. PBL projects are often integrated into an actual professional setting, e.g. workplaces. PBL aims to tap into students' decision-making ability, curiosity and interest in 'real world' experiences that align with their interests and typically vocational aims.

#### **L. Self-directed Learning**

Self-Directed Learning is "a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes." (Knowles, 1975).

#### **M. Studio-based Learning**

Studio-based learning is an investigative and creative mode of learning based in action and making. Studio-based learning is most common in disciplines such as architecture, design and performing arts, but is also used in many other areas such as carpentry, engineering and computing. It is typically undertaken through projects that involve making an artifact, often collaboratively, and via a 'research' process that combines applied theory and professional practice. Feedback and 'studio critique' (the "crit") of student work in studio is often provided through moderated sessions by a combination of peers, teachers and practitioners (Australian Learning and Teaching Council).

#### **N. Team-Based Learning (TBL)**

This involves a structured form of small-group learning where students prepare knowledge out of class (often through reading) and have to apply that knowledge in class in groups. Typically, in class time students complete a test individually and then complete the same test with group members using collaborative discussion to come to consensus about the answers. TBL taps into the strengths of group work that arise when team members associate closely with their team and are motivated to compete with other teams.

#### **O. Tuakana/teina Learning**

The tuakana-teina relationship, an integral part of traditional and contemporary Māori society, functions as a mentoring-type relationship. An older or more expert tuakana (brother, sister, or cousin) works alongside a younger or less expert teina (originally a younger sibling or cousin of

the same gender). In a learning environment that recognises the value of ako, the tuakana-teina relationship is a reciprocal one in which roles may be reversed at any time (Ministry of Education, 2009; Tahau-Hodges, 2010). Additionally, tuakana supports the teina to acquire new knowledge and/or skills while the teina challenges their tuakana to also grow and gain insights that he/she had not previously explored, through the collective process. Both tuakana and teina are actively engaged in a process that deepens their knowledge and understanding.

#### **P. Tutorials**

Tutorials are the place where curiosity and enquiry are encouraged and conversations are the norm. They complement the large lecture or other standardised teaching format. Students should be much more active in the tutorial than they would typically be expected to be in a lecture. The tutorial should aim to “set rich tasks, ask probing questions, challenge misconceptions, manage the proceedings appropriate to the students’ levels of understanding and chair the proceedings” (Biggs, 1999, pp. 83-85).

#### **Q. Work-based Learning, Work-integrated Learning (and authentic assessment)**

(From the Unitec website) “We [acknowledge] that learning arises through engagement in work. We opt for Hills et al (2003) definition which says that by 'learning through work' we mean that learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace'. Work-based learning in higher education is actually learning in workplaces as part of higher education. It aims to respond in a timely manner to employer needs. WBL curricula focus on processes as much as content, and emphasise both professional and generic knowledge, skills and understanding.

#### **R. Mobile learning (mLearning)**

Mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices". mLearning tools include tablets, smartphones and handheld computers, i.e. devices that are mobile and allow learning to take place anywhere. mLearning emphasises collaborative activities such as feedback, recording activities, blogging and polling (Crompton, 2013).

#### **S. Authentic learning (industry, simulation, Artificial Intelligence, etc)**

Authentic learning is based on and reflective of real-life demands in the industry in its learning and teaching processes, including assessment.

#### **T. Ako**

The concept of ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators’ practices are informed by the latest research and are both deliberate and reflective. Ako is grounded in the principle of reciprocity and also recognises that the learner and whanau cannot be separated (Ministry of Education, 2008). In an ako based reciprocal learning relationship teachers are not expected to know everything. In particular, ako suggests that each member of the classroom or learning setting brings knowledge with them from which all are able to learn (Keown, Parker & Tiakiwai, 2005). This may be as straightforward as scenarios students bring from personal experience which they can apply theory to or theorise from. There are implications here for facilitation and also the definition of disciplines and subjects within disciplines. The metaphor for ‘traditional’ tertiary study is a curriculum of horizontal fields of expertise and vertical relationships between expert and novice. Perhaps the former is now vertical (interdisciplinary) and the latter horizontal.

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## Appendix 3

### Learning and Teaching Models – Component Definitions

The new learning and teaching models each have four components which can be approached in multiple ways and vary in distribution across the four models. The following are definitions of the four components to assist departments and programme teams in distributing hours and learning and teaching approaches across the various components.

#### ***On-campus taught***

There are two key ideas here:

1. The learning and teaching experience occurs on campus and requires dedicated space
2. The learning and teaching experience has a ***taught*** component that requires the attendance of a ***teacher*** who can be a lecturer, tutorial assistant, supervisor or other teaching staff.

Multiple approaches are implicated and many of these are outlined in the learning and teaching approaches definitions. They include but are not limited to: flipped classroom, studio, eventorials, lab teaching, workshops, wānanga, lectures, collaborative learning classes, online participation, work-integrated learning.

#### ***Online taught***

There are three key ideas here:

1. The learning and teaching experience occurs online and does not require dedicated on-campus space
2. The learning and teaching experience has a ***taught*** component that requires the attendance of a ***teacher*** who can be a lecturer, tutorial assistant, supervisor or other teaching staff.
3. The learning and teaching experience may be synchronous or asynchronous

The main idea to be considered here is that active teaching and learning occurs. Materials and learning and teaching processes are developed and learners participate actively as a requirement of the course, supported by teaching staff. This may utilise a wide range of platforms including but not limited to Bb Collaborate, myPortfolio and Moodle. This is separate from the independent learning component that may include online learning.

#### ***Work-based learning***

Work-based learning is defined as learning that occurs wholly or predominantly in authentic workplaces and is therefore distinguished from work-***integrated*** learning which does not necessarily occur in the workplace. Unitec is developing resources to support work-based learning and there are multiple legitimate approaches. These can include but are not limited to: placements; practicum; industry projects; apprenticeships; clinical practice; work experience.

The work-based learning may or may not require some degree of supervision or on-site support and evaluation/assessment from teaching staff, though this is likely to be a relatively small component of the total student learning hours.

#### ***Independent learning***

This is the component of the course that is wholly managed by the learner. It can occur in a range of places and circumstances including online. The online component may involve some resources or provocations previously added by the teacher as part of structuring and preparing for the course. It does not, however, require direct teacher support for the learner. If direct teacher support is required, this would be included in the online taught component.

***Note: As programmes move to the new learning and teaching models, particular contexts where the boundaries between on-campus taught and work-based are blurred (e.g. building technology house construction, osteopathy clinic) will be negotiated on a case by case basis.***

## **Curriculum, Learning and Teaching – Envisioning the Future, Enhancing the Now**

### **Background**

In 2009, Unitec initiated its first coherent eLearning Strategy which was implemented formally in Semester 2, 2010 and throughout 2011. During that time, a significant amount of institutional funding was committed to progress the strategy, with positive outcomes. Since that time, a number of contributing factors have continued to create impetus for ongoing enhancement of learning and teaching. These are highlighted through the Great Wave initiative and we must react decisively to confront these factors and remain responsive and relevant.

The 2010-2011 strategy outlined a rationale that remains relevant but now experiences greater urgency. eLearning is a critical component of our reconceptualised approach to learning and teaching which sees the utilisation of a range of learning technologies as integral parts of contemporary and engaging learning experiences. The vision for eLearning, therefore, remains immediately and intrinsically linked to both innovation in teaching and learning and enhancing the student experience. It involves the development of curricula and also the development of Highly Productive Talent, both staff and students.

The following statement from the 2009 statement of work has become even more critical.

*The project is intended to be iterative and interactive and therefore does not prescribe all aspects of the implementation plan but predicts a trajectory of development. It is based on one powerful pedagogical idea – that is that the eLearning strategy will support Unitec’s decision to reconceptualise all programmes within a commitment to ‘living curricula’.*

While we move towards achieving our goal of ensuring eLearning is an embedded component of our educational provision, the term ‘eLearning’ remains inclusive of a range of other related approaches including technology enhanced learning and teaching, online learning, blended learning, virtual learning environments, mlearning (mobile learning) and web-based learning.

### **The Strategy**

The updated strategy presented here has been developed by a core Steering Group (Linda Keesing-Styles – chair, Owen Werner, Peter Hughes, Robert Ayres, Athina Tsoulis, Mark McNeill, Becca Black, Tom Nimmo, Bettina Schwenger and Denis McGrath) working with additional members representing faculties and groups and contributing to each of the strands. It builds on our earlier strategy but is responsive to current capabilities and challenges, other key institutional strategies (primarily Living Curriculum, Technology Strategy, Property Plan) and the complex and dynamic environment in which tertiary education is located.

The Appendix is a distillation of a SWOC which was completed early in the process and has informed the development of the strategy.

## Guiding Principles

The following guiding principles underpin all strategic progression in this area:

1. Curriculum development is consistent with the requirements of key Unitec strategies including the Curriculum Design Policy, Technology Strategy, Property Plan and Timetable Procedures
2. Specified standards and benchmarks underpin curriculum, teacher capability and user experience
3. An environment of 'innovative deviance' is promoted and celebrated (i.e. innovative and creative practice that expands on benchmarks and enhances student learning)
4. Learner engagement and success is the primary purpose and expected outcome and thus learner-generated material and processes are included in curriculum, learning and teaching

## Strategic Goals

Four strands to the strategy have been identified. They cannot be conceptualised or realised in isolation from each other and correspondingly build on existing curriculum, teaching, learning, technology and property strategic initiatives.

### Strand One - Curriculum Development

1. Clear, consistent benchmark standards for the design and provision of all online/blended learning environments are established and maintained to ensure consistency of user experience.
2. Online/blended learning that promotes collaboration - cross-disciplinary, departmental, faculty and external – is implemented.
3. Online/blended learning that includes curation of existing, accessible online resources and embedded student-generated resources is implemented.

### Strand Two - Staff Capability

1. All staff engage with eLearning to agreed standards as a component of curriculum, learning and teaching.
2. Resources and support are provided to enable staff to meet and exceed agreed standards.

### Strand Three - Learner Engagement and Success

1. All online/blended learning and teaching components offer a consistent, coherent yet flexible learner experience.
2. Students are sufficiently supported to maximise engagement with online/blended learning and teaching experiences.

### Strand Four - Technology Support

1. Consistent, efficient and effective facilities and infrastructure underpin high quality provision.
2. Systems to support BYOD for staff and students are developed.
3. Hardware for storage for media / streaming / teaching resources is provided.

**Key: Blue - Plan and Design, Pink – Build, Yellow - Implement**

Strategy and Deliverables		Sem 1 2014	Sem 2 2014	Sem 1 2015	Sem 2 2015
<b>a. Benchmark standards for eLearning environments/components are determined and maintained</b> 1) Draft standards are developed and consulted on broadly 2) Final standards are determined and published 3) All courses will have a Moodle 'landing page' and all Moodle pages meet standards prior to receiving 'Go Live' approval	TPA TPA Depts/Facs/ TPA				
	TPA Facs/Grps TPA/OD Dev teams				
<b>b. Central and distributed institutional capability is utilised broadly to enhance eLearning provision and support</b> 1) Capability parameters are developed 2) Local registers are drafted and a central, searchable register is compiled, published and updated annually 3) Curriculum/eLearning progression utilises a broad base of capability	Central Unit/ Fac Offices TPA/ASC/ Fac Offices TPA/Faculties Dev teams				
<b>c. A central resource working in partnership with faculties provides curriculum development leadership</b> 1) All new curriculum development is coordinated centrally once approved by Leadership Team 2) Processes, procedures and resources are established to support curriculum development 3) Central resource staff nimbly project manage each curriculum development project in collaboration with faculties 4) New/renewed curricula reflect absolute currency, innovation and responsiveness to market through utilising a wide range of expertise (including external consultation/ partnerships) in development and implementation	DTL				
<b>d. Learning designers contribute to the development of all new/renewed curricula</b> 1) Learning designers (central and distributed) are identified and upskilled as necessary					

2) Learning designers are assigned to curriculum development projects	TPA				
3) New and existing resources (e.g. MOOCs, lynda.com, OER resources, YouTube, iTunesU etc) are curated and utilised wherever appropriate in favour of developing new resources	TPA/Dev teams				
4) Guides for the use of resources are developed and published	TPA				
5) All curricula include innovative/contemporary approaches to assessment	Dev teams				
<b>Strategy and Deliverables</b>	<b>Responsibility</b>	<b>Sem 1 2014</b>	<b>Sem 2 2014</b>	<b>Sem 1 2015</b>	<b>Sem 2 2015</b>
<b>a. Benchmark standards are determined and implemented across a range of performance areas</b>					
1) Common and discipline specific skill requirements and expected standards are determined, implemented and maintained	TPA				
2) Central advice and support is provided to faculty and discipline management to determine staff capability needs against required skills and standards	TPA				
3) Accessible institutional 'good digital citizenship' (e.g. copyright, ethical and IP) guidelines are developed, implemented and monitored	TPA/champions				
4) Expectation of engagement and skills acquisition with learning and teaching and expected standards is embedded in the recruitment process (PDs) and through performance management processes	OD/HR				
5) Staff development in learning and teaching including eLearning is recognised and rewarded including the possibility of badging	OD				
<b>b. Dedicated, localised champions with workload allocations are recruited, trained and supported to work in collaboration with central resource</b>					
1) Resourcing issues for champions are resolved	DTL				
2) Champions are recruited and trained and managed by TPA	TPA/Facs/Depts				

<b>c. Innovative practices at departmental, faculty and institutional level are supported and disseminated</b> 1) Regular symposia to celebrate and disseminate innovative practices are held 2) Web Technologies and other cross-institutional CoPs are established and supported 3) An awards system for innovative practice is investigated 4) Workload strategies that recognise and support innovative learning and teaching practices (e.g. time allowances, sabbaticals) are investigated 5) Staff are supported to research and publish in areas of learning and teaching including eLearning	Facs/TPA TPA/champions DTL HoDs/Facs HoDs/Fac	Sem 1 2014	Sem 2 2014	Sem 1 2015	Sem 2 2015
		Responsibility			
		TPA TPA/IMS Wkg party			
		Dept staff Dept staff Dept staff/ TPA IMS			
<b>a. Guidelines/templates and standards for different learning and teaching platforms (e.g. Moodle, Google Drive, Sky Drive) are developed</b> 1) Working party members are identified 2) Agreed/supported learning and teaching platforms are confirmed 3) Guidelines/templates/standards are confirmed and published for supported platforms					
<b>b. Relevant, timely, unambiguous information is clearly communicated to students</b> 1) eLearning components, technology requirements and available support are clearly communicated to students before and during their study (handbooks and websites) 2) Clear, written information about expected number of independent/autonomous hours (including online) is provided to students 3) Courses are made available to students on Moodle two weeks before course starts					
<b>c. Targeted support mechanisms for students are provided</b> 1) Technical workshops (mandatory) are provided during first few					

weeks of semester					
2) Drop-in or roving student experts (e.g. moodle/google drive/skydrive ) to assist students <i>in first few weeks</i> are recruited	TPA/Library				
3) Targeted online support material is developed and published	TPA/Library				
4) Students' existing technical resources and required institutional support (including lease options) are identified and communicated to teaching staff	TPA/Library				
<b>Strategy and Deliverables</b>	<b>Responsibility</b>	<b>Sem 1 2014</b>	<b>Sem 2 2014</b>	<b>Sem 1 2015</b>	<b>Sem 2 2015</b>
<b>a. Core space and provision standards are implemented</b>					
1) Local champions are engaged to participate in prototyping, testing and promoting the use of collaborative spaces	Dept / TPA				
2) A range of teaching space specifications (furniture and technology) and minimum "fit out" of these spaces are developed	TPA/FM/IMS				
3) Experimental spaces to allow staff and students to trial new approaches/ technology are provided	IMS/FM				
4) New or renewed teaching and learning/commons spaces are developed with close collaboration among key institutional strategy leaders	DTL/TPA/IMS/ FM				
<b>b. Flexibility of, and 'ease of access' to, teaching spaces and 'systems' is ensured</b>					
1) Robust wifi/wireless coverage to all teaching/learning spaces on campuses is provided	IMS				
2) Helpdesk support staff with multi-platform skills are recruited	IMS/TPA				
3) Affordable licensing options for staff and student owned machines (with an emphasis on cloud-based solutions are implemented	IMS/TPA				
4) Authentication issues (SSO/Active directory) to allow single-sign-on are resolved	IMS				
5) Integration (front end linking) between LMS and key staff and student systems (e.g. myunitec portal, Nest, integrated	IMS/TPA				

Library Management System and others) are reviewed and aligned					
6) Consistent desktop experience (virtualisation) is provided	IMS				
<b>c. Necessary infrastructure to support these strategies is built</b>					
1) Platforms/software that will be supported as core platforms (eg: 365, Skydrive, ePortfolios, LMS, open source, cloud-based etc) are determined	IMS				
2) Templates for these platforms (e.g. Moodle landing pages) with mandatory adoption are developed	TPA				
3) Self-help resources for staff and students are developed	IMS/TPA				
4) Media streaming server or service (or cloud-based / hosted) is purchased	IMS				
5) Informal flexible wireless-enabled spaces across the campuses are provided for students	IMS refer b 1				

**Notes to Additional \$\$** - figures in red are potentially already included in budget

- a. 2-4 - \$300k covers all three items for 2014
- 2.c - \$240k, 1 FTE per faculty (\$200 included for 2014 in HPT strategic initiatives)
- 3. c - \$25k per semester to provide roving support – this is an absolute minimum and only covers the first few weeks of a semester. Ideally this would be available throughout semester time.



## APPENDIX - SWOC Summary

Outcomes		Actions
<b>Engaging Academic Staff</b>		
Better recognition and support for good practice and local champions		<ul style="list-style-type: none"> <li>• Agreed point for central oversight, project management, feedback and leadership</li> <li>• Effective systems for sharing innovation</li> <li>• New ways to leverage excellence</li> </ul>
Build on positive organisational change from eLearning Strategy 1		<ul style="list-style-type: none"> <li>• Identify successful drivers and how best to support these</li> <li>• Agree key messaging that has worked</li> <li>• Focus on long-term sustainability: drivers that have and haven't</li> </ul>
Broaden the scope of the eLearning strategy		<ul style="list-style-type: none"> <li>• New strategy balances a focus on staff and student proficiency, alongside infrastructure and leadership</li> <li>• New strategy has wider scope: programme design should develop blended learning skills that students will find valuable in other parts of life, in particular working life (its not just a skill to get through a course)</li> </ul>
Teachers need to be confident to explore online learning options (shifting an avoidance culture)		<ul style="list-style-type: none"> <li>• Trusted and respected advice is available</li> <li>• Advice focuses on blended learning pedagogy rather than the tools and technology</li> <li>• Teachers are transitioned into eLearning; a long-term progression into the field supported by a strong cohort- or team-based approach.</li> </ul>
<b>Teaching</b>		
Teachers meet baseline standards or principles for eLearning provision		<ul style="list-style-type: none"> <li>• A range of formal professional development opportunities are available for all staff</li> <li>• Templates and standardised approaches are available for all staff</li> <li>• Just in time tools available</li> <li>• Existing resources from Internet are curated</li> </ul>
Competent users are encouraged to customise eLearning using a variety of tools		<ul style="list-style-type: none"> <li>• Innovative approaches are effectively shared</li> <li>• Innovative approaches conform with review and approval processes</li> </ul>
eLearning is measured (teachers and students)		<ul style="list-style-type: none"> <li>• Teachers are upskilled in learning analytics, student activity is measured</li> <li>• Badging introduced to recognise eLearning proficiency across teachers</li> <li>• GDHE provision for specific eLearning projects</li> </ul>

<b>Leadership</b>	
Unitec moves into a period of consolidation across staff and programmes	<ul style="list-style-type: none"> <li>• Baseline measures for eLearning are enforced by HoD and relevant personnel</li> <li>• Incentives are created for innovative practice and the sharing of this</li> <li>• A mediating process is established for considering issues and directing collective responses to new technology</li> <li>• There is general agreement on which eLearning software and tools will be systematically supported and adopted at Unitec</li> <li>• Agreed eLearning resources are a priority of planning and forecasting</li> <li>• Senior staff agree on purpose and principles of online learning</li> <li>• International and external collaborations reflect an agreed market strategy, also reflecting internal principles</li> </ul>
Unitec manages and rationalises the pace of technological change	
eLearning becomes an established trait of the learning experience at Unitec (a skill of generalists not specialists)	
Strategic decisions about eLearning are clear to both external and internal stakeholders	
<b>Learning</b>	
eLearning components fit student capability	<ul style="list-style-type: none"> <li>• Information is provided to students on eLearning requirements for courses (time and resources required)</li> <li>• Students eLearning ability is assessed</li> <li>• Learners are given clear information on what devices they are required to manage/access/own</li> <li>• Local infrastructure meets learning requirements</li> <li>• Learners have more access to ICT support and guidance</li> <li>• There is greater standardisation of design across programmes</li> <li>• The property strategy ensures consistency of infrastructure</li> <li>• Creation of generic online courses avoids duplication</li> <li>• Expectations are embedded into curriculum development and review processes</li> <li>• Programme advisory and QA teams are upskilled</li> <li>• There are organisation-wide processes for reviewing and considering technology into programmes</li> </ul>
Learners are not disadvantaged by increased expectations	
The experience of eLearning at Unitec is consistent for learners across buildings, courses, Departments and Faculties	
Identify and measure baseline expectations or principles for E-content across all teaching, learning and assessment	
Changes to online provision is subject to peer review and robust process	

## **AGENDA ITEM 9**

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

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<b>To</b>	Academic Board	<b>From</b>	Debra Robertson-Welsh
<b>Title</b>	Quality Alignment Board report	<b>Date</b>	28/05/18

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### **Purpose**

To report back to the Academic Board on the key points from the Qualification Alignment Board meeting held on the 22<sup>nd</sup> May 2018.

### **Key Points**

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#### **Mātauranga Māori Whakahou | Update on progress**

Networks and Practice Pathways shared an update on their engagement with Mātauranga Māori in the programmes and professional development engagement. Many pathways are using the Poutama as a tool or framework for self-assessment, others are integrating Mātauranga Māori professional development activities into capability building.

#### **Programme Action Quality Committees**

The structure and format of the Programme Action Quality Committees were discussed in relation to interaction with other academic committees. A working group was formed to look at the Quality Alignment Board terms of reference and membership. The PAQC proposal will be presented to the June Academic Board.

#### **Course Evaluation Plan (CEP)**

The board worked through a proposed tool for course level evaluation reporting developed by TKK and TPA. The tool was welcomed by the board members and endorsed as a positive move to promote standardisation of practice. The board endorsed a pilot to test the tool to replace course reporting.

END



# memo

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To	Unitec Academic Board	Date	25 May 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Research Committee		

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Professor Christian Probst presented the new model for the HTRN and the UniVator.

The 2017 SRF and ECR internally funded research reports were received.

Simon Nash (Teaching Competency) and Julie McGregor/Fiona Pond (Leadership Competency) attended the May meeting. The URC was highly supportive of these competencies and of Simon Nash's "badging" initiative. The Research Competencies are next to be consulted through to the Research Leaders at their next hui.

The Professorial Mentoring Framework was unanimously supported and the 72% success with co-authoring red lit staff through to peer reviewed publication was highly commended.

Concern was expressed that despite research time allocations in the workload model, staff were not finding time to research in the context of other pressures. The idea was mooted to use this as an opportunity to test the workload model and these points were communicated to the Executive Academic.



# memo

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To	Unitec Academic Board	Date: Monday 28 2018
CC	Marcus Williams - Dean of Research and Enterprise Asher Lewis – UREC Secretary	
From	Nigel Adams Deputy Chair, UREC	Phone No. ext. 7314
Subject	<b>Unitec Research Ethics Committee (UREC) Report</b>	

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## 1. Committee Membership - External and Internal

### 1.1

Erin Hanlon has stepped down as an internal member of UREC.

A call has gone out for new external members to replace Ronelle Baker. HRC regulations require UREC to maintain a member who is an advocate for persons with disabilities, and two members who are Maori. Ronelle filled both of these roles, so the call for EOI seeks people who can filled these positions.

A call for EOIs will also go out to internal staff to fill the position vacated by Erin Hanlon.

## 1.2 Current UREC Committee Composition

Role	Name	Internal or External
Chair	Maria Humperies-Kil	External
Deputy Chair	Nigel Adams	Internal
Secretary	Asher Lewis	Internal
Student Rep.	Tony Gomwe (Master of Computing student)	External
	Sue Wake, Lisa Maurice-Takerei, Rob Moran, Erin Hanlon, Cris De Groot, Tui Matalau	Internal
	Debbie Clarke, Kylie Jackson-Cox, Nano Morris	External

## 2. Submission of Ethics Applications and General Business

### 2.1 Health Research Council of New Zealand

The Health Research Council of New Zealand has requested the UREC participate in a project that looks to examine and evaluate a different definition of 'Health Research'. The new definition would include research projects that look at 'Wellbeing'. UREC is in consultation about the scope of the project and no commitments have been made as to URECs involvement.

### 2.2 Number of ethics applications considered for 2018

The committee have received 24 new applications since the beginning of the year. This number is expected to rise significantly with the submission of projects associated with The Mind Lab. The next meeting of UREC is due to take place on June 20<sup>th</sup> 2018. UREC meeting and application deadline dates for 2017 are attached to this report for noting by the committee.

In conclusion, the committee is anticipating efficient processing and reviewing of new applications, with UREC business conducted in a professional and expert manner in line with Unitec Research Ethics guidelines and policies.

Signed,

A handwritten signature in black ink, appearing to read 'N. Adams', with a large, stylized loop at the end.

Nigel Adams  
Deputy Chair, UREC



## **SUBCOMMITTEE REPORTS**

### **RECOMMENDATIONS**

❖ **Quality Alignment Board**

**That Academic Board receives the Minutes of the meeting(s) of 22 May, 2018.**

Debra Robertson-Welsh (Chair)

❖ **Research Committee**

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

Marcus Williams (Chair)

❖ **Research Ethics Committee**

**That Academic Board receives the Minutes of the meeting(s) of 18 April, 2018.**

Nigel Adams (Deputy Chair)