ACADEMIC BOARD
Agenda Papers

3 July, 2018

ACADEMIC BOARD MEMBERSHIP 2018

CHAIR Executive Dean (Academic)	Merran Davis
DEANS	
Bridgepoint	Nick Sheppard
Business, Enterprise and Technology	Murray Bain
Construction, Infrastructure and Engineering	Mark McNeill
Health & Community and Environmental & Animal Sciences	Debra Robertson-Welsh
Research and Enterprise	Marcus Williams
Teaching and Learning (Mātauranga Māori)	Teorongonui Josie Keelan
OTHER MEMBERS	
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - 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	Moira Fraser
Interim Chief Executive	Merran Davis
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
EX-OFFICIO MEMBERS	
Manager Academic Administration	To be appointed
IN ATTENDANCE	
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 3 July 2018 at **9.00am**
Building 115-1007

AGENDA ITEM 3

PITOPITO KŌRERO O NGĀ HUI/MINUTES OF THE PREVIOUS MEETING

RECOMMENDATION:

That Academic Board approves the Minutes of the meeting of 5 June, 2018.

minutes

Academic Board

Tuesday 5 June 2018 at 9.00am
Building 115-1008

MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Merran Davis (Chair)
Verity Jade
Daniel Fuemana
Moira Fraser
Marcus Williams
Charene Griggs (Proxy for Vanessa Byrnes)

Mark McNeill
Debra Robertson-Welsh
Josephine Kinsella
Teorongonui Josie Keelan
Simon Tries

Simon Nash
Nick Sheppard
Falaniko Tominiko
Danni-elle Lindsay

HUNGA MAHI/IN ATTENDANCE

Steve Marshall

David Glover

Kay Bramley

Michelle Smith (International Business Support Manager)

Karen Miller (Secretary)

1. KARAKIA

The Chair welcomed Simon Tries, the new Manager, Te Korowai Kahurangi to his first Board meeting.

2. NGĀ WHAKAPĀHA/APOLOGIES

Moved: Merran Davis
Seconded: Marcus Williams

That Academic Board notes the apologies for the meeting.

Craig Hilton
Matalena O'Mara

Vanessa Byrnes (Proxy Charene Griggs)

Murray Bain

MOTION CARRIED

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

Moved: Verity Jade
Seconded: Teorongonui Josie Keelan

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

MOTION CARRIED

4. ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018

The Dean, Health & Community and Environmental & Animal Sciences advised that work for the External Evaluation and Review (EER) was tracking well and staff were on board with what was needed to meet the EER requirements. The Chair advised that the recent staff survey reflected this engagement with staff and the survey showed that 54% of staff were aware of the EER.

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 Programme Development Partner referred to the risk about the Postgraduate Diploma in Counselling where a monitor was still not appointed. He noted that the proposal for the new Master of Counselling programme could not go to the New Zealand Qualifications Authority (NZQA) for consideration until a monitor was appointed. He also asked whether the Risks and Issues Register is its current iteration was useful for the Board bearing in mind that a number of the risks on the register had not been resolved although they had been to more than one Board meeting. After discussion, it was decided that the Risks and Issues Register be reviewed by the Manager, Te Korowai Kahurangi and the results of the review brought back to the next Board meeting.

Action: Manager, Te Korowai Kahurangi

(ii) Programme Development Report

The Programme Development Partner advised that in future expiring programmes will be added to the Programme Development Report. Concern was raised about lack of progress with some programme developments and after discussion it was agreed that the Manager, Te Korowai Kahurangi follow up the issue and report back to the next Board meeting.

Action: Manager, Te Korowai Kahurangi

(iii) New Zealand Qualifications Authority (NZQA) and Institutes of Technology and Polytechnics (ITP) Sector Update

It was noted that observers would probably sit in on EER visits although this was yet to be negotiated with NZQA.

(iv) Monitoring of Degrees at Unitec

The Manager, Te Korowai Kahurangi gave a brief update and noted that the key issue to date was the appointment of a monitor for the Counselling programmes.

(v) Moderation Audit Project Report

The Manager, Te Korowai Kahurangi advised that all moderation plans had been received. A sample of pre-assessment moderation reports will be requested from each Practice Pathway. A full audit of post-moderation activity against the provided plans will commence following the end of Semester 1. The Board will be provided with an update when the review is completed.

Action: Manager, Te Korowai Kahurangi

It was noted that appointment of the new Academic Quality Advisor's will provide more visibility around moderation.

6. MAHIA ATU/MATTERS ARISING

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

(a) The Network Deans advised that they had yet to communicate implementation dates to relevant staff for the change to the turnaround for provision of feedback to students following assessment completion from three weeks to ten working days so the Chair requested that this action be done and feedback provided at the next Board meeting.

Action: Network Deans	Due Date: 3 July 2018

(b) The Network Deans paper outlining results from further discussion by the Academic Target Operating Model project (ATOM 1), the Quality Alignment Board (QAB) and Network Deans about the shortened timeline for provision of feedback to students following assessment completion will be submitted at the next Board meeting.

Action: Network Deans	Due Date: 3 July 2018

Confusion was raised around reference to 'assessment' and 'grades' and this needs to be clarified.

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

(ii) Programme Documents Update

The Programme Development Partner advised that the working party created to explore current practice with version control of programme documents had met in April 2018 and the problem where staff were using different versions of documents was resolved with confirmation that only the documents held in the formal e-Academic Library should be used as they are the 'one source of truth'.

6.3 Agenda Item 6.9: Item 19: Ētahi Kaupapa Anō/ General Business

(i) The International Business Support Manager advised that they were still waiting for feedback from Immigration New Zealand (INZ) about its recent audit visit to Unitec and the International Office would circulate information on immigration issues and the new guidelines for codes of practice once that feedback had been received.

The General Manager International advised that she is currently working on a communication presentation to take to teams for consultation and feedback. The Chair requested that a paper come back to the Board once feedback was received from INZ and staff.

Action: General Manager International

6.4 Agenda Item 12: **External Evaluation and Review and Teacher Capability Project Recommendations**

(i) The Director, Ako advised that reference to the contribution from Te Noho Kotahitanga, Tatai Hono in the New Zealand Educational Institute Te Riu Roa document and Taina Pohatu's Mauri model was now included in the Teacher Capability Project document as requested.

(ii) The Director, Ako advised that the definition of 'all teachers' referred to in the recommendations had been discussed with the Executive Director, People and Safety's team and it was agreed that the definition 'All permanent teaching staff or teaching staff on contracts of one year or more' be used for 2018 and reviewed next year.

6.5 Agenda Item 15: **Qualification Alignment Board**

The QAB Chair's paper about the new Programme Actions and Quality Committees (PAQC) and their Terms of Reference is addressed under Agenda Item 9 of this agenda.

6.6 **Update from International Office**

The General Manager International advised the Board about a number of proposed changes in documents from Education New Zealand and Immigration New Zealand around visas and work rights:

1) For family visas: No longer allowing work study rights for postgraduate study
2) For three-year study: Adding a visa for bachelor degrees at Level 7 and above
3) For two-year study: No longer allowing an open study timeframe and a study programme will have to be locked in for two years if students are not studying at Level 7 or above.

She said proposed changes (1) and (3) would have a big impact for Unitec and would require extensive hands-on consultation with students about getting their offers in place and would take some time. She noted that there was no mention of current work rights while doing study yet which was a concern so consultation is critical to the Unitec market. She advised that she will circulate the documents out to Board members for feedback and provide an update to the Board.

Action: General Manager International

The International Business Support Manager raised an issue about mismatched visa labels in the system. She said that Postgraduate Certificate of Proficiency (Peoplesoft Student Administration System Academic Program code PGCOP) had been used for undergraduate Certificate of Proficiency students thus causing the mismatch with the visa labels. She would consult with Te Korowai Kahurangi towards finding a resolution and the Board would be updated accordingly.

Action: General Manager International

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

7.   WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS

Moved: Teorongonui Josie Keelan
Seconded: Debra Robertson-Welsh

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\2018-06-05 ABMtg 05 Jun 2018

MOTION CARRIED

8.   STUDENT COMPLAINTS RESOLUTION POLICY AND PROCEDURES

Moved: Nick Sheppard
Seconded: Moira Fraser

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

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

MOTION CARRIED

The General Manager, Student Experience advised that the updates to the Student Complaints Resolution Policy and Procedures had been done to support the EER and to ensure best practice by separating policy and procedures. Understanding the problems with the current system and looking at best practice at other organisations enabled the invigoration of the training plan and clarification of roles, responsibilities and timelines. It provides the decision maker with clarity and separates the investigative role and the decision maker role. Members of the Board gave the following feedback:

- It was clarified that although no *written* feedback had been received from an Academic Dean or Head of Practice Pathway, verbal feedback had been given.

- It was agreed that the Pae Arahi should be replaced by the Kaiāwhina as the person students can talk to about a complaint prior to lodging a formal complaint because the Pae Arahi deals with the complaint once it is formalised.

- It was agreed that Pacific students should be represented too and it was agreed that the Director, Pacific Success be added to the list of support people that students can talk to about complaints.

The Chair thanked those involved in creating a very student focused policy.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

9.   PROGRAMME ACTION AND QUALITY COMMITTEES UPDATE

Moved: Debra Robertson-Welsh
Seconded: Nick Sheppard

That Academic Board approves the Programme Action and Quality Committee Terms of Reference, Membership and agenda for implementation with immediate effect.

MOTION CARRIED

The Dean, Health & Community and Environmental & Animal Sciences said that the proposal had been to the QAB twice where feedback was given. The process outlines the mapping from the Ako Ahimura Learning and Teaching Committees to the new Programme Action and Quality Committees (PAQCs). The Chair acknowledged the work done to ensure the ongoing commitment to quality outcomes.

10. PROPOSED TERMS OF REFERENCE AND MEMBERSHIP FOR THE QUALITY ALIGNMENT BOARD AND THE UNITEC AKO AHIMURA TEACHING AND LEARNING COMMITTEE

Moved: Debra Robertson-Welsh
Seconded: Marcus Williams

That the Academic Board:

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

MOTION CARRIED

The Manager, Te Korowai Kahurangi noted that the realignment of the QAB and the Unitec Ako Ahimura Learning and Teaching Committee was done to bring them into line with Academic Board and the PAQCs. He said the Unitec Ako Ahimura Learning and Teaching Committee has a focus on strategic learning and teaching and the focus of the QAB is institutional quality assurance.

During discussion, the following points were raised:

- Absence of a set of Standing Orders at Unitec was raised as a potential risk.

- Clarification that the QAB replaces the old Faculty Academic Committees and the new PAQCs replace the old Programme Committees.

- The need to ensure that the committee structure operates efficiently and effectively was noted. It was agreed that the committee structure would be reviewed in a year to determine the value gained by the implementation of the new structure.

- Academic Leaders gave feedback that attendance at meetings, particularly the QAB, provided great professional development opportunities to progress their academic leadership and it was agreed that staff be encouraged to attend meetings for this purpose and also to gain an overview of this institutional process.

- The committee matrix created by the Dean, Health & Community and Environmental & Animal Sciences provided clarity.

- Work plans would be very important with regards to the Category 1 Rōpu work and it was agreed that the QAB Chair bring the work plans back to the Board at the next meeting.

Action: Quality Alignment Board Chair

- It was noted that the Dean, Research and Enterprise was not listed as a member of either the QAB or the Unitec Ako Ahimura Learning and Teaching Committee and after discussion it was agreed that he or his nominee should be added as a member.

11. PROPOSED QUALITY MANAGEMENT FRAMEWORK

Moved: Debra Robertson-Welsh
Seconded: Verity Jade

That the Academic Board:

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

MOTION CARRIED

The Manager, Te Korowai Kahurangi advised that the policy review would ensure that policies are current and easy for staff to interact with.

12. CONSISTENCY REVIEWS AT UNITEC

Moved: Simon Tries
Seconded: Daniel Fuemana

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.***

MOTION CARRIED

The Manager, Te Korowai Kahurangi advised that the bigger issue was that the collection of evidence to support assuring the consistency of graduate outcomes was variable across the institute and urgent work has to be done for programmes up for review this year. Members agreed that areas that are doing well need to be identified and acknowledged and the Manager, Te Korowai Kahurangi was tasked to submit a progress report to the next meeting of the Board.

Action: Manager, Te Korowai Kahurangi	Due Date: 3 July 2018

13. ACADEMIC DASHBOARD

Moved: Simon Tries
Seconded: Verity Jade

That the Academic Board:

- ***receive the Practice Pathway Academic Dashboards; and***
- ***note the concerns raised below:***
  - ***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 the Tertiary Education Commission (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.***

MOTION CARRIED

The Manager, Te Korowai Kahurangi said it was essential that the manner in which Unitec calculates its retention and course completion aligned with TEC's methodology. After discussion, it was agreed that the issue go to the QAB for discussion and a report submitted to the Board detailing outcomes discussed by the QAB.

Action: QAB Chair	Due Date: 3 July 2018

14. PROPOSED REVIEW OF UNITEC LEARNING AND TEACHING STRATEGY

Moved: Simon Nash
Seconded: Debra Robertson-Welsh

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

MOTION CARRIED

15. BEING A CATEGORY 1 ORGANISATION (DISCUSSION AT MEETING)

Discussion for this agenda item was deferred to the next meeting due to time constraints.

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS

Subcommittee Chair's Reports were submitted for the Quality Alignment Board, the Research Committee and the Research Ethics Committee.

16. QUALITY ALIGNMENT BOARD

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

17. RESEARCH COMMITTEE

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

18. RESEARCH ETHICS COMMITTEE

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

19. ĒTAHI KAUPAPA ANŌ/GENERAL BUSINESS

There being no further business the meeting closed at 11.05am.

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 3 July, 2018 at 9.00a.m. Building 115-1007

Agenda deadline for the next meeting is 5pm Monday 25 June, 2018.

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

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

MAHIA ATU/MATTERS ARISING

4.1 International Students Code of Practice

WELCOME TO UNITEC

#weareinternational

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Code Of Practice

A summary of the Code of Practice Introduction

When International students choose to study in New Zealand, it is important that those students are well informed, safe, and properly cared for.

New Zealand educational providers have an important responsibility for international students' welfare.

What is the Code?

The Code is a document that provides a framework for service delivery by educational providers and their agents to international students.

The Code sets out the minimum standards of advice and care that are expected of educational providers with respect to international students.

The Code applies to pastoral care and provision of information only, and not to academic standards.

Who does the Code apply to?

▲ The Code applies to all education providers and their entire organisation in New Zealand that have international students enrolled.

▲ The Code is mandatory to these providers and must be signed by them.

▲ Every member in the institution is expected to know where to access a copy of the code and what are the guidelines to support International Students.

▲ How can I get a copy of the Code?

   ▲ You can request a copy of the Code from your New Zealand education provider. The Code is also available online at http://www.legislation.govt.nz/regulation/public/2016/0057/latest/DLM674814 7.html?src=qs.

The Code sets standards for education providers to ensure that:

▲ high professional standards are maintained

▲ the recruitment of international students is undertaken in an ethical and responsible manner

▲ information supplied to international students is comprehensive, accurate, and up-to-date

▲ students are provided with information prior to entering into any commitments

▲ contractual dealings with international students are conducted in an ethical and responsible manner

▲ the particular needs of international students are recognised

▲ international students are in safe accommodation

▲ all providers have fair and equitable internal procedures for the resolution of international student grievances

The 10 Outcomes

- ▲ Outcome 1: Marketing and promotion
- ▲ Outcome 2: Managing and monitoring agents
- ▲ Outcome 3: Offers, enrolment and contracts
- ▲ Outcome 4: Immigration matters
- ▲ Outcome 5: Orientation
- ▲ Outcome 6: Safety and well-being
- ▲ Outcome 7: Student support, advice and services
- ▲ Outcome 8: Managing withdrawal and closure
- ▲ Outcomes 9 and 10: Grievance procedures

Some Important policies to remember

- Unitec as a provider to International Students requires Immigration and NZQA rules to be met

- Every International Student MUST present their visa and insurance details to the International office on arrival

- 100% class attendance as required by Immigration

- You cannot change to another program easily – you must have approval by international team and immigration

- You cannot drop to part time unless you must have approval by international team and immigration

CULTURE SMASH

When a student may experience culture
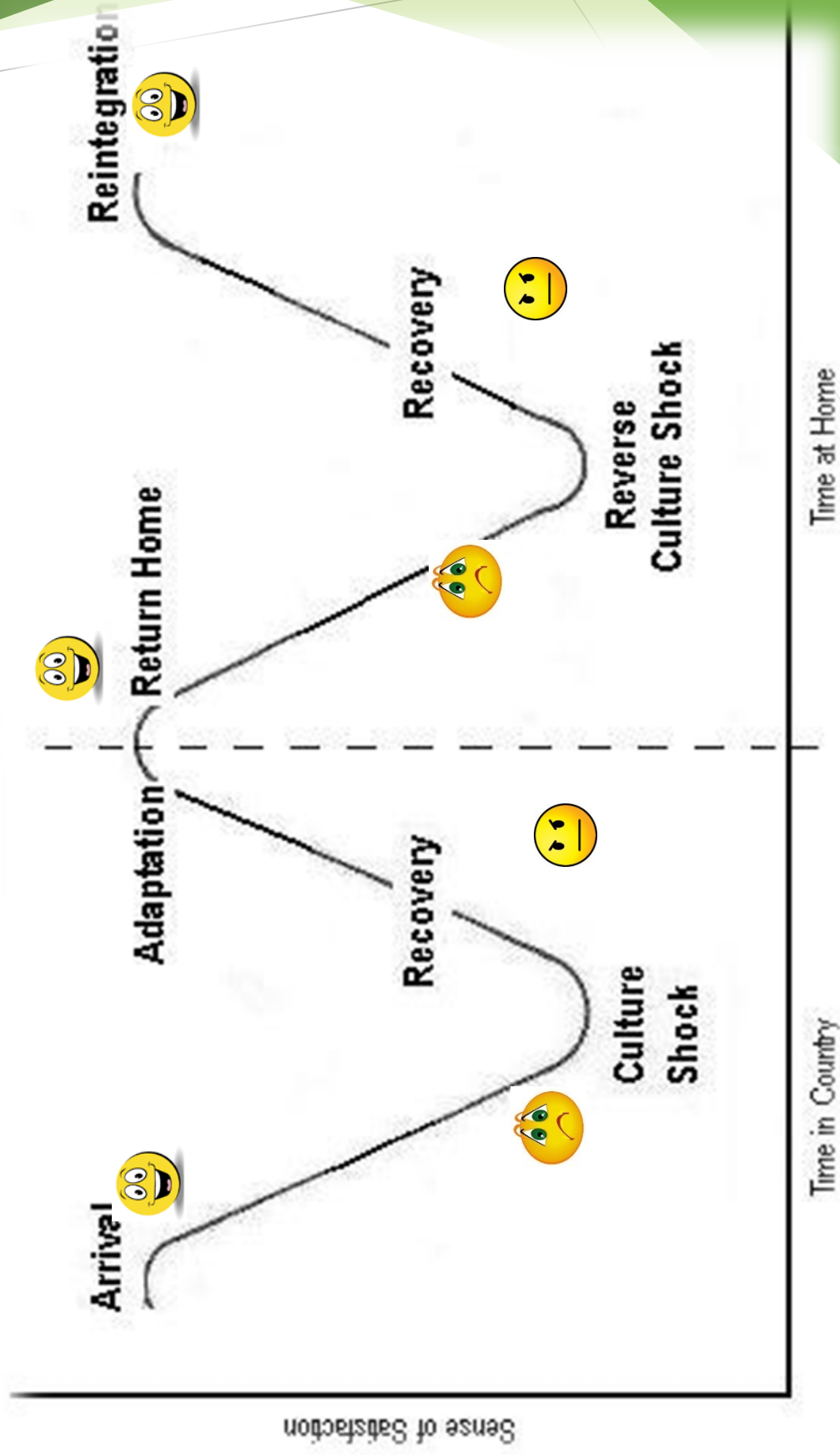
Outcome 1 : Marketing and promotion

Signatories must ensure that the marketing and promotion to prospective international students of services provided ;

▲ includes clear, sufficient and accurate information

▲ enable students to make informed choices about the services provided.

▲ The marketing must match expectation pre enrolment and what is actually delivered.

Outcome 2: Managing and monitoring agents

Requirements for managing and monitoring agents

Under the Code (PDF, 744KB), signatory providers must meet the following minimum process requirements:

▲ carry out and record reference checks on potential agents

▲ enter into a written contract with each agent

▲ terminate contracts if there is evidence suggesting poor or non-compliant agent conduct (as defined in Clause 14 (c) (i) (ii) of the Code)

▲ ensure that agents have up-to-date information relevant to their duties.

▲ Ensure training is regularly received from the institution to agents

Outcome 3: Offers, enrolment and contracts

Under the Code of Practice, an education provider (signatory) must ensure "as far as practicable" that international students, including students travelling in a group, have "appropriate insurance" while enrolled with a signatory for educational instruction of two weeks' duration or longer. Clause 16 (5) sets out the minimum requirements of this insurance.

NZQA's expectation is that "ensuring as far as practicable" will include processes for:

checking that a student has cover for the minimum Clause 16 (5) requirements; and clearly asking a student (or their parents/legal guardians if the student is under 18) whether they have any pre-existing conditions (to make sure that the insurance offered is "appropriate". This question may also be asked by the insurance company); and

▲ if a pre-existing condition is disclosed by a student/parent, considering whether an additional premium can and should be paid to have the pre-existing condition covered and if so, determining whether the student (or parents/legal guardians if the student is under 18) should be required to pay this premium as part of their insurance (making sure the insurance is "appropriate" to the student's needs); and

▲ advising all students (or parents/legal guardians of students under 18) of the limitations of their insurance policy (there are some things insurance policies do not cover, regardless of whether there is a pre-existing condition); and

▲ making all students (or parents/legal guardians of students under 18) aware that they will be responsible for any costs not covered by insurance.

▲ It is at a signatory's discretion to enrol an international student who has an exclusion on their medical insurance for a pre-existing condition.

Outcome 3: Offers, enrolment and contracts (cont.)

If a signatory chooses to enrol an international student who has an exclusion on their medical insurance for a pre-existing condition, the Signatory must:

▲ ensure that the student's programme is appropriate for the student (Clause 16 (2) of the Code of Practice); and

▲ have obtained written agreement from the parent or legal guardian of a student about any decisions made that affect an international student under 18 years (Clause 16 (6) and 25 (1) (b) of the Code); and

▲ still meet the standard requirements of the Code as for any international student, including taking "all reasonable steps" to protect the student's safety and wellbeing (Clause 5 (a) of the Code).

▲ In this instance, NZQA's expectation is that "reasonable steps" will include:

▲ assessing any risk to be confident that there are appropriate measures in place to ensure that the student will be well-supported in their study, have access to any additional support required as per Clause 25 of the Code ("international students at risk or with special needs"), and that the condition will not unduly impede the student's study; and

▲ making it clear to the student (and their parents or legal guardians if they are under 18) that they must cover any costs arising from the excluded condition.

Outcome 4: IMMIGRATION

▲ Full details of visa and permit requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available through the New Zealand Immigration Service, and can be viewed on their website at http://www.immigration.govt.nz

▲ For students coming to New Zealand to study for more than three months, a student visa or permit is required.

▲ Insurance is required for any course over 2 weeks

▲ Unitec has a preferred SOL agreement which outlines how we are to monitor and report. This allows us to provide added services to Students.

▲ A Study visa requires;

▲ 100% attendance – this means, when there is a lecture, tutorial or practicum attendance is to be recorded and monitored. Absences require explanation and evidence which is required to be maintain and reported to INZ

▲ A calculation report is provide to INZ

▲ Academic Monitoring – students failing are required to be met with, supported and monitored. INZ review student success to decide whether visa's will be renewed

IMMIGRATION

▲ New visas – arranged by immigration agent or direct offshore

▲ Onshore – Unitec can provide visa service

▲ Complicated – Unitec is not permitted to manage and must refer to INZ

How you can help?

Regular reminders to students around their responsibilities.

If they are failing or not turning up remind them of implications

Contact your student adviser and inform and we will support you all.

Outcome 5: Orientation

The intent of this outcome is to ensure that students, and where relevant their parents or legal guardians, have appropriate orientation to help them adjust to life and study in New Zealand.

▲ Orientation should not be a one-off activity. It can be a period of time over which international students get relevant information and support.

▲ It could involve:

▲ workbooks that students can take away

▲ activities such as quizzes to re-enforce information

▲ a mixture of activities such as applying what they learn, interacting with others and useful services, as well as team building.

▲ It should be age appropriate and consider the living conditions that students have come from.

▲ **Important aspects of living in New Zealand**

Outcome 5: Orientation

▲ Areas to cover in orientation /wprkshops for international students.

▲ Living conditions, Lifestyle, getting around, shopping and banking,

▲ Accomodation and processes

▲ Emergencies

▲ Working

▲ The law and staying safe

▲ Health and keep connected

▲ Managing finances
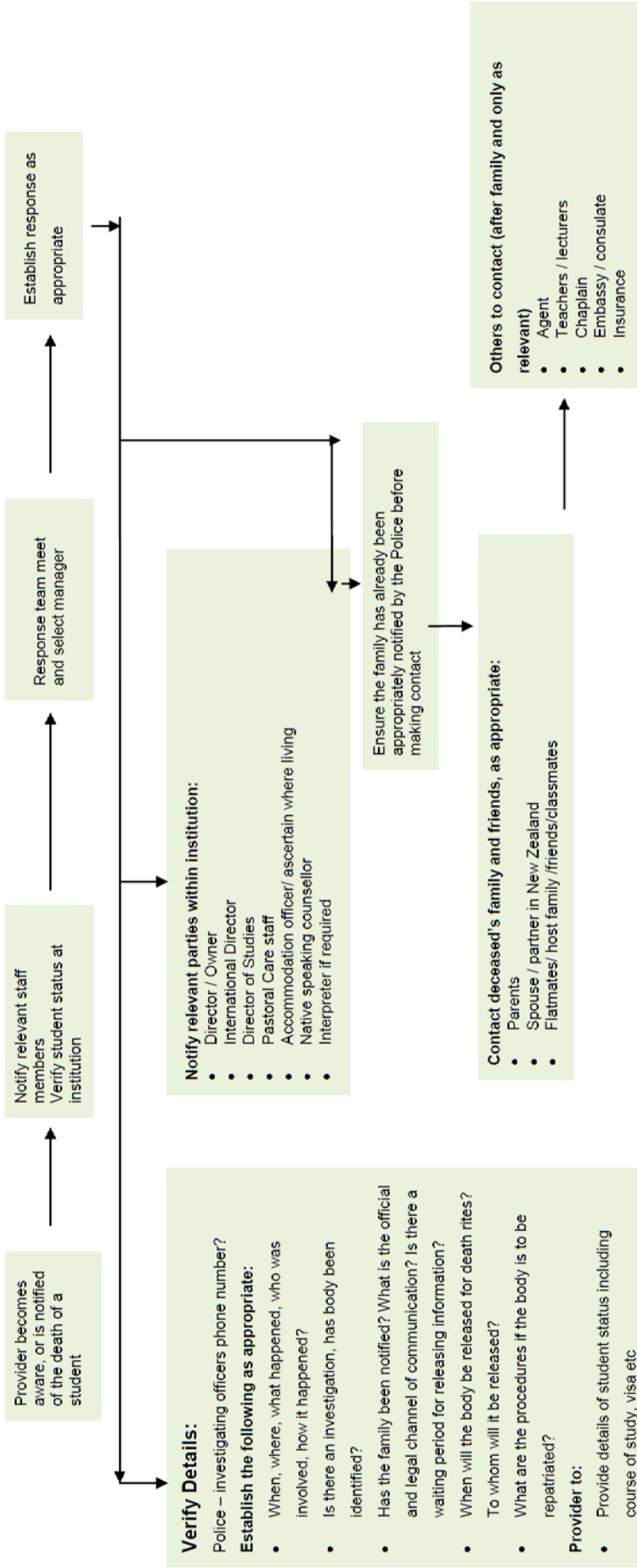
Outcome 6: Safety and well-being

The intent of this outcome is to ensure students are as well supported as possible to have a safe, happy and successful time living and studying in New Zealand.

▲ Required to have an emergency contact list for both day and after hours

▲ Requirement to have a critical response plan

▲ Easily accessible information available for students and families

Procedure flow chart- death of an international student

Information / communication flow chart

Provider becomes aware, or is notified of the death of a student

→ Notify relevant staff members
Verify student status at institution

→ Response team meet and select manager

→ Establish response as appropriate

Notify relevant parties within institution:
- Director / Owner
- International Director
- Director of Studies
- Pastoral Care staff
- Accommodation officer/ ascertain where living
- Native speaking counsellor
- Interpreter if required

Ensure the family has already been appropriately notified by the Police before making contact

Contact deceased's family and friends, as appropriate:
- Parents
- Spouse / partner in New Zealand
- Flatmates/ host family /friends/classmates

Others to contact (after family and only as relevant)
- Agent
- Teachers / lecturers
- Chaplain
- Embassy / consulate
- Insurance

Verify Details:

Police – investigating officers phone number?

Establish the following as appropriate:
- When, where, what happened, who was involved, how it happened?
- Is there an investigation, has body been identified?
- Has the family been notified? What is the official and legal channel of communication? Is there a waiting period for releasing information?
- When will the body be released for death rites?
- To whom will it be released?
- What are the procedures if the body is to be repatriated?

Provider to:
- Provide details of student status including course of study, visa etc
- Check living situation

Review: After each incident the Critical Incident Response Team should meet to review the incident, to assess the plan and make changes as required

Outcome 7: Student support, advice and services

▲ This outcome covers how your organisation supports international students and what services they can access.

Outcome 8: Managing withdrawal and closure

▲ This outcome covers how your organisation manages international students withdrawing from study and the closure of courses or organisations with international students enrolled in them.

▲ Every signatory needs to have a refund policy that is reasonable and in accordance with legal requirements (e.g the Consumer Guarantees Act 1993).

▲ Private training establishments registered with NZQA also need to meet the minimum NZQA requirements for:

▲ Student fee protection

▲ Student withdrawal and refunds

Outcomes 9 and 10: Grievance procedures

▲ These outcomes cover how your organisation manages grievances from international students and the resulting complaint process.

▲ Outcome 10 includes complying with the International Student Contract Dispute Resolution Scheme Rules 2016.

▲ International Student Handbook

https://view.joomag.com/international-student-handbook-2018/M0589044001518579318

International Student Prospectus 2018

https://view.joomag.com/unitec-international-prospectus-2018/M0574237001512612028

AGENDA ITEM 5

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 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 were notified of the situation and an associated risk mitigation plan. Approximately 350 students were granted incorrect entry, which was a serious breach; NZQA requested a significant amount of reporting including: 'A list of all students who have not passed all of their courses including copies of their individual learning plans. 'A copy of a report and next steps following the examination of a sample of student assessments submitted by students whose English language abilities were not proven. 'A copy of an external review for the compliance and operational risk management of enrolments 'A copy of an internal audit of international processes including NZQA	Medium	David Glover and Merran Davis	August 31st	No	Breaches of Programme Approval Rules are taken very seriously be NZQA and could lead to Statutory Actions being implemented and severe disruption to the planned study of students. Such breaches also negatively impact the 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 *The monitoring of the academic performance of all students incorrectly granted discretionary entry is ongoing 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 Nursing Council has determined that the Bachelor of Nursing has not met all compliance standards. This issue has been reported to Council throughout 2017.	Medium		July 31st		It is imperative for Unitec programmes to comply with all registration board (or similar) requirements. Failure to meet regulatory standards can lead to a withdrawal of accreditation.	Staff in the HealthCare Practice Pathway have worked closely with the Nursing Council-appointed Monitor on fulfilling the requirements and actions that were devised as a response to the areas of non-compliance. A one-day audit took place on June 29th, with two auditors present. Compliance with the Nursing Council requirements was confirmed on the 26th of July. As part of the agreed-upon actions to create a sustainably compliant programme, Unitec has purchased the Nursing curriculum from Ara Polytechnic and used it as a basis for a new Nursing programme. This will be submitted to NZQA for approval in August. The Nursing Council require monitoring reports in October 017, February 2018 and June 2018. A full monitoring visit against all the NCNZ standards will occur in April 2018.	July 31st	The specific issue relating to Nursing Council non-compliance is closed. Ongoing monitoring of the programme will take place.	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.	16 Action Steps have been devised by the programme team to address the respective Accreditation Standards. 8 of these steps have been completed since July 2017 and will be reported in the September update to MRTB. All activity will be reported to the Ako Ahimura Learning and Teaching Committee HCS Network and the Qualification Alignment Board.	July 31st, 2018	Two of the three monthly reports have been provided, and the Practice Pathway is awaiting feedback on the January report. Senior Academic Leadership have been to Wellington to meet with the MRTB to discuss issues face to face. This issue is close to final resolution.	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 Maointenance. Quality related materials were sought and the evidence of ongoing monitoring and moderation practices were found to be inadequate.	High	Debra Robertson-Welsh, Dean Innovation and Development HCS Network	March 8, 2018	No	This non-compliance may have an effect our 2018 EER.	Remediation work to be undertaken immediately to appoint a Monitor and to schedule a visit during Semester 1, 2018. Moderation planning for 2018 will include remedial action to ensure that all moderation obligations are met. Particular attention will be payed to all academic compliance matters.			Work In Progress
	NZQA have notified Unitec of requirements for the Doctor of Computing. The primary requirement to to ensure that a new Monitor was appointed immediately and that a Monitors vist was scheduled during Semester 1, 2018. Other requirements are for further information about the ongoing activity of Programme Maointenance and egneral information including: • Programme structure including component descriptors • Staffing – that is, who teaches which components • More information on teaching and assessing and progression • Student numbers and where they are up to in the programme.	Medium	Murray Bane, Dean Innovation and Development BE&HT Network	March 7, 2018	No	Ongoing issues of non-compliance in Computing may have an effect our 2018 EER.	A project team of Computing staff have 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		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 succeding.	Teaching staff are having to routinely check and track 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 the 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 our out of being in the classroom, was addressed by Michelle Smith (International Business Support Manager. She is working with Jan Roodt (Quality Academic Adviser, International) to put a proposal together for real time reporting. Next semester International is working with Business Intelligence to report	flag students by Networks that need to visit International to attend to visa issues.	Closed
	Additonal 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

				No					Closed
Concerns about Programme Information and Programme documents not being kept up to date.	Medium	Murray Bane, Dean Innovation and Development BE&HT Network	8th May, 2018		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 Loacal 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.	

Master of Educational Leadership and Management	Postgraduate	88%	Pending enrollments
Postgraduate Certificate in Educational leadership and Management	Postgraduate	88%	Pending enrollments
Postgraduate Diploma in Educational leadership and Management	Postgraduate	88%	Pending enrollments
NZ Certificate in Language Teaching	Language Studies	81%	Pending enrollments
NZ Certificate in Drainlaying	Building Construction and Services	65%	Pending enrollments
NZ Certificate in Gasfitting	Building Construction and Services	65%	Pending enrollments
NZ Certificate in Plumbing	Building Construction and Services	58%	Pending TEC approval
Master of Contemporary Education	Postgraduate	100%	Complete
NZ Diploma in Information Systems L5	Computer Science	81%	Pending enrollments
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 being worked on

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Applied Science (Veterinary Nursing)	Environmental and Animal Sciences	38%		Orange	Pending internal approvals
Bachelor of Health and Social Development (Diversional Therapy)	Community Development	69%	Green	Green	Programme team working on addressing NZQA feedback
NZ Certificate in Animal Welfare Investigations	Environmental and Animal Sciences	12%	Green	Orange	Programme Document almost complete
Bachelor of Geospatial Science	Engineering	27%	Orange		Programme Document due on 29th June
Master of Applied Practice (Police)	Police Studies	23%	Orange		Programme Document on hold while Bachelor issues sorted
Master of Counselling (Narrative Practice)	Social Practice	15%	Orange		Programme Document almost complete
Postgraduate Certificate in Applied Practice (Police)	Police Studies	23%	Orange		Programme Document on hold while Bachelor issues sorted
Postgraduate Diploma in Applied Practice (Detective)	Police Studies	19%	Orange		Programme Document on hold while Bachelor issues sorted
Bachelor of Policing	Police Studies	38%	Red		NZQA feedback received - developing team working through issues

AGENDA ITEM 6

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)

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

Award of Qualifications

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location:
H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-07-03 ABMtg 03 Jul 2018

memo

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

To	Academic Board	Date	26 June 2018
CC			
From	Trude Cameron Interim operations manager Academic Administration and Hung Ngo, Principal timetabler	Phone No.	7412
Subject	**Academic Calendar 2018**		

Please find attached the Academic Calendar for 2020.
This 2020 Academic Calendar aligns with school holidays.

We are seeking Academic Board approval for the end day of each
Semester for the 2020 calendar to be a Sunday. The reason for
this is to ensure that all students enrolled in courses that finish on
the final Saturday and Sunday of each semester can receive their
full Studylink funding and allowances. Having an official end date of
the Friday will disadvantage students enrolled in these courses.

This exact change was previously approved by the Academic Board
for the 2018 calendar.

We are also seeking retrospective approval for the 2019 Academic
Calendar end day of each semester to be the Sunday for the same
reasons as outlined above.

 Recommendations:
**1) That Academic Board approves the 2020 Academic
Calendar with the last day of each semester being a Sunday.**
**2) That the Academic board approves a change to the 2019
Academic Calendar to make the last day of each semester a
Sunday.**

UNITEC PRINCIPAL ACADEMIC CALENDAR					2020		Inhouse UNITEC use only	
Week of year	Week Commencing	Semester Weeks	Princ Ac Calendar S/S Dec start	Princ Ac Calendar S/S Jan start	Events	Holidays	School Teaching Weeks Primary	Secondary
1	30-Dec-19							
2	6-Jan-20	4	2019/20 Summer Semester	2019/20 Summer Semester	6 Jan 2020 Summer Semester resumes			
3	13-Jan-20	5						
4	20-Jan-20	6						
5	27-Jan-20	7				Auckland Anniv., Mon. 27 January	1	1
6	3-Feb-20	8			7 Feb 2020 Summer Semester ends	Waitangi Day , Thu. 6 February	2	2
7	10-Feb-20						3	3
8	17-Feb-20						4	4
9	24-Feb-20	1	Semester 1 - 2020	Semester 1 - 2020	24 Feb 2020 Semester 1 begins		5	5
10	2-Mar-20	2					6	6
11	9-Mar-20	3					7	7
12	16-Mar-20	4					8	8
13	23-Mar-20	5					9	9
14	30-Mar-20	6				Graduation, 1-3 April	10	10
15	6-Apr-20	7				Good Friday, Fri. 10 April	11	11
16	13-Apr-20				Semester 1 mid-semester break	Unitec Holiday, Easter Tues. 14 April	Easter Monday, Mon. 13 April		
17	20-Apr-20						Anzac Day, Sat. 25 April		
18	27-Apr-20	8	Semester 1 - 2020	Semester 1 - 2020	28 April 2020 Semester 1 resumes	Observed Anzac Day Mon. 27 April	1	1
19	4-May-20	9					2	2
20	11-May-20	10					3	3
21	18-May-20	11					4	4
22	25-May-20	12					5	5
23	1-Jun-20	13				Queens Birthday, Mon. 1 June	6	6
24	8-Jun-20	14			Study Week		7	7
25	15-Jun-20	15			Exam wk 1		8	8
26	22-Jun-20	16			26 Jun 2020 - Semester 1 ends Exam Wk 2		9	9
27	29-Jun-20				Semester Break		10	10
28	6-Jul-20							
29	13-Jul-20							
30	20-Jul-20	1	Semester 2 - 2020	Semester 2 - 2020	20 Jul 2020 Semester 2 begins		1	1
31	27-Jul-20	2					2	2
32	3-Aug-20	3					3	3
33	10-Aug-20	4					4	4
34	17-Aug-20	5					5	5
35	24-Aug-20	6					6	6
36	31-Aug-20	7					7	7
37	7-Sep-20	8					8	8
38	14-Sep-20	9				Graduation 16 September	9	9
39	21-Sep-20	10					10	10
40	28-Sep-20				Semester 2 - mid semester break			
41	5-Oct-20							
42	12-Oct-20	11	Semester 2 - 2020	Semester 2 - 2020	12 Oct 2020 Semester 2 resumes		1	1
43	19-Oct-20	12					2	2
44	26-Oct-20	13				Labour Day, Mon. 26 October	3	3
45	2-Nov-20	14			Study Week		4	4
46	9-Nov-20	15			Exam wk 1		5	5
47	16-Nov-20	16			20 Nov 2020 Semester 2 ends Exam wk 2		6	6
48	23-Nov-20						7	7
49	30-Nov-20	1	Summer sem. wks 1-3	Summer sem. wks 1-3	30 Nov, 2020/21 Summer Semester begins		8	8
50	7-Dec-20	2					9	9
51	14-Dec-20	3					10	10
52	21-Dec-20				Summer Semester break			
1	28-Dec-20							
2	4-Jan-21							
3	11-Jan-21	4	2020/21 Summer Semester	2020/21 Summer Semester	11 Jan 2021 Summer Semester resumes			
4	18-Jan-21	5						
5	25-Jan-21	6					TBA	TBA
6	1-Feb-21	7				Auckland Anniv., Mon. 1 Feb	TBA	TBA
7	8-Feb-21	8			12 Feb 2021 Summer School ends	Waitangi Day, Sat. 6 February	Observed-Waitangi Day Mon 8 Feb	TBA	TBA

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

To	Academic Board	Date	19 June 2018
From	Dean Research and Enterprise	Phone No.	8655
Subject	PBRF Privacy Guidelines		

In 2018 Unitec will be once again participating in the Performance Based Research Fund (PBRF) Quality Evaluation exercise operated by the Tertiary Education Commission (TEC). As part of our preparation for this we have confirmed the existing guidelines for the use of the information that will be generated by this exercise. The Unitec guidelines are in alignment with the recommended protocol developed by the TEC in 2012 and confirmed for the 2018 assessment. The guidelines are attached below.

It is important to note that the purpose of the PBRF exercise is to assess the overall quality of the research being conducted at an institution as a means to allocate funding to those institutions. As part of this exercise staff are assigned to individual Quality Categories (A, B, C, etc). It is the position of the TEC and Unitec that individual PBRF Quality categories are to be treated as confidential and are not to be used for management purposes such as performance management, promotion decisions or other human resource management decisions.

In keeping with TEC guidelines individual PBRF information will only be made available to the individuals concerned, as well as Tūāpapa Rangahau; partnering research and enterprise, for the purposes listed in the attached guidelines. Unitec's Privacy Policy states:

  6.3.3 The Dean, Research and Enterprise shall ensure that the Quality Categories allocated to particular individual staff members as part of the Performance Based Research Funding ("PBRF") assessments carried out by the Tertiary Education Commission will be made available only to the individual being assessed, and Tūāpapa Rangahau for the purposes of managing Unitec's PBRF assessment (See Unitec Guidelines for the use of PBRF Quality Categories (Quality Evaluation Component) for more information).

The guidelines for the use of PBRF Quality Categories are attached and all staff are expected to adhere to these guidelines.

If you have any questions regarding the use of PBRF Quality Categories please contact Marcus Williams, Dean Research and Enterprise (mwilliams@unitec.ac.nz) or Doug MacLeod, Research Advisor (dmacleod@unitec.ac.nz).

Unitec Guidelines for the use of PBRF Quality Categories

(Quality Evaluation Component -2018)

As part of the consultation process the PBRF Sector Reference Group (SRG) developed a recommended protocol to be followed by Tertiary Education Organisations (TEOs) in dealing with individual PBRF Quality Categories to ensure personal information is managed appropriately. These guidelines are based on the SRG recommendations.

1. Processes and procedures by which PBRF data, including individual Quality Categories, will be communicated and to whom;
    a. At the conclusion of the 2018 Quality Evaluation, Unitec will be notified of the results of the Quality Evaluation, including the Quality Categories assigned to individual staff members from Unitec.
    b. These individual Quality Categories will available to only the Dean, Research and Enterprise; the Research Advisor, and other staff in Tūāpapa Rangahau as necessary to achieve the purposes listed below.

2. Unitec will restrict access to individual Quality Categories to the above individuals in order to achieve the following purposes:
    a. Validation of the accuracy of the Quality Categories, along with FTE and subject cost categories for individual staff;
    b. Management and allocation of financial resources;
    c. Identification of strengths of Pathways/Networks; and/or
    d. As an externally-validated benchmark to help ensure appropriate internal calibration of assessments of research.

3. Unitec will advise individual participating staff of their personal Quality Category (and any other data relating to the assignment of the Quality Category relevant to them that is provided to Unitec by the TEC), unless the staff member requests otherwise, in writing, to the Dean, Research and Enterprise.

4. Unitec will adhere to the following Codes of Practice which govern the behaviour of staff members participating in the PBRF Quality Evaluation:
    a. The maintenance of the confidentiality of individual Quality Categories (and Component Scores if known) is a priority for Unitec;
    b. Staff members will not be required to divulge their Quality Categories;
    c. Each staff member has an opportunity to discuss his/her Quality Category with his/her manager if the staff member desires;
    d. In the event that a staff member advises a manager of his/her Quality Category, or Quality Category and Component Scores, that manager will not use that information other than for purposes authorised by the individual staff member concerned and within the restrictions specified in the SRG Protocol (see Quality Evaluation Guidelines 2018).

5. Unitec will not use individual Quality Categories, or information leading to the revelation of individual Quality Categories, for purposes other than those consistent with this protocol. In particular:

     a. Unitec will not use individual Quality Categories as a basis for salary determinations;

     b. Unitec will not request individual Quality Categories for recruitment purposes, and, if the Unitec makes recruitment decisions informed by individuals' Quality Categories, then the Unitec will consider the Quality Categories in the context of other evidence of research performance and will take account of Unitec's overall staff profile; and

     c. Unitec will not use individual Quality Categories for performance appraisals or for disciplinary action against staff (except in instances where individual staff members request their Quality Categories be used for these purposes).

6. Unitec will not divulge individuals' Quality Categories to any third party without the prior authorisation of the individuals concerned. In particular, Unitec will ensure that individual Quality Categories of staff, either employed by Unitec or by another TEO, are not revealed through marketing or advertising activity initiated by Unitec.

Recommendation – That Academic Board supports the Unitec Performance Based Research Fund (PBRF) Privacy Guidelines and their subsequent distribution to participating staff and their managers.

memo

To	Academic Board	Date	25 June 2018
CC	Simon Nash		
From	Teorongonui Josie Keelan	Phone No.	Ext. 6185
	Dean Teaching and Learning Mātauranga Māori		
Subject	Unitec Ako Ahimura		

At the last Academic Board, the Terms of Reference and Membership of the Unitec Ako Ahimura were approved. Since then a call has gone out to those concerned calling for nominations of members. It has become obvious that membership was not read prior to nominations being sent in and in saying that perhaps a review of that membership would be better given what has occurred in two of the Networks.

Two Networks have submitted membership and they correspond to the exact number of PAQs in the Networks. This sounds feasible however with the membership as agreed on by Academic Board, those nominations would take the UAA membership up to 32 which is far in excess of 32 people. Therefore, it is recommended the membership of UAA be as in the proposed column herewith:

Approved at last AB	Proposed
Dean Teaching and Learning (Mātauranga Māori)	Dean Teaching and Learning (Mātauranga Māori)
Director Ako	Director Ako
Dean Research and Enterprise or nominee	Dean Research and Enterprise or nominee
Director Pacific Success or nominee	Director Pacific Success or nominee
Manager Te Puna Ako	Manager Te Puna Ako
Director Student Success or nominee	Director Student Success or nominee
Student President or nominee	Student President or nominee
One Network Dean	One Network Dean
One representative of each PAQC	One representative of each PAQC
Members coopted as required	Members coopted as required

The change is the deletion of the nomination of one HoPP from each Network. This will bring the number of official members of UAA to 25.

Recommendation:

That Academic Board adopts the proposed Unitec Ako Ahimura membership.

U Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	28 June 2018
From	Simon Tries (Manager, Te Korowai Kahurangi)		
Subject	Quality Alignment Board – Membership Update		

At the last Academic Board, the Terms of Reference and Membership of the Quality Alignment Board (QAB) were approved and nominations requested from relevant staff. The membership to date is outlined below for the Board's information:

Role	Member Name(s)	Term
The Director Ako	Simon Nash	Until Feb 2019
The Dean, Teaching and Learning (Mātauranga Māori) or nominee	Josie Keelan	Until Feb 2019
The Dean, Research and Enterprise or nominee	Emma Skellern (nominee)	Until Feb 2019
The Director, Pacific Success or nominee	Falaniko Tominiko	Until Feb 2019
The Manager, Te Korowai Kahurangi	Simon Tries	Until Feb 2019
One Network Dean, nominated by the Network Deans	Murray Bain	Until Feb 2019
One Head of Practice Pathway nominated by each Network Dean	Note that this membership role has been filled by co-opted members as detailed below*	Until Feb 2019
Two senior academics from each Network nominated by the Network Dean	Sue Palfreyman	Until Feb 2019
General Manager, Student Success or nominee	Moira Fraser or Verity Jade	Until Feb 2019
General Manager, International or nominee	Josephine Kinsella	Until Feb 2019
General Manger, Operations or nominee	Aroha Lewin (nominee)	Until Feb 2019

Members, mostly drawn from the academic community, co-opted by the Sub-Committee for a term as required	Note that these membership roles have been filled by co-opted members as detailed below*	Until Feb 2019
Members co-opted by the Academic Board for a term as required	* Peter McPherson (Architecture HoPP) Annemarie Meijnen, Jackie Tims (Bridging Education HoPP) Daniel Fuemana (Building & Construction Services HoPP) Kerry Kirkland (Business Practice HoPP) Katherine Bruffy (Community Development HoPP) Mark McNeill (Computer Science HoPP) Vanessa Byrnes (Creative Industries HoPP) Melanie Ooi (Engineering HoPP) Dan Blanchon (Environmental & Animal Sciences HoPP) Gwen Erlam (Health Care HoPP) Sally Conway, Steve Varley (Language Studies HoPP) Martin Bassett (Te Miro Post Graduate HoPP) Catherine Hughes (Social Practice HoPP) Christo Potgieter (Vehicle Systems and Materials HoPP)	Until Feb 2019

Recommendation:

That Academic Board adopts the proposed Quality Alignment Board membership and approves that the current Quality Alignment Board Chair, Debra Robertson-Welsh (Dean, Health & Community and Animal & Environmental Sciences), shall remain the Chair.

To	Unitec Academic Board	Date	28 May 2018
CC			
From	Marcus Williams Dean, Research and Enterprise	Phone No.	8655
Subject	Unitec Annual Research and Enterprise Report 2017		

Accompanying this memo is the 2017 Research Annual Report, produced by Tūāpapa Rangahau; partnering research and enterprise. It provides a comprehensive summary of Unitec's research and enterprise activity for the 2017 year.

Recommendation: That Academic Board accepts the Unitec Annual Research and Enterprise Report 2017.

Unitec Research Annual Report 2017

Prepared by

Tūāpapa Rangahau, partnering research & enterprise

Table of Contents

List of Figures

List of Tables

Strategic Overview

In line with the New Zealand Tertiary Education Strategy, our vision for research and enterprise at Unitec is that it will contribute to resilient, sustainable, and productive New Zealand communities and industries.

Unitec's current Research and Enterprise Strategy (2015-2020) was developed in response to a need for the tertiary education sector to achieve greater connectivity and responsiveness to industry and seeks to forge a deliberate place for Unitec in applied and impactful research. In order to achieve this vision, the strategy has three drivers:

1. To continue to improve the quality of our research, through staff **capability development**, so staff are equipped to undertake impactful research and enterprise.
2. To **increase external engagement** by building more, deeper research relationships with industry, so research enables Unitec to build strategic links with industry.
3. To create **greater strategic focus** to our research, so Unitec gains a competitive reputation in specific areas of research and enterprise.

These aims are implemented through various tactical programmes. 2017 is the second year of development and operation of a comprehensive suite of research professional development offerings which have had significant uptake and have contributed toward a growing awareness of the importance and value of research across the institute. It was also the second year of the Research and Enterprise Voucher Scheme which has propelled staff from over half the Pathways in the institute into industry partnered research projects with significant instances in the Māori space. The growth of externally engaged research was also expedited by the Strategic Research Foci which aims to bring focus to, and grow reputation for, the institute's research activity. This year saw Māori Research and Innovation added to the existing Computational Intelligence and Cybersecurity and Applied Molecular Solutions foci, to make up the intended suite of three foci.

As part of the Unitec Transformation, three aspirational Key Performance Indicators (KPIs) for research were selected from the Strategy and shared across Unitec management, including Deans of Innovation and Development, Heads of Practice Pathways and Tūāpapa Rangahau (Research & Enterprise) staff. These three shared KPIs align with the strategic aims and are:

1. All programmes at degree level will be rated Green by the year 2020, in the Research Productivity Traffic Light (RPTL).
2. Percentage of rated staff in the 2018 PBRF Quality Evaluation round will be 30% of all PBRF eligible staff, and 17% of ranked staff will be New and Emerging. Note: this KPI was adjusted by the Executive Leadership Team in July 2017, from an original target of 38% PBRF rated staff.
3. External research income (ERI) will increase 10% per annum.

During a time of significant change for teaching staff, more than two thirds of degree programmes have achieved a formally verified level of research engagement. Despite significant losses of 2012 PBRF rated staff, portfolio development was underway in 2017 for over one third of eligible academics. The most successful of these three KPIs is however ERI, which well exceeded the 10% target at over NZ$1m for the first time at Unitec.

This report seeks to capture and showcase Unitec's efforts in 2017 towards achieving these research targets through the three strategic drivers – building staff capability, increasing external engagement and creating greater research focus.

1   Building staff capability in research

Unitec's strategic refresh has strongly stated the importance of its staff and students within three of its four critical success factors: 'engaged and inspired staff', 'highly skilled, innovative and enterprising New Zealand workforce' and 'highly employable life-long learners'. Equally, for Unitec to achieve its vision for research, it must continue to nurture and raise the capability, capacity and passion of Unitec's research workforce and keep this at the centre of its strategy.

During 2017, Unitec continued to provide multiple funding mechanisms to support research capability development initiatives across the Institute. Naturally, Unitec researchers are at various stages in their research careers. Therefore, these capability development initiatives were tailored and targeted to Unitec staff according to whether they were new and emerging (beginner), early career (well published, intermediate) or advanced (senior leader, professoriate) researchers. All initiatives were provided in conjunction with significant time and support from Tūāpapa Rangahau.

Section 1 of this report outlines the 2017 capability development initiatives, namely the research professional development series, three contestable research project funding rounds, the Research Development Plan (RDP) and PBRF Max. These initiatives are presented here alongside Unitec's research productivity and research quality performance results, namely the Research Productivity Traffic Light (RPTL), number of research outputs and Performance Based Research Fund (PBRF) Portfolio Evaluations. The report has been structured this way because the RPTL, research output and PBRF research performance results directly inform the capability development initiatives, ensuring the development initiatives deliberately evolve to target the changing priorities identified in the performance results.

1.1   Developing our staff - Research Professional Development Series

In 2017 Tūāpapa Rangahau continued its professional development series, founded in 2016 and funded by Mahi Tahi, to improve the level of staff research capability, to boost research output dissemination and to link staff to industry partnered opportunities. As in 2016, uptake in 2017 achieved both breadth and depth, with high levels of participation across all Networks.

Figure 1: Staff participation in research professional development series in 2017

In 2017 research management workshops were a high priority, in preparation for the 2018 PBRF round. Writing retreat attendance continued to be important as well, particularly to refine or revise publications eligible for the PBRF. Writing retreats are relatively inexpensive opportunities for staff members (upon application and selection) to devote time and energy to producing research outputs in a supportive and collegial yet intensive environment. Early indications are that workshops on writing and interviewing skills, alongside the writing retreats and a very popular interdisciplinary offering on 'The Internet of Things' (facilitated by an international expert at Unitec's Te Noho Kotahitanga Marae), have led to increased levels of research activity and output dissemination. Importantly these offerings also lift staff morale and inspire confidence in sustainable research activity.
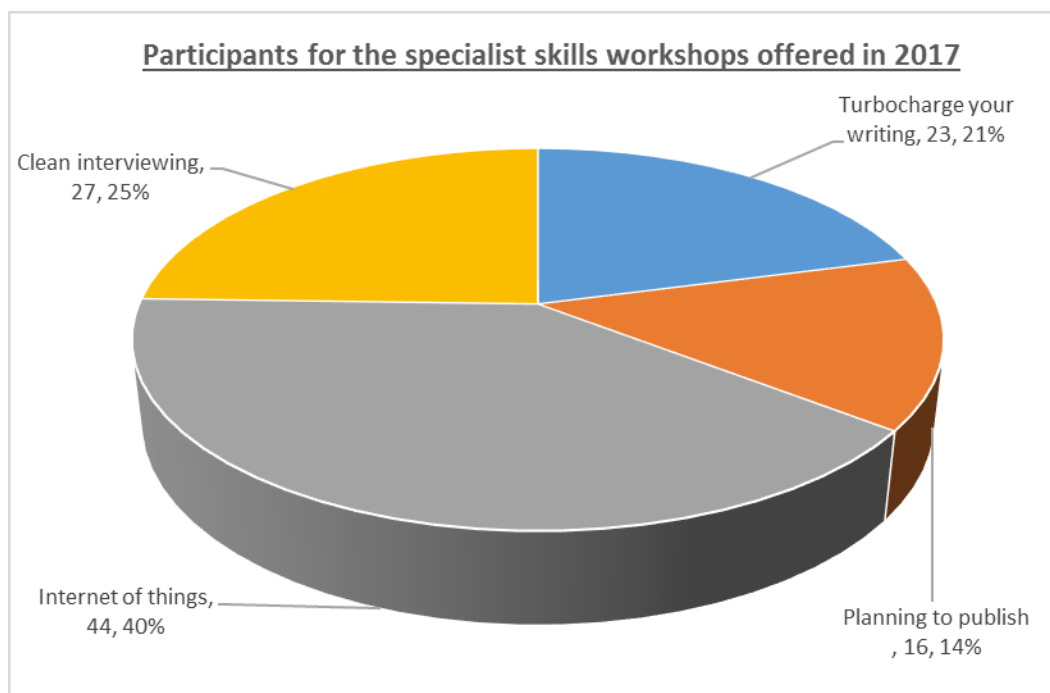
Figure 2: Participation in specialist skills workshops offered in 2017

Figure 2 and Figure 3 represent detailed breakdowns of attendance numbers for the specialist skills workshops and PBRF portfolio preparation workshops respectively.
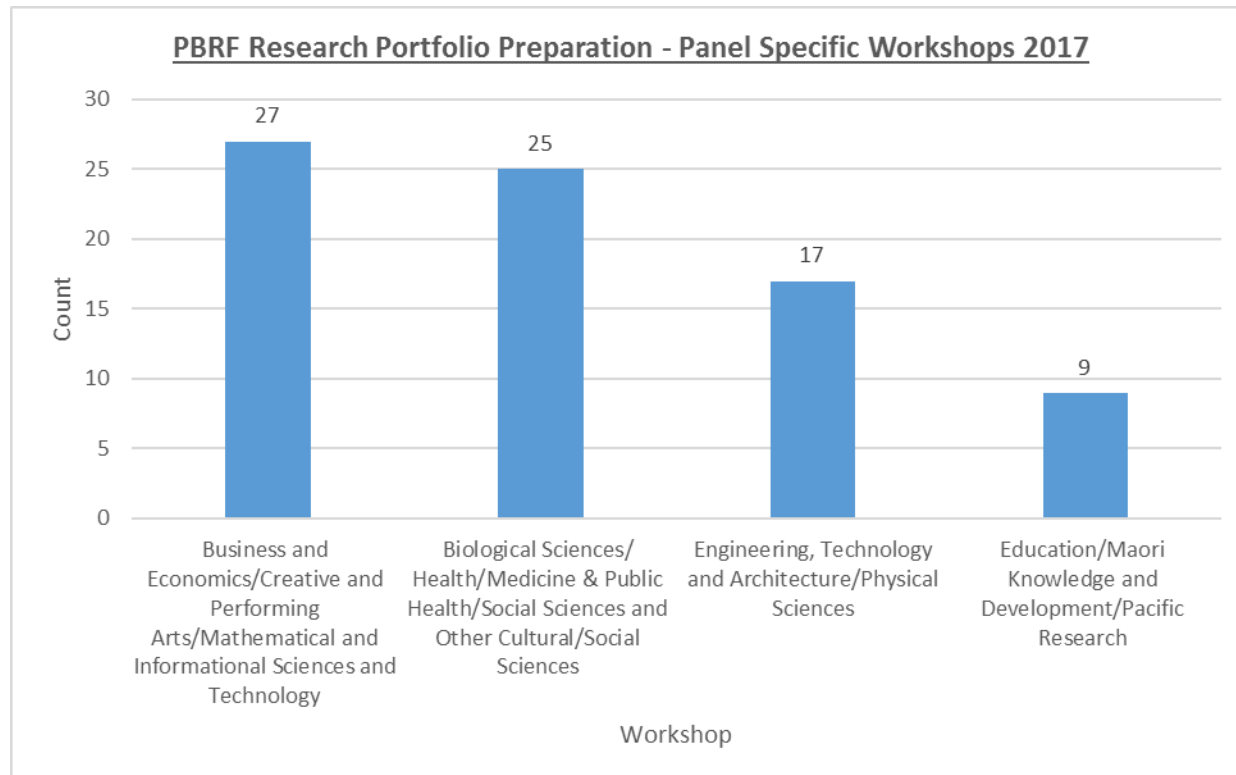
Figure 3: PBRF research portfolio preparation – panel specific workshops 2017

In addition, 2017 saw the launch of a new blended course on Successful Postgraduate Supervision. Fifteen staff members successfully completed the course, thus becoming listed on (or remaining on) Unitec's supervisor's register. The course is very highly regarded and serves as a permanent resource for postgraduate supervision practice.

The following courses were piloted in 2017: 'Writing a Successful Grant Application' (blended course: nine participants) and 'Managing a Research Contract' (online course: seven participants). These courses will undergo further development in 2018 to help ensure that Unitec will maximise the potential for its research activity to garner research funding and to leverage industry partnerships.

In 2017 Tūāpapa Rangahau also offered the introductory workshop 'Everything the Beginning Researcher Needs at Unitec' on an as needed basis (15 participants).

Evaluation data for the 2017 Research Professional Development offerings reveal very positive reception and benefits. For example, out of the eight participants who responded to the call for feedback on the specialist workshop 'Turbocharge Your Writing', seven assessed it as "excellent" and one as "very good." For the 'Clean Interviewing' workshop, of the 17 participants who evaluated the course, 14 rated it as "excellent," two as "very good" and one as "good." Finally, the following quotes are representative of most participants' experiences of the writing retreats offered in 2017:

> "With my 0.5 role at Unitec and a 0.5 role at another academic institution I would not have completed the documentation for this project [without the writing retreat] and would not have been [in] any way prepared for rolling this project out next semester - ethics approval dependent."

> "I would be hard pressed to find anything negative to report about the retreat. Pleasant atmosphere, pleasant conversations and a very pleasant environment that was tranquil and peaceful. The food was excellent too. This was my first writing retreat, but I would recommend it to anyone and given the chance I would love to take up the opportunity in the future."

1.2   Supporting our researchers – internally funded research projects

Unitec offers two annual contestable funding rounds for staff-initiated research projects: the Senior Researcher Fund (SRF) and the Early Career Researcher Fund (ECR). Applications for ECR and SRF funding are appraised by a Grants Assessment Committee, a sub-committee of the Unitec Research Committee.

Also in 2017, Tūāpapa Rangahau initiated a new research project fund called the New Researcher Project Start-up Fund (NRPSF). Successful applicants of these three funds are required to report at least twice to Tūāpapa Rangahau on the progress, challenges and highlights of their research projects. In addition to being the 'funder', Tūāpapa Rangahau also provides administrative support to the Lead Researchers to ensure they have the best support to successfully deliver their projects.

In 2017, eight SRF projects were awarded contestable funding totalling $82,000 and six ECR projects were awarded contestable funding totalling $69,000.

The NRPSF provides modest budget to support new researchers to team up with an experienced researcher to undertake a research project. The fund provides a pathway for these new researchers to become research active and to contribute to their Pathway's Research Productivity Traffic Light results.

Three project teams were awarded NRPSF funding in 2017, totalling $11,000. The 2017 awardees are listed in Tables 1, 2 and 3 below, along with some selected highlights from some of the awarded projects.

1.2.1 Senior Researcher Fund (SRF)

The SRF contestable round seeks to make strategic investments in Unitec's best research. It is an opportunity for the more advanced researchers at Unitec to find support for their research. Successful SRF projects demonstrate strong academic rigor, meaningful external partnership, opportunities for external funding and have potential to impact our communities, industry and iwi.

Lead Researcher	Practice Pathway	Project name
Mel Galbraith	Environmental and Animal Sciences	Feeding ecology of the southern black-backed gull (*Larus domincanus*), Auckland, New Zealand
Stéphane Boyer	Environmental and Animal Sciences	DNA barcoding of New Zealand whitebait
Sylvia Hach	Health & Community	MoodRush: Engaging language-free, mobile self-assessment of mood
Nigel Adams	Environmental and Animal Sciences	The use of DNA barcoding to characterise marine food webs: using apex seabird predators as a sampling vehicle
Elena Kolesova	Business Practice	Gimme Shelter: Shifting consciousness about refugees in the Pacific
Dianne Roy	Health & Community	Stroke Family Whānau Project: Phase 2 longitudinal study
Dale Sheehan	Health & Community	Enhancing future employability through work based learning
Deborah Rolland	Business Practice	Communicating Science: Assessing the capability for an outdoor participatory art science experience to engage the public in climate change issues

Table 1: 2017 Senior Researcher Fund projects awarded

A few 2017 highlights from these SRF projects have been:

- After sampling 120 breeding gannets within the Hauraki Gulf and analysing the samples using molecular techniques, Nigel Adams and team identified substantial differences in the birds' diets across sites and across years. The results support the use of seabirds as foodweb monitors of the marine ecosystem function and health. This work has resulted in several future projects and external funding opportunities in collaboration with Department of Conservation, Northern New Zealand Seabird Trust, University of Auckland, Auckland Museum and Foundation North.

- The MoodRush project team has successfully designed and pilot tested a prototype mobile application supporting young people to self-assess their mood. The prototype is based on a validated clinical assessment tool and is largely language-free. The pilot with Unitec domestic and international students confirmed the utility and acceptability of the mood self-assessment mobile app. Initial

estimates of the clinical validity of the prototype are looking promising and external research income is being sought to further support the app's development.

- New Zealand has five species of whitebait (four of which are endangered), and these species have now been DNA sequenced by Stéphane Boyer and team. The team also confirmed the feasibility of extracting fish DNA from water samples to determine which species of whitebait were in any given river – to inform conservation efforts. This assessment was conducted with school students at Kauri Flats School as part of a citizen/participatory science project and the next step is to take this targeted DNA sampling approach to detect these species more widely in the field. The research also surprisingly indicated that non-New Zealand species (including anchovy) were present in whitebait products sold as New Zealand origin – more research is needed here to investigate this finding and assess any commercial implications.

- The Gimme Shelter project seeks to better understand some of the highly complex circumstances that influence the experience of refugees who have settled in New Zealand. This first phase of the project conducted preparatory consultation with refugee participants and with other key knowledge holders, including the Red Cross, the Auckland Resettlement Community Coalition and the New Zealand National Refugee Youth Council). This consultation phase has now built meaningful stakeholder engagement and buy-in for later stages of the research. Several pedagogical outputs where also produced during this phase, including two graphic novels created by Bachelor of Creative Enterprise students as a part of their third year final project, one completed Masters (120 credit) thesis and two relevant projects completed by students as materials for the project website.

1.2.2 Early Career Researcher Fund (ECR)

The ECR contestable funding round supports both emerging and established early career researchers at Unitec in order to develop the capability, capacity and career progression of these researchers.

Lead Researcher	Practice Pathway	Project name
Marie-Caroline Lefort	Environmental & Animal Sciences	Feeding behaviour and acquisition of gut microbiome in a vineyard pest
Marie-Caroline Lefort	Environmental & Animal Sciences	The European paper wasp, friend or foe of New Zealand native biodiversity? A diet investigation
Aziz Ahmad	Engineering	Model Predictive Control for solar hot water cylinder using ANN based solar and power consumption predictions
Kris Descovich	Environmental & Animal Sciences	The disgust response as a novel measure of animal welfare
Hoa Nguyen	Social Practice	Financial literacy for students in intermediate and high schools
Daniel Stamp	Community Development	Coach and player attitudes to sports injuries in team sports

Table 2: 2017 Early Career Researcher Fund projects awarded

Whilst several of these ECR projects are still underway, a few 2017 highlights to date are:

- The disgust response was measured in 20 dogs as a proof of principle study to identify any links between a dog's disgust response and its welfare. Whilst the research is ongoing, it hopes to contribute to next steps in animal welfare science through increasing our understanding of the interaction between emotional states in animals and their welfare, where the measurement of emotional state could in the future become a welfare monitoring tool.

- The financial literary project seeks to add further evidence and support to the call for more financial literacy training in New Zealand high schools. The team are conducting a formative evaluation of a financial literacy programme currently being provided to West Auckland intermediate and high school students. The evaluation seeks to identify possible programme improvements and to determine the relevance of the programme across cultures and socio-economic groups. The project is ongoing and the study results hope to produce a framework and guideline for effective financial literacy training for youth and to validate a financial self-efficacy scale for young people.

- The diet of paper wasps in Auckland was investigated to determine whether their recent arrival in New Zealand has had a positive or negative impact on New Zealand native biodiversity. The research showed that these Polistine wasps from the Auckland region cannot be referred to as friend or as foe of New Zealand native biodiversity, as their diet consisted of both pest species and New Zealand native and endemic species. The project team also successfully developed a new molecular method to study the diet of social wasps over an entire season, using the leftover prey DNA recovered in their nests. This method is readily transferable to the study of other social wasps and the assessment of their impact on biodiversity.

1.2.3   New Researcher Project Start-up Fund (NRPSF)

The NRPSF is targeted to support research projects with strong mentor-mentee relationships and goals. The following three projects were funded this year, involving a total of seven new researchers.

Lead Researcher	Practice Pathway	Project name
Jayne Mercier	Community Development	Understanding the positive youth development outcomes of the William Pike Challenge Award for young people
Carsten Kudra	Creative Industries	Through the eyes of others…an approach to identification and empathy by means of immersive storytelling
Kris Descovich	Environmental & Animal Sciences	The relationship between personality structure, health and welfare in captive Asian bear species.

Table 3: 2017 New Researcher Project Start-up Fund projects awarded

More information on these three projects is highlighted in section 171.4.2 Research Development Plan (RDP).

These positive outcomes, in conjunction with the invaluable experience of winning and managing a funded research project, provide strong rationale for the continuation of these types of contestable research investment.

1.3   Focusing on research productivity – research outputs

Research outputs have been a key measure of Unitec's research performance for some time, which enables longitudinal data from the past five years to be reported. Research outputs are how researchers contribute to the store and accumulation of human knowledge. They include articles, books, conference papers, and less traditional forms of disseminating research such as patents, websites, films, design outputs, reports for industry, government and others.

This year's annual target, as outlined in Unitec's 2017 Annual Report to the Tertiary Education Commission, was to produce 438 quality assured[1] (QA) outputs for 2017. As demonstrated in the results that follow, we well exceeded our annual target for this measure.

1.3.1   Total Unitec research outputs

In 2017 there were a total of 744 research outputs, of which 622 (84%) were quality assured (QA) and the remaining 122 (16%) were not quality assured (non-QA). While we exceeded our research output target for 2017, as Figure 4 indicates, the overall count is similar to the previous year. This is because staff continue to add research outputs to Unitec's research output management system (ROMS) retrospectively. Furthermore, new staff to Unitec also add their research activity for previous years. These retrospective additions mean that the research outputs for each year continue to rise. Furthermore, the 2018 PBRF assessment will have mobilised a large cohort of the staff to ensure ROMS is fully updated with their outputs. We will expect to see this for the 2013-2017 figures as well and the 2018 report will show the true figure.

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[1] Quality assurance means that the research output has undergone a peer review process before publication and assures the consumer of the research of its veracity.

Figure 4: Total Research Outputs 2013-2017
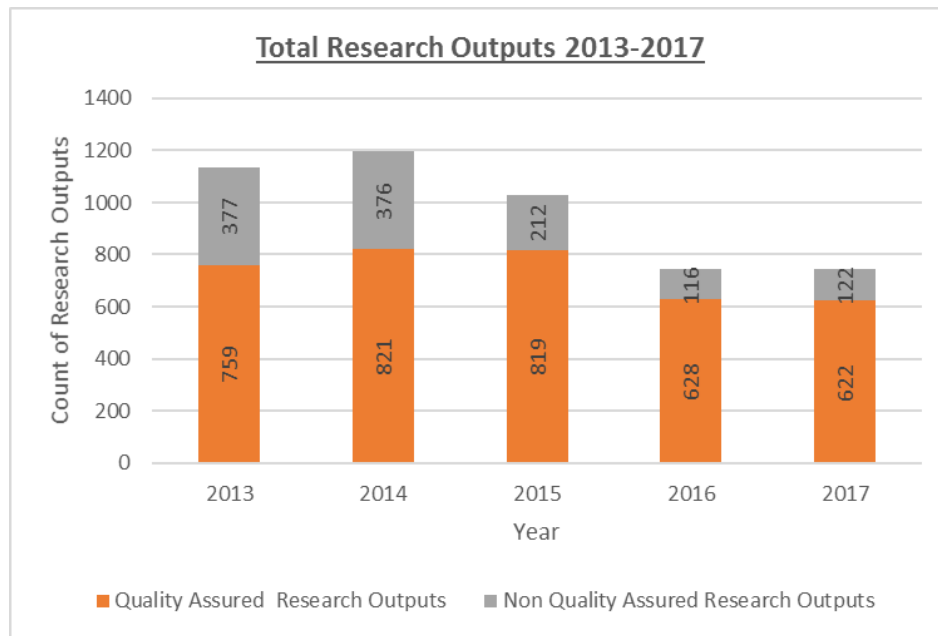
Figure 4: Quality and non-quality assured research outputs

The number of QA research outputs as a percentage of total outputs produced annually has grown significantly over the last few years, as illustrated in Figure 5. This may partly be due to an increase in research activity that tends to occur towards the end of a PBRF cycle (2017 is the last year for research publication for this PBRF round). It may also be reflective of a drive to encourage staff to publish in good quality publication contexts.
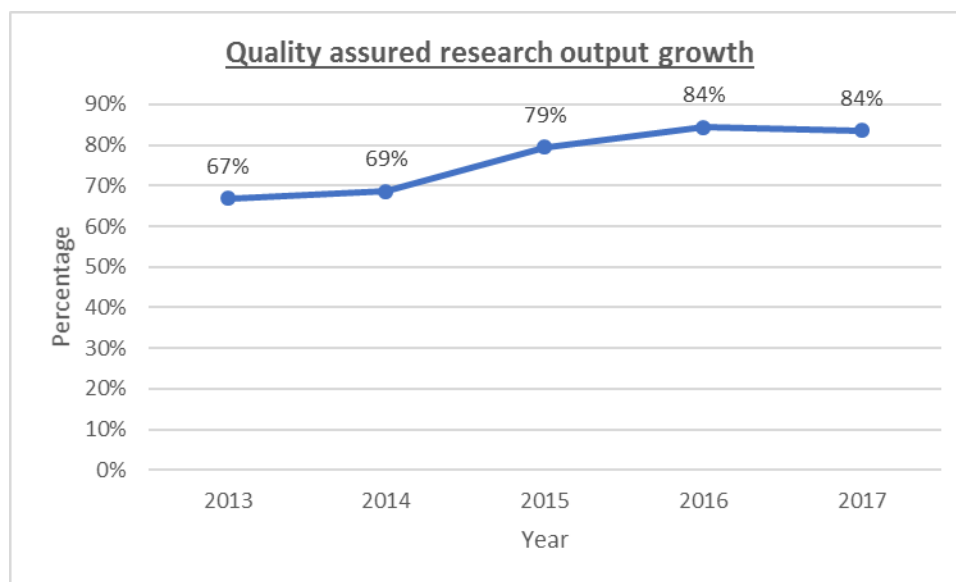
Figure 5: Quality assured research output growth

1.3.2 Research outputs by Pathway

Research output reporting was aligned to the Pathway structure in 2017. Figures 6 and 7 illustrate the total QA and non-QA research outputs produced by each Pathway in 2017. The category "other" represents research outputs from Te Puna Ako, Academic Development, Tūāpapa Rangahau and Te Waka Urungi.
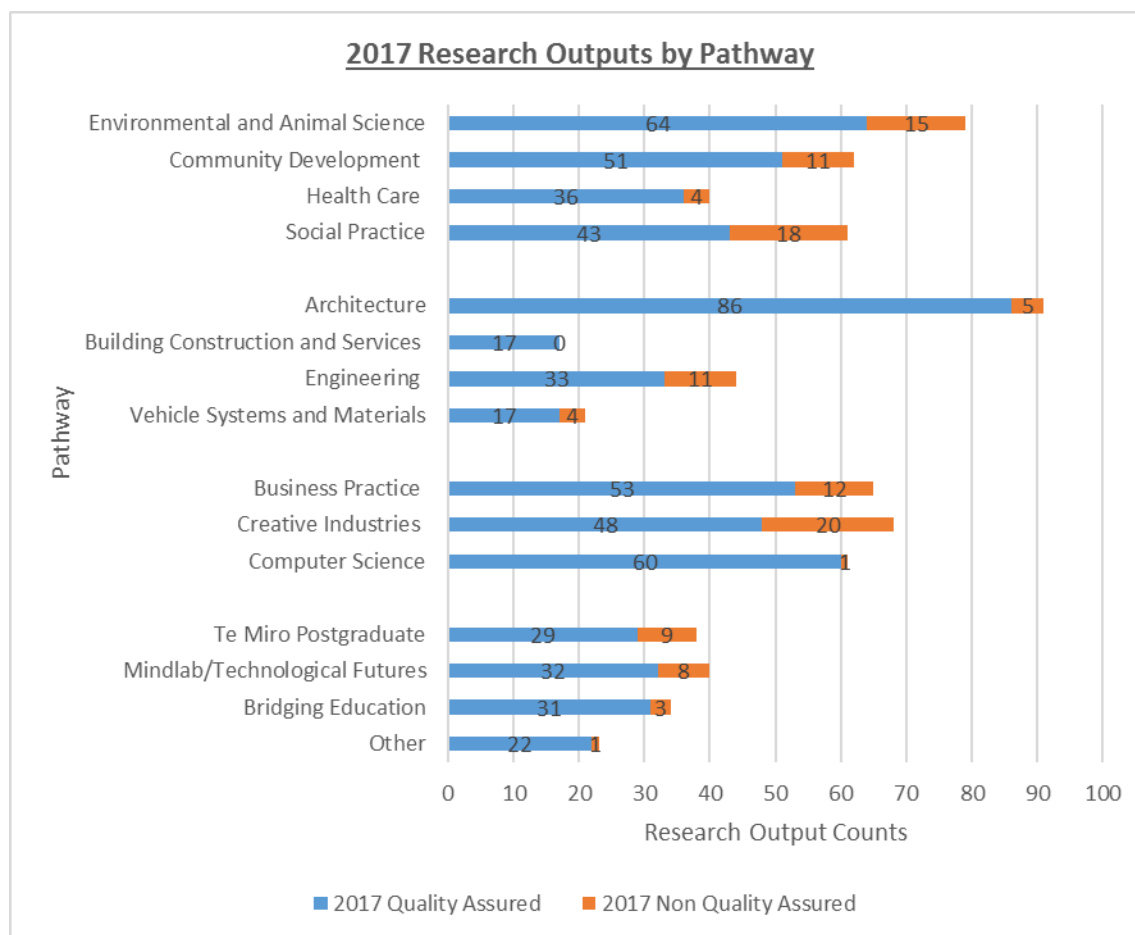
Figure 6: 2017 QA and non-QA research outputs by Pathway

Whilst it is acknowledged that not all 2017 research outputs were included in ROMS at the time of this report, the current results show a high degree of variability in research output productivity across the Pathways. However, these total counts need to also be seen in context of the total research active FTE within each Pathway. The following table shows the number of QA research outputs achieved per research active FTE within each Pathway.

Pathway	QA outputs per research active FTE
Environmental and Animal Science	5.43
Computer Science	4.72
Te Miro Postgraduate	4.05
Social Practice	3.38
Architecture	3.36
Creative Industries	2.24
Health Care	1.97
Vehicle Systems and Materials	1.94
Business Practice	1.81
Community Development	1.69
Engineering	1.57
Building Construction and Services	1.51

Table 4: QA research outputs per research active FTE

In 2017 Unitec produced an institutional average of 2.8 QA research outputs per research active FTE. Environmental and Animal Science and Computer Science were the clear front runners, demonstrating high QA research output performance in 2017 by producing 5.4 and 4.7 QA outputs per FTE respectively. Te Miro Postgraduate, Social Practice and Architecture also achieved above average QA research output results relative to FTE.

1.3.3 Research dissemination support to Pathways

Disseminating research through attendance and presentations at academic conferences is an important and necessary part of academic careers. This provides opportunities to generate peer reviewed research outputs (a measure of an academic's productivity), to provide staff professional development and networking opportunities, and to gain the latest knowledge and advances regarding a specific discipline. Unitec provides the Research Dissemination Fund, managed by Tūāpapa Rangahau, to support academic staff in the dissemination of new knowledge at conferences, promotion of Unitec research, and increase in external recognition.

In 2017 $185,000 was made available across Unitec's Pathways to support research dissemination. This funding supported 85 individuals to disseminate their research (averaging $2,176 per person). Of these individuals, 39 presented at New Zealand conferences and 35 presented at international conferences and the remaining were assisted in writing or publishing their research work. These figures do not include dissemination support provided to Unitec's Professoriate members– professorial funding is summarised below.

In addition to Unitec funding, seven staff were partially or fully funded by external organisations to disseminate their research outputs, providing strong indication for the quality and relevance of this research.

Given 2017 was the final year for completing PBRF research outputs, Tūāpapa Rangahau also invested further into the dissemination activities of PBRF eligible candidates, providing targeted support to their Quality Evaluation portfolios. This was called the PBRF Max initiative and is discussed further in the Research Excellence section below.

1.3.4   Professoriate

The professoriate at Unitec began a new project in 2017 with the initiation and implementation of the Unitec Professorial Research Mentoring Framework. This framework aims to bring professorial expertise and existing projects to bear on the Unitec goal of achieving 100% research engaged degree programmes by 2020. The Tūāpapa Rangahau Network Research Partners help to link members of the professoriate with an emerging or even completely novice researcher, who is interested in what the Professor is doing and who needs to become research engaged in order that their programme can achieve compliance. Once a partnership has been formed, the Associate Professor or Professor then mentors the researcher, engaging them in a research project and co-authoring with this colleague in a peer reviewed journal. This initiative has been highly successful with 72% of participating professorial members co-authoring through to publication in 2017. The framework has expanded in 2018 and the professorial team are determined to further bring to bear their research experience and established practice to advance the institutional research goals. They have collectively developed a statement of purpose:

Ko te amorangi ki mua, ko te hāpai ō ki muri.

The leader is in front and the food bearers behind.

The professoriate is a group of researchers throughout the organisation who through their work have gained national and international recognition and have reputations as leaders in their disciplines. The goal for the Unitec professoriate is to share our knowledge and skills, our time, our passion for our topics, our listening ear, and our very selves with colleagues, students, and industry stakeholders for the better of society; that we advocate our disciplines through collaborations and presentations, and engage in the public discourse when and where necessary; and that we build teams across the organisation to catalyse research potential at Unitec and to open doors for new and emerging researchers.

An excellent example of this role of the professoriate is the work by Associate Professor Evangelia Papoutsaki, who aims at facilitating and supporting research communication of research at Unitec through ePress, producing a range of quality assured publications, including three journals (Whanake: The Pacific Journal of Community Development, Perspectives in Biosecurity and Pūrātoke Journal of Undergraduate Research in the Creative Arts and Industries). Evangelia uses her role as Editor in Chief to catalyse research at Unitec through the nurturing of new and emerging authors to publish quality assured outputs, supporting Unitec staff to be editors and peer-reviewers, and making Unitec research available to a wide audience. She asserts that the highlight for 2017 ePress is the metro vouchers/ITP reports https://www.unitec.ac.nz/epress/index.php/category/publications/epress-series/metro-reports/ as   a

good demonstration of applied research publications that showcase the ability of Unitec to support directly the businesses and communities that it serves.

In a broader context, members of the professoriate team up with staff members for exciting research opportunities. Associate Professor Nilufar Baghaei teamed up with Senior Lecturer Sylvia Hach (Principal Investigator) and Lecturer Ray Jauny from the Health Care Pathway to design and develop a mobile app for language-free mood self-assessment. The collaboration resulted in two publications at the 2017 ITP Research Symposium and Expo, and at MOBIHEALTH 2017. Other interdisciplinary projects led/supervised by Nilufar include:

- Design, implementation and evaluation of mobile games for educating children with diabetes in collaboration with the National Institute of Health Innovation, based at the University of Auckland and Middlemore Hospital (the project won a Health Research Council grant in 2017).
- Using gamification to improve the uptake of Positive Behaviour for Learning (PB4L) pedagogy in schools (supervision of Lou Reddy, a Masters of Applied Practice student), in collaboration with Wesley Intermediate School
- Virtual reality for supporting mental health, in collaboration with Sylvia Hach from Health Care Pathway, Dr Kirshnian (Psychiatrist) from Wellington, Dr Khaliq (virtual reality researcher) from the Media School Design and Roy Davies from Imersia Reality.

1.4 Research active degree programmes – Research Productivity Traffic Light (RPTL)

In order to monitor the extent to which degree programme teaching and supervision is underpinned by research activity, a NZQA requirement, Unitec's Academic Board approved the use of the Research Productivity Traffic Light (RPTL) Report. This report was first presented to the Academic Board in 2012 and has been produced annually since then.

The RPTL results present the research activity of permanent full time or part time staff, or staff on contracts of 12 months or more with at least 0.2 FTE, who currently teach or supervise on degree programmes. For the RPTL a research active staff member is defined as someone who reached or exceeded the threshold of two eligible research outputs (either quality assured or non-quality assured) over the previous two-year period. A Green lit degree programme is where at least 75% of staff teaching and/or supervising on it are research active.

The Unitec Research and Enterprise Strategy outlines Unitec's aspirations with regard to RPTL performance, stating that all programmes at degree level will be rated Green in time for the 2020 RPTL census.

1.4.1 Research productivity status of Unitec degree programmes

The 2018 RPTL shows that Unitec continues to maintain the excellent gains made since the Traffic Light report was introduced in 2012 (see Table 5 and Figure 7 below), however the rate of progress has slowed. As shown in Table 5 below, in 2017, 28 degree programmes were Green lit (68%), seven programmes were Amber lit (20%), and six were Red lit (12%). In 2018, 27 degree programmes are Green lit (68%), five programmes are Amber lit (13%), and eight are Red lit (20%).

Programme Status	2012	2013	2014	2015	2016	2017	2018
Count of Green Lit Programmes	9	10	14	19	22	28	27
Count of Amber Lit Programmes	7	8	9	12	16	7	5
Count of Red Lit Programmes	11	9	7	4	3	6	8
Total	27	27	30	35	41	41	40
Programme Status	2012	2013	2014	2015	2016	2017	2018
Percentage of Green Lit Programmes	33%	37%	47%	54%	54%	68%	68%
Percentage of Amber Lit Programmes	26%	30%	30%	34%	39%	17%	13%
Percentage of Red Lit Programmes	41%	33%	23%	11%	7%	15%	20%
Total	100%	100%	100%	100%	100%	100%	100%

Table 5: Total Number and percentage of Green, Amber and Red lit Degree Programmes 2012-2018

Figure 7 below also illustrates the research productivity results and trends for the institute over the last seven years.
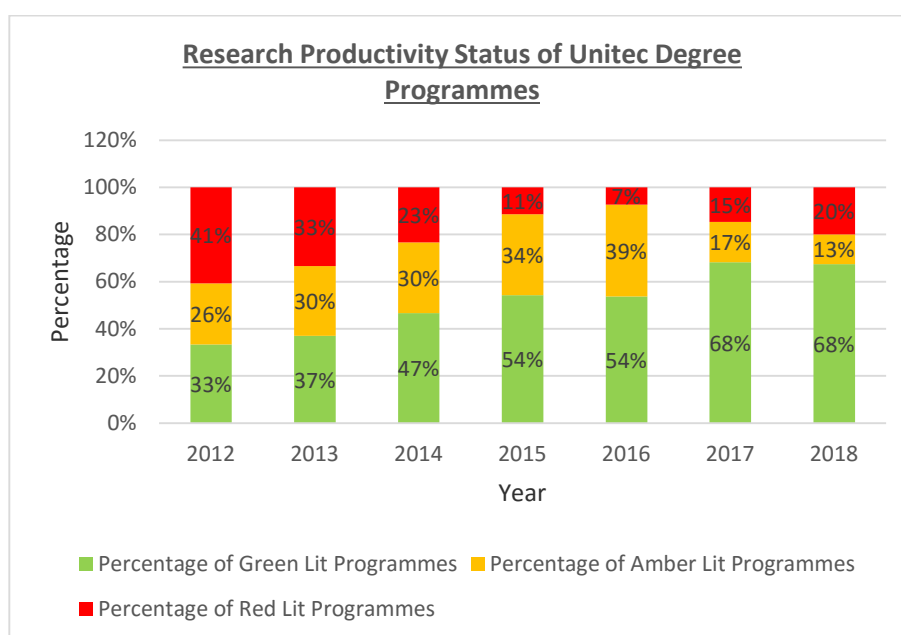
Figure 7: Total Number of Green, Amber and Red lit Degree Programmes 2012-2018

At the programme level, three programmes shifted up a grade (i.e. from Amber to Green (n=2), or Red to Green (n=1)). This rate of positive shift has slowed down compared with 2017 where eight programmes shifted upwards. Similar to last year, six programmes downgraded from either Amber to Red (n=3), or Green to Amber (n=3). Table 6 below illustrates these shifts.

Network	Pathway	Programme	Research Active Staff Count in Programme 2018	Programme Traffic Light 2012	Programme Traffic Light 2013	Programme Traffic Light 2014	Programme Traffic Light 2015	Programme Traffic Light 2016	Programme Traffic Light 2017	Programme Traffic Light 2018	Percentage Point Change 2017-2018
Bridgepoint Network	Bridging Education	Bachelor of Arts (EAL)	5			80%	83%	57%	43%	20%	-23%
Business and Enterprise Network	Business Practice	Bachelor of Business	25	56%	47%	53%	67%	69%	75%	52%	-23%
		Bachelor of Communication	5	38%	53%	64%	80%	56%	50%	60%	10%
		Master of Applied Practice (Professional Accounting)	5					75%	100%	80%	-20%
		Master of Business	6	83%	75%	45%	64%	80%	100%	67%	-33%
		Master of International Communication	4	100%	100%	100%	100%	100%	86%	100%	14%
		Postgraduate Diploma in Business	5				75%	83%	100%	80%	-20%
		Postgraduate Diploma in International Communication	3					100%	80%	100%	20%
	Creative Industries	Bachelor of Creative Enterprise	11					60%	77%	100%	23%
		Bachelor of Performing and Screen Arts	15	23%	27%	48%	50%	56%	43%	47%	4%
		Master of Creative Practice	7					100%	91%	100%	9%
		Master of Design	7	79%	83%	67%	89%	67%	85%	100%	15%
Construction and Infrastructure Network	Architecture	Bachelor of Architectural Studies	19	60%	64%	64%	62%	84%	79%	84%	5%
		Bachelor of Landscape Architecture	8	75%	85%	75%	82%	88%	75%	88%	13%
		Master of Architecture (Professional)	20	60%	67%	78%	67%	90%	75%	85%	10%
		Master of Landscape Architecture	8	90%	89%	88%	80%	89%	75%	88%	13%
	Building Construction and Services	Bachelor of Construction	10	50%	50%	45%	50%	75%	70%	60%	-10%
Engineering Network	Engineering	Bachelor of Engineering Technology	23	36%	25%	31%	85%	55%	50%	35%	-15%
	Vehicle Systems and Materials	Bachelor of Applied Technology	24	8%	27%	32%	45%	55%	53%	38%	-15%
Environmental and Animal Sicence Network	Environmental and Animal Science	Bachelor of Applied Science (Natural Sciences)	18	81%	78%	77%	100%	100%	100%	83%	-17%
Health and Community Network	Community Development	Bachelor of Applied Science (Human Biology)	9	25%	22%	44%	29%	22%	56%	78%	22%
		Bachelor of Health and Social Development	8			100%	100%	20%	43%	75%	32%
		Bachelor of Sport	12	27%	36%	78%	70%	70%	75%	83%	8%
		Bachelor of Teaching (ECE)	10	40%	42%	53%	47%	64%	60%	40%	-20%
		Master of Osteopathy	11	45%	50%	71%	50%	50%	85%	82%	-3%
	Health Care	Bachelor of Health Science (Medical Imaging)	7	29%	29%	57%	71%	67%	25%	43%	18%
		Bachelor of Nursing	14	32%	25%	36%	25%	35%	29%	21%	-7%
	Social Practice	Bachelor of Social Practice	11	41%	60%	84%	94%	94%	86%	100%	14%
		Master of Social Practice	3	58%	83%	86%	100%	100%	100%	100%	0%
		Postgraduate Diploma in Counselling	2			100%	100%	100%	100%	50%	-50%
High Technology Network	Computer Science	Bachelor of Computing Systems	15	73%	67%	71%	94%	93%	86%	93%	8%
		Doctor of Computing	4	100%	75%	100%	100%	100%	100%	100%	0%
		Master of Computing	10	73%	58%	100%	93%	100%	100%	100%	0%
		Postgraduate Diploma in Computing	7				91%	100%	100%	100%	0%
Te Miro Network	Te Miro Postgraduate	Master of Applied Practice (all streams)	11				67%	91%	100%	91%	-9%
		Master of Educational Leadership and Management	3					67%	67%	100%	33%
		PGDip Applied Practice (all streams)	3				64%	100%	100%	100%	0%
	Mindlab	PGCert Applied Practice (Digital and Collaborative Learning)	20					60%	93%	75%	-18%
		Master of Applied Practice (Technological Futures)	6						83%	83%	0%
		Master of Teaching Educational Leadership	3							33%	33%

Table 6: The Traffic Light scores for all Unitec degree programmes 2012 to 2018[2] - excerpt taken from 2018 RPTL Report

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

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

1.4.2 Research Development Plan (RDP)

The RDP initiative was implemented in 2014 to aid programmes to improve their RPTL results. Resources were directed to help support targeted staff members to engage in research at Unitec and build research culture in the target programmes. This resulted in the reduction of Red lit programmes from 23% to 7% in 2016. However, progress has slowed and extra effort is required to support the last Amber and Red programmes towards Green lit status.

Following are some RDP highlights for 2017:

- In February we ran a workshop with Unitec's Pathway Research Leaders to create research development plans for the degree programmes in their Pathway. The focus was on moving research eligible staff towards research active status, and ensuring already active staff had sufficient time and support available to maintain their research portfolio.
- Supported Vehicle Systems' regular research staff meetings, led by the Pathway's Research Leader Niranjan Singh, to grow the research culture in that currently Red lit pathway.
- Funded the attendance of a large cohort of Unitec academics to attend the ITP Symposium in Hamilton. This group included promising researchers who were not yet research active.
- A new funding stream, the New Researcher Start-up Fund, was established to encourage currently research inactive staff to be part of a research project that will result in co-authored research outputs. Three Pathways utilised this fund in 2017, including:
  - *Bachelor of Health and Social Development:* A study with industry partner William Pyke Challenge Award to evaluate their youth development programme's outcomes. Jayne Mercier led this research project, which involved most of the programme's staff as co-authors. This initiative, alongside co-authored research outputs led by the Pathway's Research Leader Lian Wu, resulted in this Pathway achieving the most rapid shift in the 2018 RPTL. They went from Red lit to Green lit status in one year. An inspiring example of what can be achieved through team based research.
  - *Bachelor of Natural Sciences:* A new specialist discipline will be added to the degree in 2018, Veterinary Nursing. A research project titled "The relationship between personality structure, health and welfare in captive Asian bear species" led by Kris Descovich involved two currently research inactive vet nursing academics. This project will enable these new degree teaching staff to become research active more quickly and return Environmental & Animal Sciences back to 100% Green lit status soon.
  - *Performing & Screen Arts (PASA):* A New Researcher Start-up Fund project is investigating the use of a helmet mounted 360 Degree camera that allows the filming of material for immersive experiences while the cinematographer moves themselves inside the scene. Besides creating innovative creative outputs this project allows Unitec staff to experiment with a new technology that may become very significant to teaching within PASA in a few years' time.

The goal to see all Unitec degree programmes Green lit by 2020 remains achievable. It is, however, critical that in 2018 Pathway research plans are established and endorsed by Heads of Practice Pathways and Academic Leaders, and that first phases are implemented, to give currently Red and Amber lit programmes the chance to shift to Green by 2020. Tūāpapa Rangahau's Research Development Programme (RDP) for 2018 will focus on partnering with Pathways to achieve this goal.

It is important to note that the annual RDP is initiated in Semester Two, following the release of the annual RPTL report in June. In Semester Two 2018, academics will be primarily focused on preparing for the External Evaluation and Review (EER) and may not be able to prioritise medium term research planning. Tūāpapa Rangahau will, however, endeavour to gain further traction for the RDP programme in 2018.

1.5 Research excellence – optimising our Performance Based Research Fund (PBRF) performance

The primary purpose of the PBRF is to ensure that excellent research in the tertiary education sector is encouraged and that it is funded based on performance. PBRF funding is received from Vote Tertiary Education and the Tertiary Education Commission (TEC) allocates the funds to tertiary education organisations (TEOs) according to PBRF's mixed performance-assessment regime. The three assessment elements to PBRF are:

1. Quality Evaluation (QE) measure: this is a six yearly assessment by peer review of the research performance of eligible TEO staff. The next full round of the QE takes place in 2018 and this element comprises 55% (previously 60%) of the total fund (discussed in this section below).
2. Postgraduate Research Degree Completions (RDC) measure: this is an annual measure of the number of PBRF-eligible postgraduate research-based degrees completed. This element comprises 25% of the fund (discussed in Section 5.5)
3. External Research Income (ERI) measure: this is an annual measure of the amount of income for research purposes received from external sources. This fund comprises 20% (previously 15%) of the fund (discussed in Section 2.3.3).

Unitec currently receives $3.188m in PBRF funding from the TEC (2017 data). Unitec's performance in the last QE round in 2012 secured 1.2357% of the total QE fund resulting in $2,039m of funding in 2017. This figure is the most stable of the three measures but does change if the total PBRF fund increases. The next QE round is in mid-2018 and will determine the QE funding Unitec will receive for the subsequent six years, i.e. 2019-2024. The RDC and ERI funding is calculated annually based on our annual ERI and RDC performance.

The QE measure is an assessment of the research quality of staff at eligible TEOs, research quality being assessed by expert peer review panels. TEOs determine which of their eligible staff members' research is likely to meet the standard for a funded Quality Category and then support these staff to submit their research portfolios for assessment.

Tūāpapa Rangahau has been actively preparing for the 2018 QE assessment for a number of years. In 2015, a mock PBRF round was implemented where staff submitted their portfolios for review to identify likelihood to rate and receive advice on further steps to optimise their portfolios. The PBRF Max project was then initiated to provide targeted funding and support to increase production of final research outputs before the cut-off date (31 December 2017).

In preparation, Tūāpapa Rangahau has also completed a forecasting exercise to estimate the percentage of staff likely to rate this round. Given staffing changes following Unitec's Transformation, further analysis was undertaken to identify how many of the researchers who rated last round are still with Unitec now.

1.5.1   Retention of our top researchers

In 2012, 33% of Unitec's eligible academics received rated portfolios. 131 staff received a PBRF rating that attracted QE funding of $2,039m in 2017, this being the substantive portion (64%) of the total PBRF funding ($3.188m).

Prior to the voluntary redundancy programme, Unitec set the stretch KPI to grow the number of PBRF rated staff by 5% for the 2018 round – from 33% to 38% of eligible staff. However, due to redundancies we have lost 60% (78 staff) of the 2012 cohort of staff with rated (funded) portfolios, which delivered the bulk of Unitec's PBRF funding. This presents a risk to the institute's research funding and KPIs.

1.5.2   Achieving our PBRF Quality Evaluation results

This situation was explained to the Executive Leadership Team (ELT) in late June 2017 and it was agreed that given these developments, the PBRF related KPI should be revisited. At this time, ELT suggested that a new KPI could be established around the percentage of New and Emerging staff rating for the 2018 PBRF Quality Evaluation Round.

At its July meeting, the Unitec Research Committee (URC) considered Tūāpapa Rangahau's current PBRF forecasting for 2018, and in light of the aforementioned changes and the heightened uncertainty following staffing changes, it was agreed to lower the PBRF KPI to 30% of eligible staff. That is, Unitec is aspiring to see 30% of its eligible staff achieve a PBRF ranking for this 2018 Quality Evaluation Round.

In 2012, 12% of the staff who achieved a PBRF ranking were New and Emerging researchers. This round we are seeking to grow that figure by 5%. That is, Unitec has a new target that 17% of the staff who achieve a PBRF ranking for the 2018 Quality Evaluation Round will be New and Emerging.

There are some other factors to consider in relation to achieving the revised KPI around PBRF.

1. Although 60% of the 2012 rated staff have left, we also lost a similar number of academic staff who were eligible but did not rate in the last PBRF review, therefore proportionally we could be in a similar position. Currently, we can identify 407 staff as eligible to submit, and it is possible that around 30% of these staff could rate.

2. This strongly suggests Unitec will not achieve its original percentage based KPI and the number of staff likely to rate in the 2018 assessment will be lower than the number of staff who rated in 2012. Not only will this impact on the amount of funding Unitec receives, it may also impact Unitec's place on the ITP PBRF results ranking table.

3. Another factor likely to impact on PBRF funding is that the staff who rated in 2012 and have now left Unitec predominately had obtained the higher ratings (the higher the rating the more funding received) and the proportion of staff obtaining higher rating is estimated to be less than in 2012.

In conclusion, Unitec has lost a significant number of staff that delivered the level of success achieved in 2012 and while there have been new appointments this has not brought the proportion of research active staff up to the same level as at 2012.

It is also important to affirm that despite this context a highly tactical, institutionally partnered programme has been put in place (PBRF Max) to ensure that Unitec presents the best possible suite of Quality Evaluation Portfolios that it possibly can at this time.

1.5.3 Targeted support - PBRF Max initiative

2017 is the final year of a PBRF Quality Evaluation round and significant time has been dedicated by Unitec academic staff to complete their QA research outputs by the December 2017 deadline. A great effort has been put in by a lot of people to optimise Unitec's success this PBRF round.

Tūāpapa Rangahau has also provide significant time and support to ensure eligible staff can optimise their research outputs and PBRF portfolio submissions. In 2016, Tūāpapa Rangahau identified priority Unitec staff whose research portfolios have a chance of ranking or increasing their rank in PBRF. A tactical approach has been used to ensure these priority staff have the support they needed to publish their final research outputs by December 2017. This support most commonly involved exam-marking support, teaching backfill, open access fees, academic writing support or conference dissemination support.

On the basis of submitting around 100 portfolios, investing in these priority staff is a sound business decision as the returns on investment are significant. For example, a "C rated" portfolio in design is worth about $18k per year over six years. If this investment helps one design lecturer produce a ranking portfolio, then the income from this one staff member's portfolio will exceed the total PBRF Max expenditure to improve all staff.

1.5.4 Targeted support - PBRF workshops/seminars

From mid-2017, PBRF workshops have been delivered to staff intending to complete a PBRF portfolio for the 2018 QE assessment. Individual support and portfolio development support is also being offered. Web based resources are being developed and will be available in early 2018. A new PBRF support person has been appointed (Doug MacLeod) and this will be the primary resource for staff in preparing portfolios. Editing support has also been provided. Staff commenced drafting their portfolios in 2017 and this work will carry on through until June 2018.

2   Increasing external engagement

Building partnerships to meet the needs of industries and to improve student success is central to achieving Unitec's Vision and Research & Enterprise Strategy.

2.1   Building external relationships through research

Unitec seeks to build external partnerships through impactful research projects informed by an "outside-in" approach. To achieve this aspiration, we have furthered programmes such as the *innovate*ITP Research and Enterprise Voucher scheme (details in section 2.1.1). These external relationships have engaged Unitec researchers in meaningful applied research projects and generated opportunities for external research income, whilst also producing a multitude of secondary benefits.

2.1.1   *innovate*ITP Research and Enterprise Voucher scheme

The *innovate*ITP Research and Enterprise Voucher scheme aims to create new relationships with external stakeholders by subsidising the cost of our research services to start research collaborations. In the course of delivering on a contract, we are facilitating professional development for staff in the commercial arena (outside of traditional academia) and engaging directly with industry. This creates real world opportunities for staff and students through increased industry engagement. Another benefit is the opportunity to foster joint projects around commercialisation and research enterprise.

Unitec has delivered, or was in the process of delivering, 26 research and enterprise vouchers by the end of 2017. Several more are currently underway or being scoped. The total external co-funding committed from the research and enterprise vouchers in 2017 was $55,800, this is in addition to significant external in-kind contributions to many of the projects.

The majority of research voucher projects were delivered by the Health and Community (12) and Business and Enterprise (11) Networks. Within these the Social Practice and Business Practice Pathway staff were the most active.

More recent voucher projects in 2017 have been more student-engaged, providing opportunities for Unitec students to apply research and work experience with industry partners. As well as this, given the professional development intentions of the fund, more recent projects have also incorporated research professional development resources for the less experienced research staff on voucher projects.

While not-for-profit organisations continue to be dominant in research voucher projects in 2017, the number of private companies involved in voucher projects have increased (see Table 7). Current developments show a strong demand and interest by start-ups/early growth companies so this is likely to lead to a more balanced distribution of projects in 2018.

Organisation Type	Number of Voucher clients
Private company	5
Charitable/not-for-profit	11
Public, local government	5
Incorporated society	5
Total	26

Table 7: Organisation type of Research Voucher clients

Not-for-profit organisations and incorporated societies engaged predominantly with community development as a discipline, whilst we are seeing more varied engagement from local government bodies and private companies. This has broadened projects into technical disciplines such as computer science and environmental sciences. This is a very promising development as the current increase of private company interest will lead to more varied collaborations for Unitec.
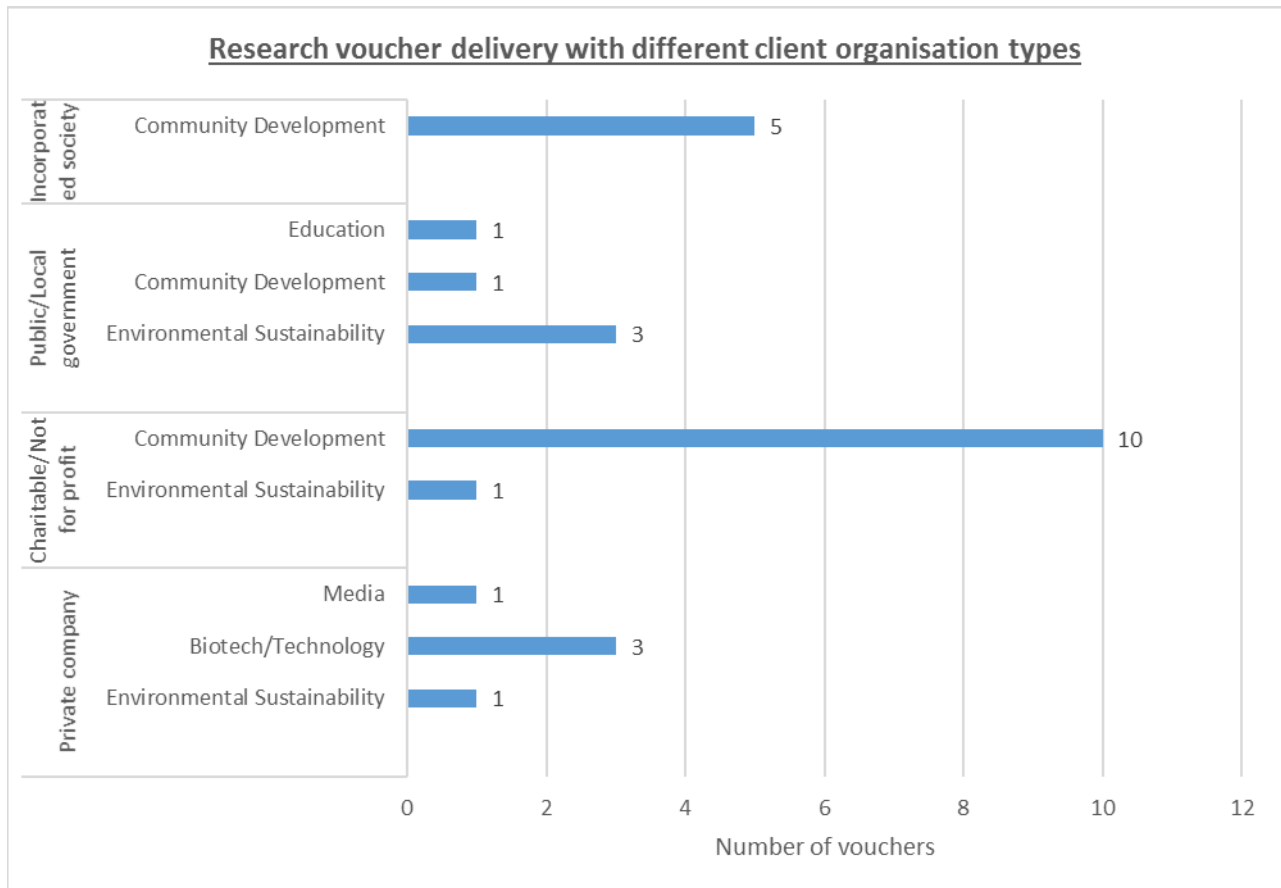
Figure 8: Research voucher delivery with different client organisation types

Figure 9 illustrates Pathways' involvement in the Research and Enterprise voucher scheme in 2017, shown as the number of active voucher projects by Pathway.

Research voucher delivery by Pathways
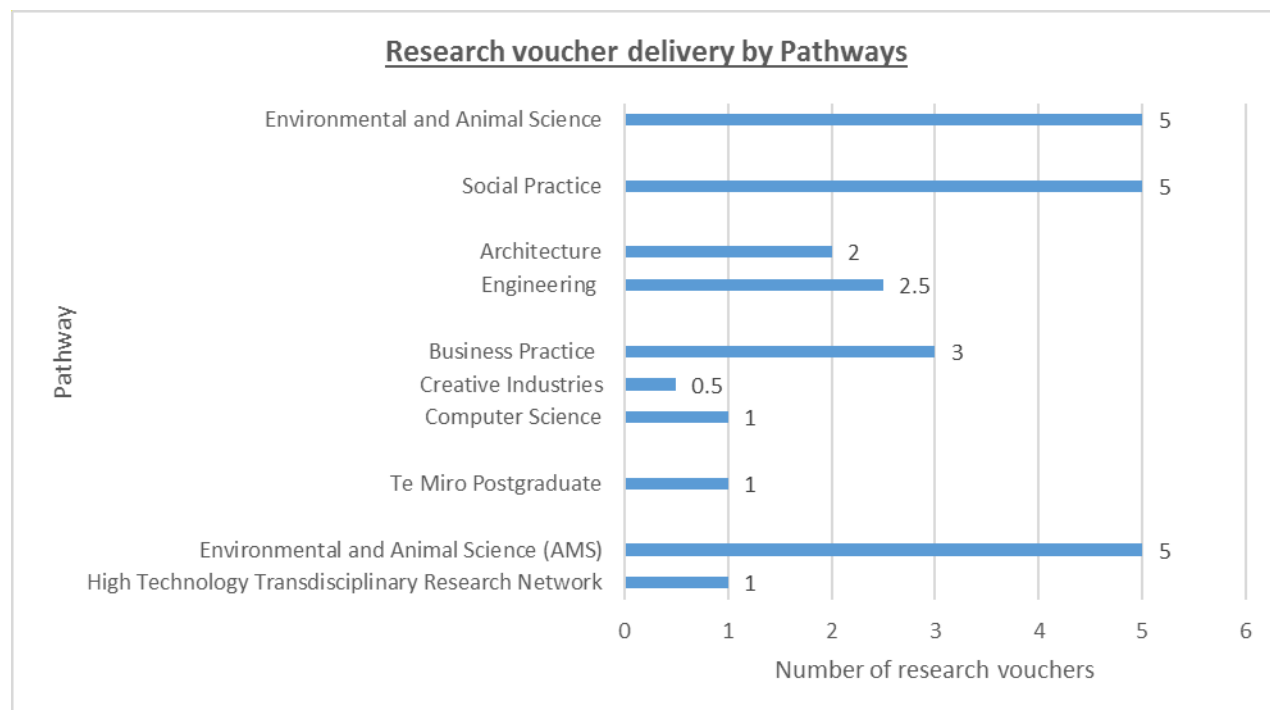
Figure 9: Pathways involvement research voucher scheme in 2017

2.1.2   Industry funded projects

Twenty-three research and enterprise projects in 2017 were at least partially industry funded by organisations including NakiCloud and Birds New Zealand. Industry funded projects are defined as projects that received funding from entities not listed as being a New Zealand State Sector Organisation or an overseas government organisation. In addition, through our *innovate*ITP Research and Enterprise Voucher Scheme, eight projects were funded by industry partners including the Waiheke Resources Trust and Delta Insurance. Figure 10 illustrates the Pathways' contribution to industry funded projects.

Industry funded projects by Pathway

Number of industry funded projects
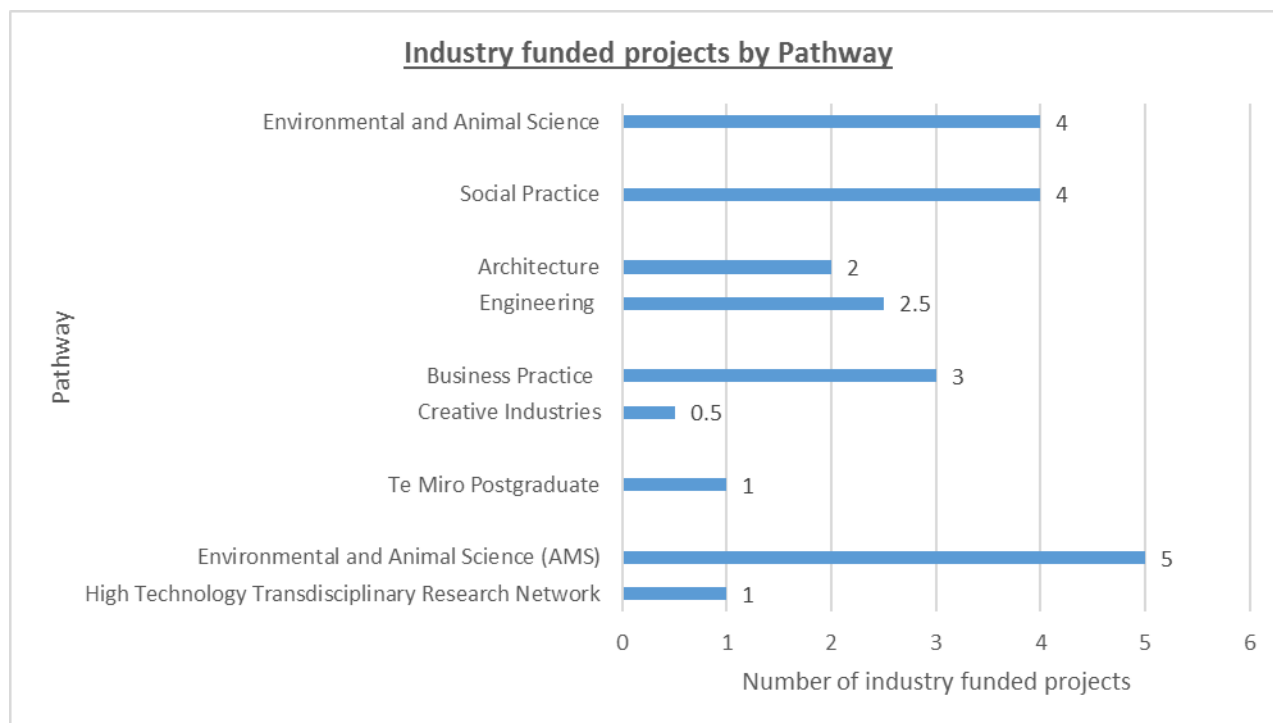
Figure 10: Pathways' contribution to industry funded projects

2.1.3 Commercialisation

The largest externally funded project at Unitec is STRATUS (Security Technologies Returning Accountability, Trust and User-centric Services in the Cloud) ($1.8m), a multi partnered, six-year project on cloud security aiming to return the control of data to the user and led by the University of Waikato. 2017 saw a recovery for the Unitec managed stream of the project, Research Aim 4 (RA4), focussed on resilience, from a period of difficulty to one of high achievement. The RA4 team was the first in the STRATUS partnership to achieve a commercialisation agreement, in this case with the Taranaki based cloud computing service provider NakiCloud (details below). STRATUS being halfway through its six-year Ministry of Business, Innovation and Employment (MBIE) contract was reviewed in 2017 and received a highly sought after Gold status for its overall progress. The recruitment of security professor Christian Probst bodes well for the future of cybersecurity research at Unitec.

Unitec's involvement in STRATUS has truly entered into its industry engaged phase. The collaboration with NakiCloud has progressed from a Memorandum of Understanding, signed in December 2016, to a commercialisation agreement for our backup and disaster recovery software CRaaSH (patent pending). CRaaSH for Linux is scheduled to be released to the market in July 2018 and negotiations for CRaaSH for Windows and other products based on the CRaaSH concept are underway. Discussions around expansion of the CRaaSH technology into overseas markets are progressing, promising a contribution by Unitec to building New Zealand's weightless high tech exports.

As part of conversations with industry facilitated by the STRATUS project, Unitec has engaged with cyber risk insurance provider Delta Insurance. Besides ongoing interactions regarding potential future software research projects, Delta has been the recipient of an *innovate*ITP Research and Enterprise Voucher. Unitec final year Bachelor of Communication student Megan Wolak spent the summer with Delta Insurance

writing a whitepaper on trends in cybersecurity. The project was supervised by Unitec Lecturer Nina Seja and supports her research into harmful digital communication. The result was received with great acclaim by industry and Megan received an offer of employment by Delta where she is today training to become an insurance underwriter. The project was co-funded by Delta Insurance and we are currently in discussions about more extensive research projects involving Unitec students.

We are aiming to develop more industry and student engaged research projects, as they combine a multitude of benefits for all involved parties. Industry can access relevant applied academic research and expertise while supporting the education of the future workforce. In fast developing areas such as computing and creative industries, a pipeline of skilled future employees is of great importance. Unitec students benefit from industry engaged learning in a creative and challenging research environment, while building connections for a future career. For Unitec this allows our research efforts to impact students directly and at the same time builds our networks with industry, increasing capacity for future projects.

2.1.4   Iwi development

2017 saw the identification of Māori Research and Innovation as Unitec's third Strategic Research Foci, with a view to particularising this theme over time. Some significant successes in Māori housing may consolidate the research focus, the highlight being the two Building Better Homes, Towns and Cities National Science Challenge grants.

Unitec won a significant grant, becoming the lead institute of Te Manaaki o te Marae: The role of marae in the Tāmaki Māori housing crisis, with Unitec Lecturer Rau Hoskins (architecture) as Principal Investigator in partnership with Dr Jenny Lee from University of Waikato and Te Puea Memorial Marae. The project investigates how urban marae can lead solutions to a housing crisis which afflicts many of the urban centres in Aotearoa, Auckland being at the forefront. The project works with the widely reported and totally independent response of Te Puea Marae, led by Hurimoana Dennis, and works in partnership with Māori who have led this extraordinary grass roots social initiative.

The second National Science Challenge success, Toitū te Kāinga, Toitū te Ora, Toitū te Tangata, involves a Unitec transdisciplinary team of Professor Bin Su (architecture) and Associate Professor Lian Wu (respiratory health) working with this Toi Ohomai led project on healthy homes. Partnered with the Matekuare Trust (Ngāti Whare) based in the Ureweras, the project took several years to get going, initially winning Health Research Council seed funding in 2016, running into problems, rallying and now well underway with sensors in houses in this remote, sometimes forgotten whenua.

The success of the partnership with Te Uri o Hau, Ngāti Whātua o Kaipara led by Ngaire Molyneux, was another highlight in 2017. The partnership with Te Uri o Hau commenced in 2014, and has since then delivered three other MBIE funded projects led by Dr Giles Dodson. This project seeks to enable hau kāinga in marae on the Kaipara Harbour, to educate rangatahi in environmental monitoring and advanced scientific kaitiakitanga, and create a sustainable business plan for these marae-based education programmes.

A Māori business lecturer and expert, Ngaire also co-led the *Innovate*ITP Research and Enterprise Voucher funded project with Hoani Waititi Marae, to develop a long term business plan for this formative urban marae in Aotearoa.

These successful projects provided the confidence for Unitec to bid for and win the 2018 *Innovate*ITP Research and Innovation Symposium themed on Māori Innovation, the organisation of which is well underway in 2017. Māori research and innovation is a rapidly emerging area of focus for the institute and has significant promise, founded on the notion of enduring, authentic partnership with Māori.

2.2   Seeking external funding

The 2014-2019 Tertiary Education Strategy focuses on building a more outward-facing and engaged tertiary education system, with strong links to industry, community and the global economy. Tertiary Education Organisations (TEOs), industry, and research organisations are expected to collaborate more to share expertise, transfer knowledge, and progress joint research programmes to deliver greater impact[3].

External research income (ERI) is a marker of the commercial success of intellectual property developed by the institution. Government continues to pursue ways to further incentivise TEOs to expand their sources of research funding beyond the public purse. As such, ERI is reported to and is monitored by government, and the PBRF fund rewards TEOs for seeking out ERI, in particular non-New Zealand government sources (more details in section 2.3.3 PBRF ERI). In 2015, the weighting of ERI changed from 15% to 20%, further putting the winning of ERI as a high priority for Unitec.

Sources of ERI include:

- Local government;
- Other NZ TEOs;
- CoREs (Centres of Research Excellence);
- Government research purchase agencies;
- Crown Research Institutes;
- Overseas organisations
- Private sector (NZ);
- Other central government.

2.2.1   Funding proposal submissions and success rates
Tūāpapa Rangahau's team has expertise in ERI identification, bid writing, intellectual property protection and commercialisation planning. The office supports Principal Investigators throughout the process of

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[3] Ministry of Education – Monitoring the Tertiary Education Strategy 2014-2019, 2017
https://www.educationcounts.govt.nz/__data/assets/pdf_file/0017/181313/TES-monitoring-report-publication-version.pdf

seeking, winning and managing ERI. Figure 11 illustrates the number of proposals submitted, number of successful proposals and the proposal success rates[4].

Proposals submitted for external funding
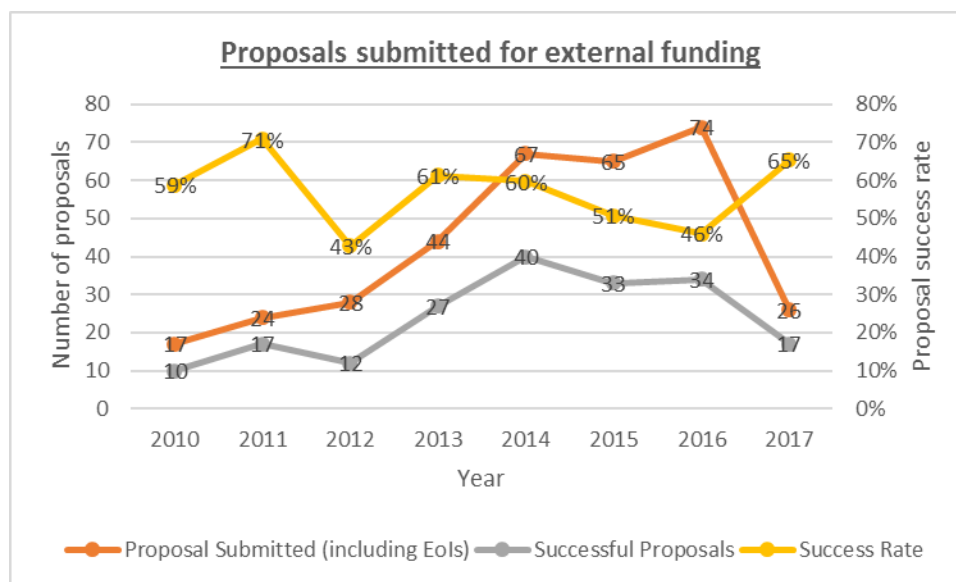
Figure 11: Proposals submitted for external funding.

There was a significant drop in the number of funding applications submitted in 2017 (26) compared to 2016 (74). Forty-two percent of the staff who submitted proposals in 2016 did not submit proposals in 2017 as they were leaving or had left Unitec. Despite the departure of some Unitec's most experienced fund seekers, in 2017 the percentage of successful applications increased from 46% (in 2016) to 65% and the value of the grants won increased more than 55%. This in part reflects the maturation of Tūāpapa Rangahau, which has invested significant resource in building the leadership and project management skills of up and coming researchers, developing and nurturing industry partnerships and providing hands on assistance to inexperienced researchers and busy senior researchers to pursue ERI opportunities.

[4] Success Rate percentage is calculated from proposal outcomes known at 31 Dec 2016

Figure 12 illustrates the total grants since 2010, where the outlier in 2014 represents the awarding of the six year $1.8m STRATUS grant (see Section 2.1.3).
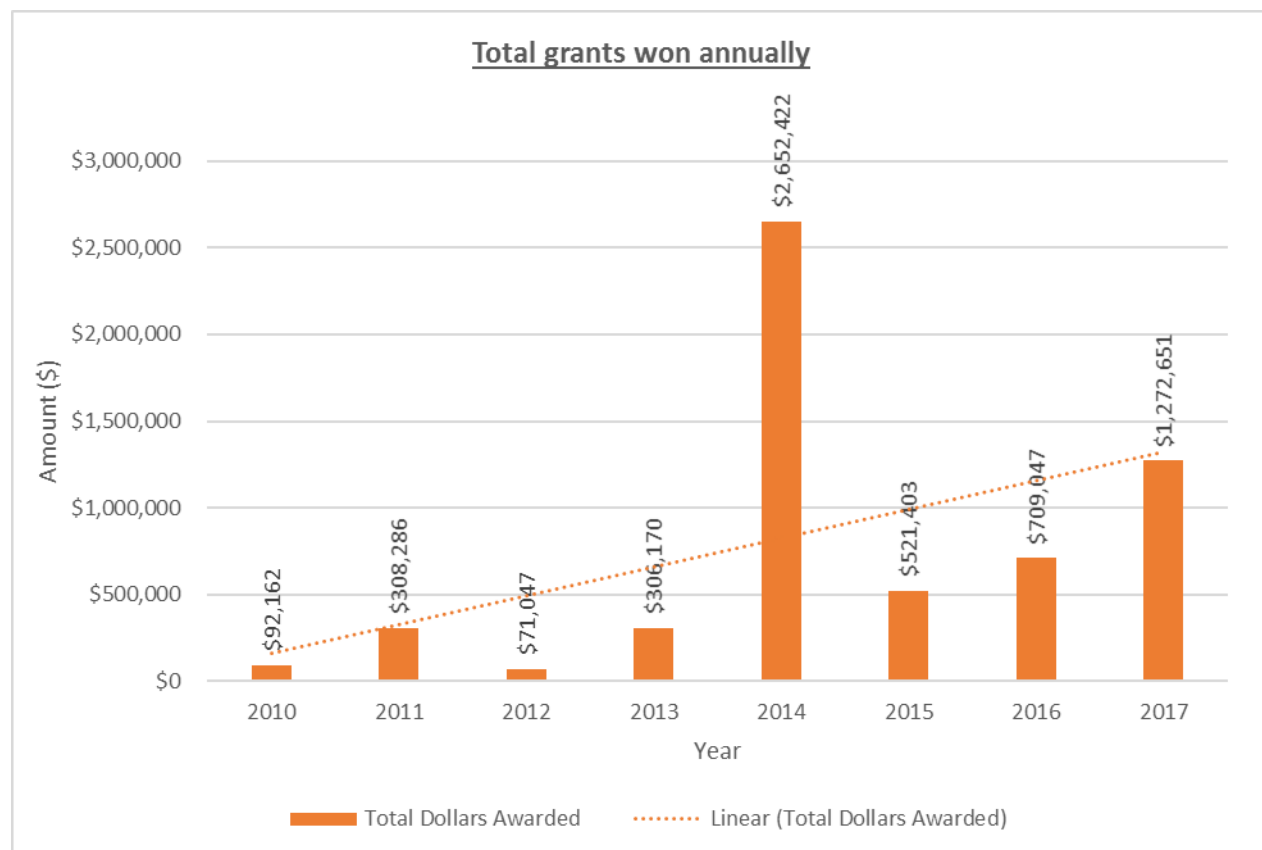
Figure 12: Total grants won annually

2.2.2   Organisations funding our research

The sources of Unitec's ERI provide an indicator of the value placed on Unitec research by various sectors. Income from government (central and local) and other TEOs is Unitec's most valuable source of ERI. However, five of our 12 funders in 2017 were non-government organisations, including an iwi and industry. The external engagement this represents, as well as the resultant diversification of the sources of our ERI, was pleasing to see.

The top five funders of successful proposals shown in Table 8: Top 5 funders for successful proposals in 2017 demonstrates Unitec's continued reliance on government grants in 2017. It also reflects Unitec researchers' increasing willingness to collaborate with research teams from other institutions, with three subcontracts awarded from other TEOs.

Top 5 funders of successful proposals in 2017	Source & Type of funding
BRANZ (Building Research Association of NZ)	Govt; contract research
University of Waikato	Govt; subcontract
Toi Ohomai	Govt; subcontract
Ministry of Business, Innovation and Employment (MBIE)	Govt; contestable
University of Auckland	Govt; subcontract
Auckland Council	Govt; consultancy, contract research

Table 8: Top 5 funders for successful proposals in 2017

In 2017, more than NZ$5 million of funding was sought while just over NZ$2 million was awarded, meaning we received just over 40% of the amount of funds we sought, a big improvement over 2016. This is an indication that Unitec is getting more competitive and competent in its bids for funding. **Error! Reference source not found.** shows that the majority of unsuccessful proposals were submitted to the same two funding providers.

Top 2 agencies that declined Unitec's applications for funding	Number of unsuccessful proposals	Total funding requested	Biggest single grant sought
Ministry of Business, Innovation and Employment (Endeavour Fund and Unlocking Curious Minds)	3	$1,298,995	$999,995
Royal Society Te Apārangi (Rutherford Discovery Fellowship, Catalyst Fund)	2	$880,000	$800,000

Table 9: Top 2 providers that declined Unitec's applications for funding

Despite these proposals being declined, it is pleasing that Unitec has Principal Investigators that are capable of developing projects for which we can apply to these larger schemes for support. In addition, the feedback we received on the $999,995 bid declined by MBIE was very encouraging, in that it was not the quality of our proposal that was the problem, but rather the lack of funds available in the funding pool, meaning that many worthwhile projects from a number of institutions were unable to be resourced. MBIE has actively encouraged Unitec researchers to submit more quality proposals to future rounds.

2.3 Delivery of externally funded projects

The successful delivery of an externally funded research project depends upon the Principal Investigator's ability to lead, coordinate and perform the research. It also depends on the institute's support teams including Tūāpapa Rangahau, Finance, HR and IMS to ensure Unitec maintains a strong external reputation as a quality research provider.

In 2017 Tūāpapa Rangahau provided research management and research administration support to Unitec Principal Investigators in the delivery of 67 active externally funded projects (59 of which were research projects, and eight of which were enterprise, non-research projects).

2.3.1   Total Unitec External Research Income (ERI)

The total external research income (ERI) for any given year is a strong indicator of the external value and magnitude of research efforts for that year. For these reasons it is one of Unitec's main KPIs within the Research and Enterprise Strategy, where Unitec seeks to increase total ERI by 10% per annum.

Total ERI is an annual measure of the amount of income Unitec earned delivering research services to external parties. ERI is the income we have earned during a financial year, not what we have been awarded. Unitec measures the ERI earned each year by determining the percentage of project progress made that year for each active research project. Then each project's percentage is multiplied by its respective awarded amount to provide the project ERI for that year. Total 2017 ERI is the sum of ERI calculations from all 59 active externally funded research projects.

Longitudinal data from 2010 onwards shows that Unitec has significantly increased its external research efforts in the last three years, and the TEC Investment Plan targets were adjusted in 2016 to meet this growth.
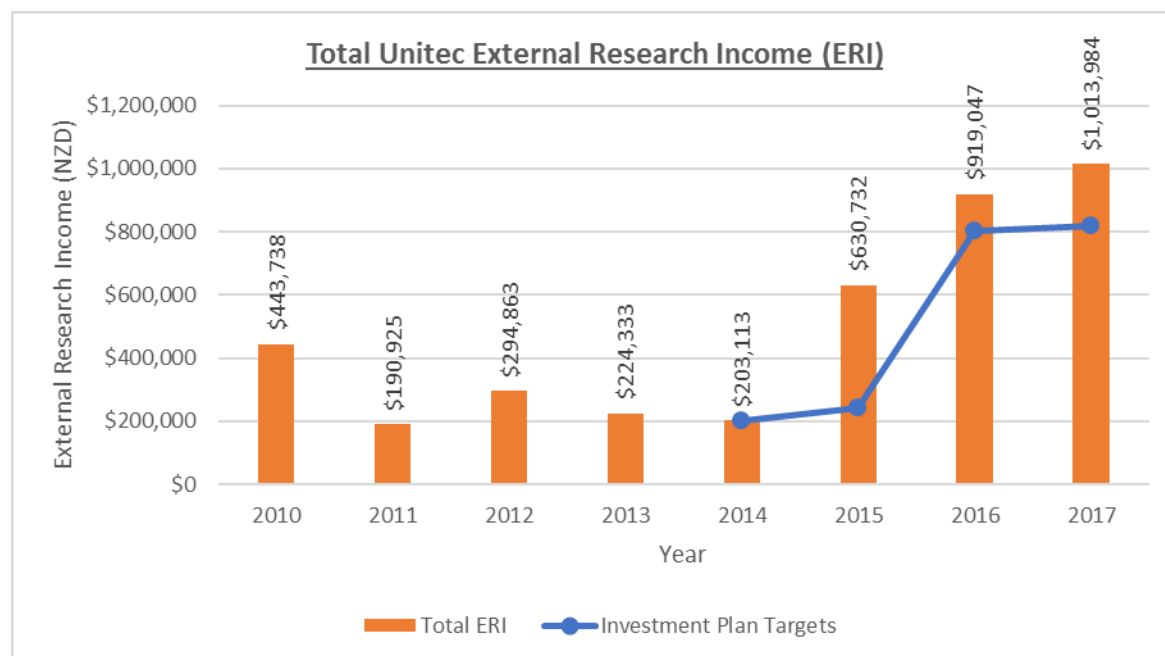
Figure 13: Unitec external research income between 2010 and 2017

The Total ERI figure for 2017 was $1,013,984, a 10% increase from the 2016 ERI result. Unitec has achieved ERI results well above its 2017 Investment Plan target of $817,000 and has successfully met its KPI of 10% growth per annum.

Overall, this positive trend continues to speak highly of the growing capability of Unitec's research workforce, strong project management and leadership from the Principal Investigators, ongoing external engagement activities and a growing external perception of the relevance of research undertaken at Unitec.

2.3.2   External Research Income by Pathway

To promote Pathway level engagement in externally funded research opportunities, ERI is now reported at Pathway level (and in 2018 is included within the Academic Dashboard reporting processes).
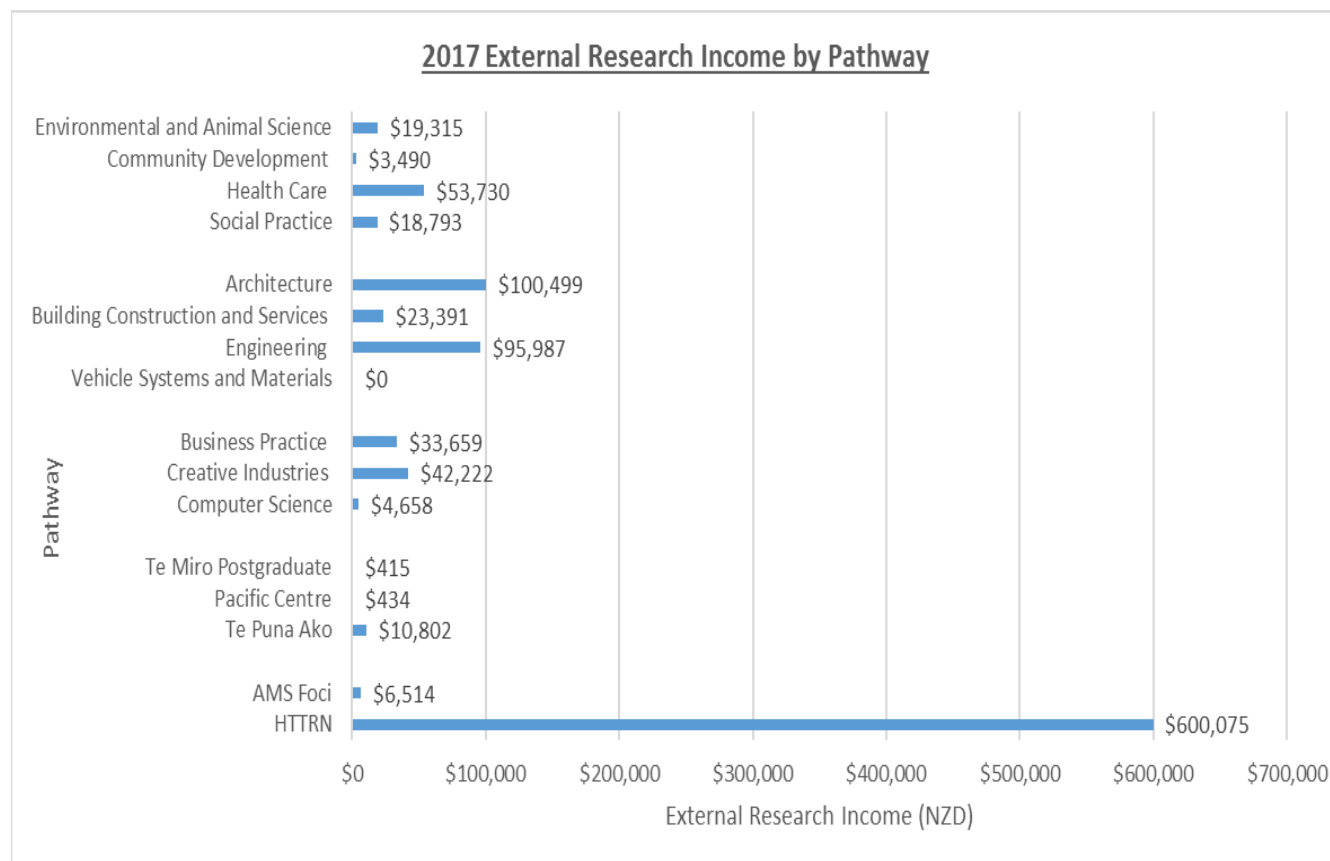
Figure 14: 2017 ERI by Pathway (or Research Foci)

The High Tech Transdisciplinary Research Network (HTTRN) was a clear front-runner that produced 60% of Unitec's total ERI for 2017. In particular, this strong result for HTTRN was due to the significant positive progress of STRATUS, Unitec's largest externally funded research grant, that is being delivered by HTTRN in close collaboration with Tūāpapa Rangahau.

Nearly all Pathways achieved some level of ERI in 2017, however there was significant variability in ERI performance between Pathways, ranging from $0 to $100,499 (average of $29,100).

The Pathways that earned the highest ERI in 2017 were Architecture ($100,499) and Engineering ($95,987). This excellent result from Architecture was due to the positive progress of several large new grants from the National Science Challenge, Ako Aotearoa and the Marsden Fund. Engineering's excellent ERI result was due to the successful delivery of contract research for BRANZ and Encounter Solutions.

Other good contributions came from Health Care, with the near completion of one large grant, Creative Industries, with five research projects completed during the year, and Business Practice, with the positive progress and/or completion of six research projects.

2.3.3 PBRF ERI

ERI is one of the three assessment elements of the PBRF's mixed performance-assessment regime. ERI is included as a measure because it is a strong proxy indicator of quality and relevance of the research TEOs conduct. The PBRF metric has recently changed to increase the incentives for TEOs to win ERI, particularly from non-government sources. The Quality Evaluation (individual staff portfolio) portion reduced from 60% to 55% and the ERI portion increased from 15% to 20%. Starting in 2015, the Government also introduced requirements for ERI to be reported in four different categories, based on funding source. From 2017 onwards, the PBRF funding formula will use the category weightings in Table 10 to calculate PBRF ERI funding allocations.

Funding source category	ERI Weighting
NZ government contestable funds	1.0
NZ public sector contract research	1.0
Overseas research income	1.5
NZ non-government income	2.0

Table 10: PBRF ERI weightings by funding source

Central government's changes to the PBRF, signal the growing importance of externally funded, industry and community relevant research. It also signals a continued push for TEOs to rely less on the public purse to fund research. These signals align well with Unitec's Research and Enterprise Strategy 2015-2020 which aims for greater external engagement, an applied research focus and ongoing ERI growth.

Figure 15: 2017 ERI by PBRF funding source categories shows the relative split of 2017 ERI by funding source.

Figure 15: 2017 ERI by PBRF funding source categories

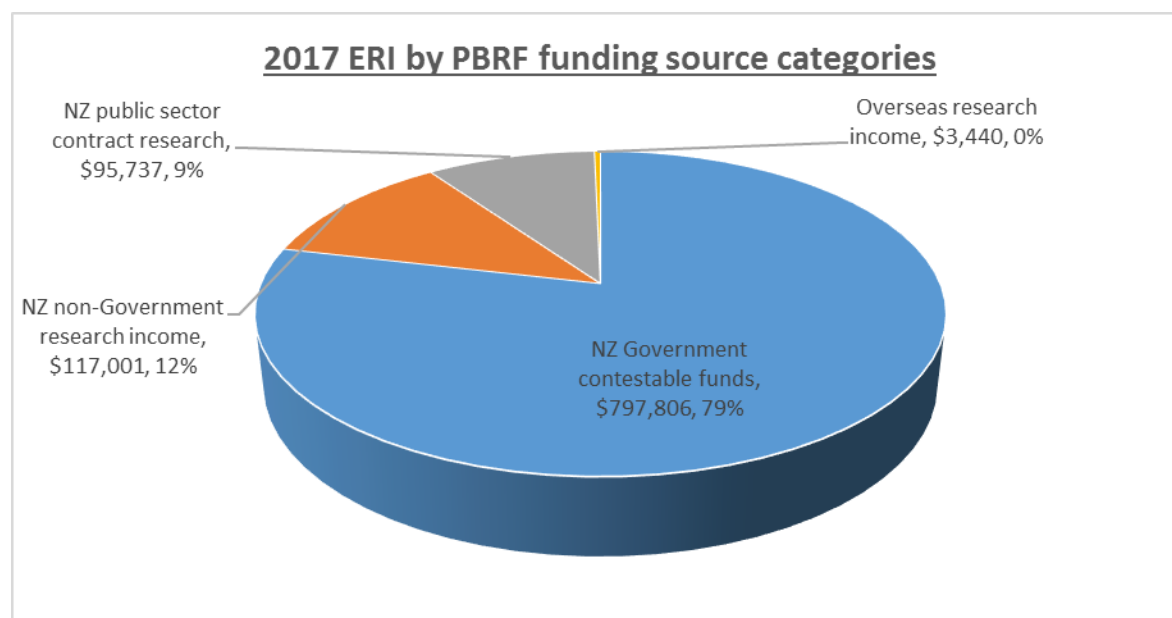Nearly 80% of Unitec's ERI was earned from New Zealand government contestable funds and 9% was earned from New Zealand public sector contract research, indicating $893,543 (88%) of Unitec's Total ERI came from New Zealand government sources in 2017. This ERI from government sources was earned across 35 active projects in 2017, with an average 2017 ERI of $25,530 per project.

The ERI funded from overseas sources reduced from $24,889 in 2016 to only $3,440 in 2017 and was earned across three projects.

The ERI from New Zealand non-government sources remained at an identical level to 2016 ($117k both years). This New Zealand non-government income was earned across 22 active projects, with an average 2017 ERI of $5,318 per project. This difference in average ERI per project demonstrates again this year that the research we conduct for industry is of a smaller scale and therefore likely to be at a more affordable level for New Zealand businesses and non-government organisations.

3 Greater research focus

As stated in the Research and Enterprise Strategy, Unitec aspires to build its research reputation and expertise in areas of strategic focus. To achieve this, Unitec committed to establishing and supporting three Research Foci, of which two have already been formed, namely Cybersecurity and Applied Molecular Solutions (AMS).

3.1 HTTRN (the High Tech Transdisciplinary Network) and the Cybersecurity Focus

In 2017, the HTTRN, Whaingia te Toi Huarewa, continued to grow and expand its applications of computational intelligence and computer science into other fields and establish strong external relationships in line with its strategic objectives – *to undertake cutting edge research and collaborate with industry and academia to deliver research of impact*.

Discussions began with the Institute of Environmental Science and Research (ESR) regarding the collaboration on two strategic research projects to develop tools for criminal investigations – *a novel vein pattern analysis software for identifying an individual from a photograph of only a portion of their skin* and *a shoeprint reconstruction technology for use in crime scene shoe print evidence*. Negotiations about project scope agreements and a draft Memorandum of Understanding were well underway by the end of the year, including the recruitment of Unitec postgraduate students to undertake the research, in-kind contributions from ESR, and co-supervision from both institutes.

Research continued into a novel form of active noise control that has received interest from many New Zealand companies for its potential industrial applications. By the end of 2017, discussions were well underway with start-up company Dotterel, who are creating a suite of noise reduction technologies for drones.

Work also progressed on Unitec's largest research contract, the STRATUS project. As also discussed in section 2.1.3 Commercialisation, the Unitec research team are leading the research aim focused on disaster recovery and business continuity and have to date produced several prototypes. A PCT patent was filed in June 2017 for one of these prototypes called CRaaSH, a novel resiliency solution for businesses using cloud computing that ensures both internet connectivity and recovery in times of uncertainty or disaster. Our approach is considerably faster and cheaper than competing solutions, and is expected to

have substantial impact on security for small and medium enterprises. Since reaching a commercialisation agreement with commercial partner, NakiCloud, the Unitec and NakiCloud teams have worked closely together in 2017, with Unitec providing research and development and NakiCloud providing infrastructure, technical expertise and real world testing services. Building on this initial partnership, the teams continue to work together to further develop CRaaSH and other versions, which will expand NakiCloud's business offerings domestically and abroad. In addition, in 2017 there were negotiations with other New Zealand companies regarding the team's research and development, the recruitment of a full time post doctorate research fellow and several publications in A rated journals, with one paper being one of only eight to be selected to be published in a highly contested journal publication.

In April the HTTRN saw the departure of its Director, Professor Hossein Sarrafzadeh, and the appointment of Professor Paul Pang as Interim Director. An international search for a leading cybersecurity professor and expert in several computing fields was undertaken, with the appointment of Dr Christian W. Probst announced in October 2017. Dr Probst comes from a position as Head of the cybersecurity section at the Technical University of Denmark. Having received his Ph.D. from the University of Saarbruecken in 2002, Dr Probst has extensive experience in research and project management, but has also worked on curricula development and quality assurance and change leadership in the tertiary sector internationally. His diverse range of research expertise includes cybersecurity, organisational security, programming languages, and new technologies. This presents a significant leadership opportunity for the HTTRN when Dr Probst assumes the position in January 2018.

3.2   Applied Molecular Solutions (AMS) Focus

AMS had a very active 2017. Funding from Tūāpapa Rangahau was primarily invested in further development of laboratory facilities, providing seed funding for projects, the recruitment of a new research associate to work across multiple projects, and the development of a website (www.unitec.ac.nz/ams), which became live in November 2017. Research in AMS continues to focus on four main areas: biodiversity assessment; detection of pest species and pathogens and the diagnosis of disease; studying the underlying genetic causes of diseases and their spread; and the assessment of animal welfare.

AMS researchers collaborate externally with a range of national and international research consortia and organisations, including the Field Museum of Natural History (Chicago, USA), Berlin Museum of Natural History (Germany), Department of Conservation, Auckland Council, Lecanomics (consortium), PhyloRamalina (consortium), Parsys (consortium), University of Auckland, Otago University, Lincoln University, Massey University and Auckland Zoo.

One summer studentship was funded by AMS, allowing the student to continue his learning on molecular technique in combination with field work. A paper utilising data from that study is now in the advanced stages of preparation for publication.

In 2017, AMS researchers had external funding for the following projects:

Principle Investigator	Funder	Short Title
Stéphane Boyer	SouthSci	Wētā watchers
Stéphane Boyer	Brian Mason Trust	Profiling Punakaiki penguins
Marie-Caroline Lefort	Hutton Fund	Invertebrate diversity at the zoo
Dan Blanchon	Auckland Council	*Selaginella* study
Stéphane Boyer	Hutton Fund	DNA barcoding of whitebait
Nigel Adams	Birds NZ	Hauraki Gulf gannet diet project
Marie-Caroline Lefort	Bio-Protection Research Centre	Microbiome as driver of insect invasiveness

Table 11: AMS externally funded projects 2017

These grants highlight the excellent collaborations AMS has developed with other research providers, local government and the community.

The group also made significant contributions to the New Zealand and international research communities as listed below.

Principle Investigators	Research Contribution
Andrew Veale	Co-organiser of the New Zealand Molecular Ecology Conference
Peter de Lange	Invited to give keynote address to the New Zealand Plant Conservation Network Biennial Conference, Hokitika Radio Interviews about Kauri Die Back, Myrtle Rust Myrtle Rust Workshop with Landcare Research
Andrew Veale	Invited to give talks at the University of Auckland
Dan Blanchon / Stéphane Boyer / Sofia Chambers / Marie-Caroline Lefort / Peter de Lange	Organized and manned stands at the public Bioblitz at the Corbans Estate and Opanuku Stream catchments – lichens and molecular ecology
Dan Blanchon / Peter de Lange	Founded the NZ regional research hub of the international Lecanomics consortium (funded by German Research Foundation)

Table 12: AMS team's contribution to the New Zealand research community

The research activity from AMS in 2017 resulted in the publication of nine journal articles and one oral presentation at a conference with a diverse range of topics including the molecular identification of earthworms in agricultural soils, octopus diets, kōwhai population genetics, development of microsatellite markers for *Arthropodium cirratum*, analysis of genetic diversity in *Pittosporum obcordatum*, salmon genetics and the identification of a new lichen species (*Lecanora kohu*) from the Chatham Islands.

4   Ethics

The Unitec Research Ethics Committee (UREC) assesses ethics applications for research projects involving human participants. Animal ethics proposals were contracted out to the University of Auckland. This relationship has been reviewed, and going forward animal ethics proposals will be contracted out of AgResearch.

In 2017 97 ethics applications were received from Unitec staff and students and 90 were approved. The majority of ethics applications were submitted by students completing Masters degrees. Since 2013, and continuing into 2016, there has been a steady decrease in the amount of ethics applications submitted by staff. However, in 2017 staff once again began to submit ethics applications in a higher number – it is unclear whether this trend will continue into 2018. The quality of applications from both staff and students continues to be an issue and UREC is investigating measures to improve this.

Figure 16: Staff and Student ethics applications received and approved

November 2017 saw the departure of Kirk Reed as Chairperson of UREC. Kirk Reed served four years on the Committee, and one year as Chairperson. He was a valued Chairperson and was instrumental in developing UREC's relationship with the wider Unitec research community. Also in November 2017, Unitec began the search for a new external member of UREC and possible Chairperson, and a high number of applications were received. After an extensive screening and interview process, Maria Humphries-Kil was appointed as a new external member of UREC. Dr Humphries-Kil brings a wealth of experience from her many years at the University of Waikato. We look forward to her tenure, and the work she will contribute towards UREC and the Unitec research community.

5 Postgraduate studies and student engaged research

Student success is at the centre of Unitec's vision and purpose and research plays a strong role in supporting and enhancing quality teaching and learning at degree and postgraduate level. In 2017 Tūāpapa Rangahau contributed to student success through funding postgraduate scholarships, managing postgraduate examinations, maintaining the supervisors' register, celebrating our A+ postgraduate students and promoting and enabling student-engaged research opportunities.

5.1 Postgraduate scholarships

Each year Tūāpapa Rangahau provides postgraduate scholarships to students across Unitec's postgraduate programmes, supporting our students to succeed. These scholarships are advertised, awarded and administered by Tūāpapa Rangahau in close partnership with the relevant Academic Leaders.

In 2017 $250k of scholarship funding was made available to 13 postgraduate programmes. The funding also supported nine Māori students with Māori-specific scholarships, 10 Pasifika students with Pasifika-specific scholarships and two Bold Innovator scholarships.

The Māori postgraduate initiative has been a successful one for 2017. One of the aims of the Māori postgraduate programme, aptly named the Wairaka Research Forum, was to encourage more of our Māori students to engage in postgraduate studies. In addition to scholarships, wānanga at Te Noho Kōtahitanga marae were organised and travel grants made available to enable student participation from those living outside of Auckland. The wānanga were piloted to give students an insight into student life and put students in contact with the support community that is available at Unitec. Two wānanga and one seminar featuring Meihana Durie (Jnr) as our guest speaker were held. The wānanga had a set programme of guest speakers and series of events organised throughout the two days by dedicated Unitec staff. This created a space which encouraged student and staff discussions on Kaupapa Māori research methods, understanding what it means to work in a Māori-centred project, working through ethical issues, the challenges of working with diverse communities and what conducting postgraduate research at Unitec is like.

Tūāpapa Rangahau introduced the Unitec Bold Innovators Scholarship in 2017. Many talented Unitec students develop start-up ideas during their studies, however do not have the opportunity to progress these further once they graduate. This scholarship supports selected graduates in maturing these ventures into the early stages of commercialisation. The first recipients were John Belford-Lela'ulu and Reagan Laidlaw, both graduates of the Master of Architecture programme and co-founders of Mau Studio. Mau Studio has a mission to use social design to create holistic responses to social and humanitarian challenges. This scholarship provided both graduates with mentoring from Pathway staff, business model mentoring, a workspace at Unitec and some financial support. As a result, Mau Studio has kicked-off their programmes overseas, built new industry networks, and identified potential for future collaboration with Unitec Architecture Pathway's staff and students.

5.2   Stories of student-engaged research

The following is a small selection of success stories that help to illustrate student engagement in Unitec research and the real-life experience this provides. For more student engaged research stories, refer to the Summer 2017 issue of Advance.

Dr Diane Fraser, a Senior Lecturer in Environmental and Animal Science (EAS) continues to provide quality stories of industry and student engaged research. Since 2011 she has supervised Bachelor of Applied Science third-year students to carry out small research projects for Auckland Council for their self-directed study course. This tradition continued in 2017, when Diane's students, Chelsee Neverman and Jacqui Lardner, received summer studentships funded by Auckland Council for them to work on Auckland Council and Department of Conservation's 'Treasure Islands' campaign. The two students presented their research at the NZ Biosecurity Institute Conference, providing invaluable early-career experience.

Dr Terri-Ann Berry, a Senior Lecturer in Civil Engineering, also maintains her commitment to bringing engineering students into research projects. One recent student, Ilya Nosov, was involved in one of Terri-Ann's larger research projects in 2017 – testing the use of swales on a contour to prevent nitrogen run-off on farms. For the final year project, Ilya consulted with industry to create a design template for a swale built on a contour. Ilya believes this experience helped secure a one-year internship at Chester Consultants.

Unitec Masters of Education student, Vatsana Vongsila, came to New Zealand from her native country, Laos, to do her postgraduate studies. Under the supervision of Hayo Reinders, Vatsana has investigated how Unitec teachers help new language learners develop a willingness to communicate with native speakers. The research has informed teaching practice in Language Studies, has been published internationally and has supporting Vatsana's career development and skills. She now works at the National University of Laos in the Department of English.

5.3   Postgraduate examinations and completions

Tūāpapa Rangahau manages and administers the examination of all 90 credit or more theses for all of Unitec's Masters and Doctoral programmes. Figure 17 shows the number of theses (90 or more credits[5]) submitted for examination. There was an increase in the number of theses submitted in 2017.

[5] 90 credit plus Masters examinations involve external examiners.

Theses (90 credits and above) submitted for examinations in 2017
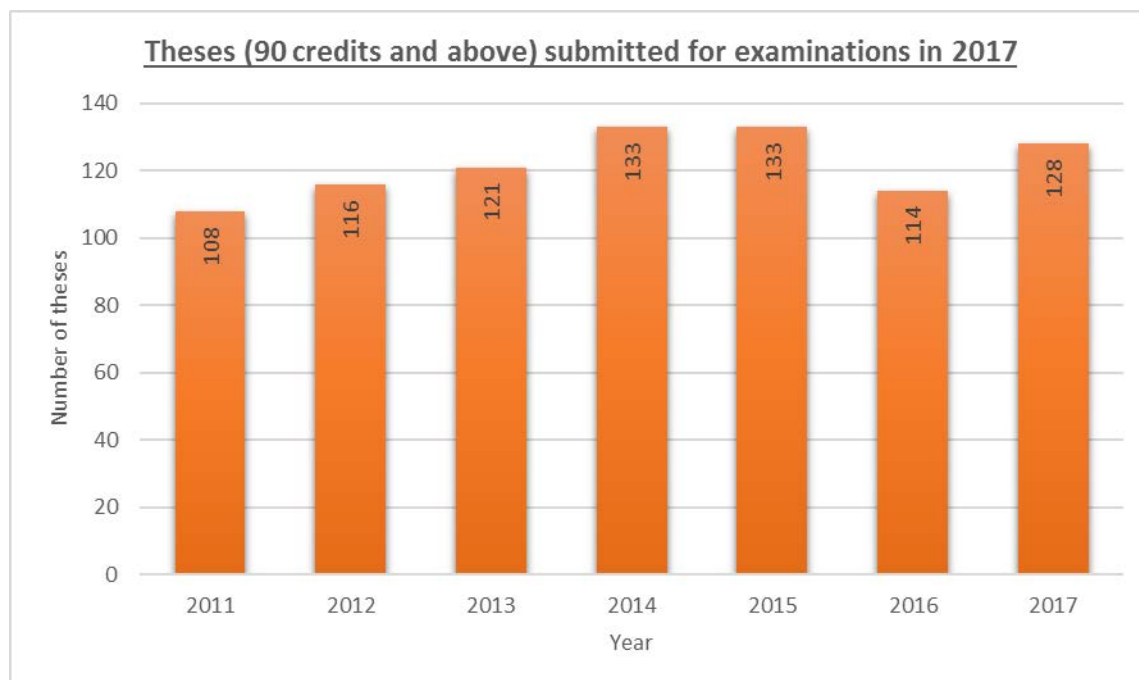
Figure 17: Theses (90+ credits) submitted for examination

Figure 18 below shows the number of graduates with a Masters or Doctoral degree along with the graduates who identify themselves as Māori or Pacific. There was a drop in the number of Māori or Pacific graduates in 2017.

The number of examinations and graduates differ because students submit theses for examination in one year and graduate in the following year. Also, there were 27 graduates in the Masters of Applied Practice programme in 2017. The credit value for these theses was less than 90 credits and the examinations were not administered by Tūāpapa Rangahau, they are managed by the Networks.
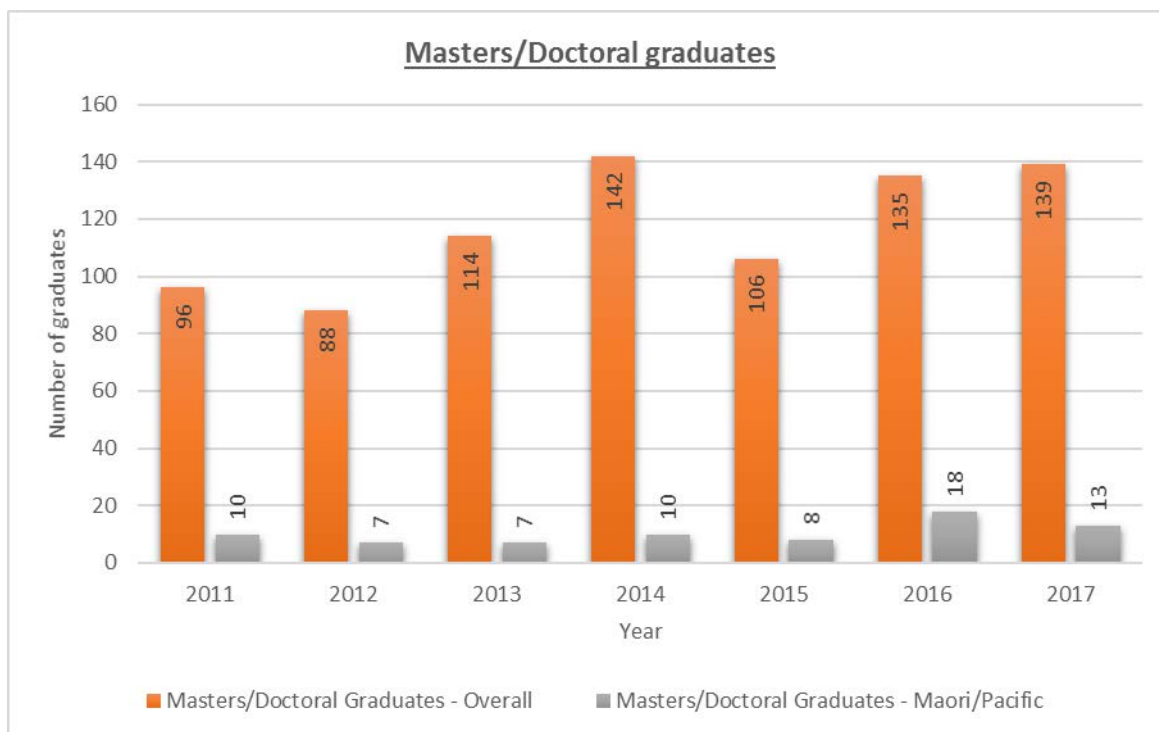
Figure 18: Masters and Doctoral graduates from 2011 to 2017

5.4   Dean's award for A+ postgraduate students

In 2017 there were a total of seven research Masters completions with an A$^+$ grade. Figure 19 shows the distribution of the grades by the Master's degree programmes. It was pleasing to see that 29% (two) of the total A$^+$ grades were achieved by students that identify as either Māori or Pacific. Both of these Māori or Pacific recipients were from the Master of Architecture (Professional) degree programme.
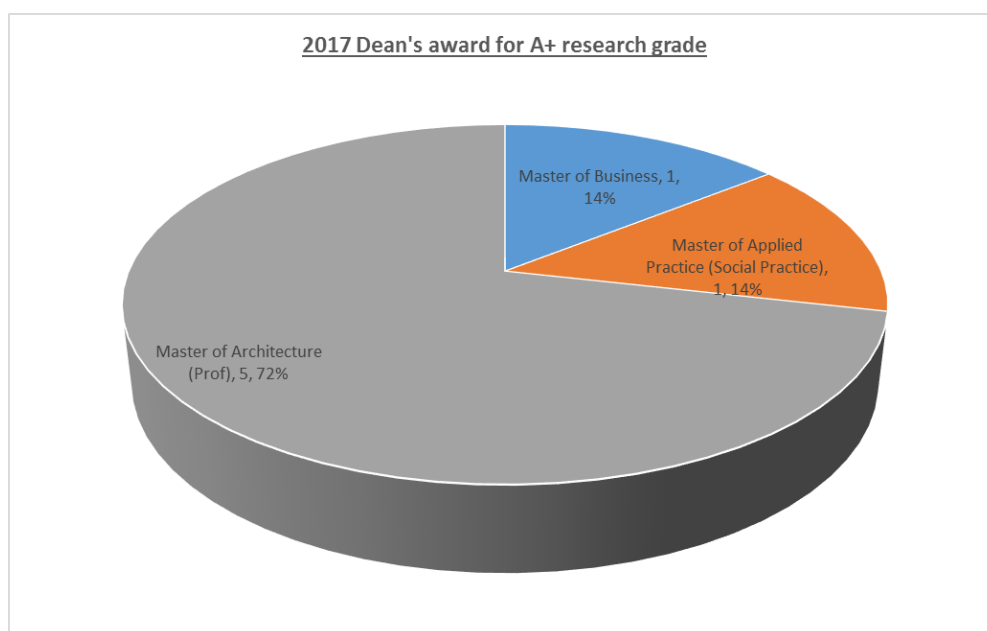
Figure 19: 2017 Deans awards for A+ research grades

5.5   Research Degree Completions (RDC)

RDC is one of the three performance measures used in PBRF to allocate PBRF funding. RDC is a measurement of the number of PBRF-eligible postgraduate research-based degree completions (including Doctorates and Masters, as well as some postgraduate Diploma and Honours programmes). It is a measure of postgraduate qualification completions of greater than or equal to 90 credits that contain an externally assessed postgraduate research component. This element makes 25% of the PBRF fund and provides Unitec with approximately $1 million of funding per annum (approximately 1.46% of the total funding pool for all TEOs).

5.5.1   RDC performance calculations – quick summary

The RDC performance and funding calculations are complex, however Tūāpapa Rangahau has attempted to simplify this here.

RDC performance calculations comprise four parameters that dictate how much funding the institute will get for any particular student, course or year. Those parameters are the total credit value of the course, the course category, the student ethnicity and the completion year.

RDC performance and funding is calculated using a 'weighting system', where the credit value, course category and ethnicity parameters for a student's completion each earn specific weightings.

The following is a summary of the four key parameters that dictate RDC performance and how the weighting system works:

1. **Credit-value** and the level of the course:
   - Level 9 (90 credits) - weight = 0.75,
   - Level 9 (120 credits) - weight = 1
   - Level 10 (doctorate) - weight = 2

   The higher the weighting value, the proportionally higher the funding allocated.

2. **Student ethnicity** - all students on enrolment can select multiple ethnicities that they identify with. Māori and Pacifica get a weighting value of 2 and all other ethnicities get 1. The higher the weighting, the proportionally higher the funding allocated.

3. **Course discipline category** - each course is classified into a discipline category and weighted by TEC (presumably to incentivise growth in some discipline areas). Unitec's RDC courses fall in the categories A, B C, I, J and L. The higher the weighting, the proportionally higher the funding allocated.

Category A	**Weighting value =1**	**Master of Educational Leadership and Management**
		Master of Social Practice
		Master of Education
		Master of International Communication
		Master of Applied Practice
Category B	Weighting value =2	Master of Design
		Master of Computing

		Master of Health Science
		Master of Creative Practice
Category C	Weighting value =2.5	Master of Architecture (Professional)
		Master of Landscape Architecture
		Master of Architecture
		Doctor of Computing
Category I	Weighting value =1	Master of Teaching and Education Leadership
		Master of Contemporary Education
Category J	Weighting value =1	Master of Business
Category L	Weighting value =2	Master of Osteopathy

Table 13 shows Unitec's RDC eligible courses by course discipline categories and the associated weighting.

Course discipline category	RDC weighting	Classification of RDC eligible Unitec programmes
Category A	Weighting value =1	Master of Educational Leadership and Management Master of Social Practice Master of Education Master of International Communication Master of Applied Practice
Category B	Weighting value =2	Master of Design Master of Computing Master of Health Science Master of Creative Practice
Category C	Weighting value =2.5	Master of Architecture (Professional) Master of Landscape Architecture Master of Architecture Doctor of Computing
Category I	Weighting value =1	Master of Teaching and Education Leadership Master of Contemporary Education
Category J	Weighting value =1	Master of Business
Category L	Weighting value =2	Master of Osteopathy

Table 13: Classification of Unitec's RDC eligible programmes by course category and weightings

4. **Yearly weight** - students in research degree courses start and finish their course at different times, depending on whether they are full-time or part-time. Apart from being full-time or part-time, students also have the flexibility to split the dissertation course credit value in multiples of 15 credits over multiple semesters. If a particular cohort of students starts at one date, their finish date could be different for each student. Due to this complexity, the funding per completion starts two years after the actual year of completion and the funding is paid to Unitec in decreasing instalments over a three-year period. We get 50% of the total RDC funding per completion two years after a completion, and 35% three years after a completion and 15% four years after a completion. For example, the 2017 year will return 50% of funding from a 2015 completion (2-year lag), 35% from 2014 completions and 15% from 2013 completions.

Combining the weights for all the four parameters described above, gives the weighted count per student completion as follows:

Weighted count per student = Credit-value weighting x Ethnicity weighting x Course category weighting x Year weight (either 50%, 35% or 15%)

5.5.2   2017 RDC performance data

Using the above formula for calculating RDC weighting counts,

Table 14 shows Unitec's total number of RDC eligible weighted counts for the 2017 year, and illustrates how these weighted counts are earned from the completions from prior years, 2013, 2014 and 2015.

Year (Year weight)	Total Completions (Total weighted count)
2013 (15%)	127 (37.2)
2014 (35%)	84 (58.0)
2015 (50%)	109 (120.8)
2017 RDC weighted count total:	**(216)**

Table 14: 2017 RDC completions and total weighted counts across eligible years.

5.5.2.1   RDC funding estimate

Because TEC's total PBRF funding pool is variable and so is the RDC performance of other TEOs, we are not able to definitively translate total weighted counts into RDC funding per annum. However, based on the previous years' funding allocation of approximately $5,500 per RDC weighted count, we estimate RDC funding to be around $1m again in 2017.

Between 2013 to 2015, there were 30 actual RDC completions by Māori or Pacifica (eight in 2013, six in 2014 and 16 in 2015). This resulted in a weighted count of 44 RDC completions, for 2017, for these two priority groups.

5.5.2.2   Credit value of RDC completions

Figure 20 indicates that a majority of Unitec's RDC completions over the past six years have a credit value of 1, that is, 120 credit level 9 degree courses. Credit value is also referred to volume of research factor (VRF)
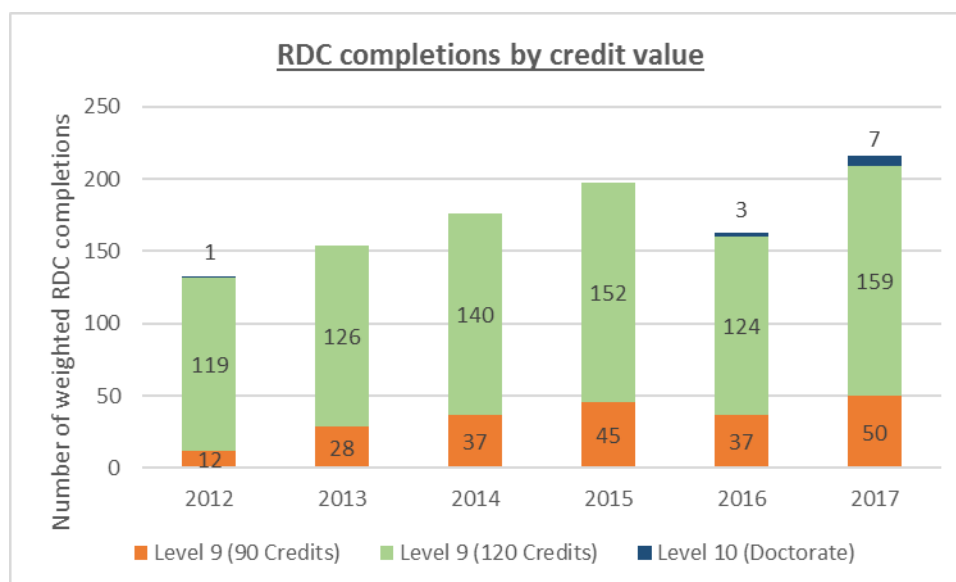
Figure 20: RDC completions by credit value

5.5.2.3 Course categories of RDC completions

Figure 21 indicates that a majority of Unitec's RDC comes from courses which are classified as category C. This category has a cost weighting value of 2.5 and this inflates the weighted counts significantly and positively.

Category A	Weighting value =1	**Master of Educational Leadership and Management** **Master of Social Practice** **Master of Education** **Master of International Communication** **Master of Applied Practice**
Category B	Weighting value =2	Master of Design Master of Computing Master of Health Science Master of Creative Practice
Category C	Weighting value =2.5	Master of Architecture (Professional) Master of Landscape Architecture Master of Architecture Doctor of Computing
Category I	Weighting value =1	Master of Teaching and Education Leadership Master of Contemporary Education
Category J	Weighting value =1	Master of Business
Category L	Weighting value =2	Master of Osteopathy

Table 13 above details the full list of programmes which are included in this category, however these high category C numbers are predominantly due to large numbers of Master of Architecture completions.
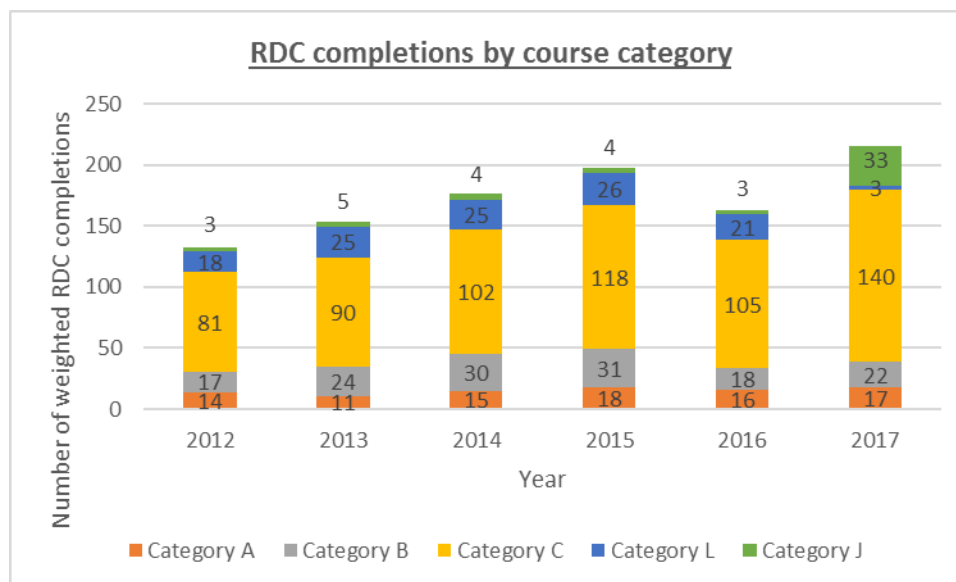
Figure 21: RDC completions by course category

6 Communications and Profile

6.1 Unitec Research Symposium

The annual Unitec Research Symposium is an important event in the institute's calendar and 2017 was no exception. The symposium serves the purpose of sharing research activity and ideas, and connecting across disciplines, both students and staff. Emerging and early career researchers can try out a presentation and senior researchers can use the opportunity to fish for prospective collaborators. Themes for the 2017 symposium's parallel sessions ranged from evolving environments, exploring education, health and community and creative industries. A very successful special session was run by TeUrikore Biddle on *Enacting authentic engagement with a Māori audience.* The 3-minute thesis and undergraduate research competitions were, as always, very popular and it was often uplifting to see the calibre of work from the students, around whom the staff rally with pride. Fifty-one researchers registered to present, which included seven undergraduate researchers.

The presentation of the awards was conducted by Dr Rick Ede, Chief Executive, and the winners were:

- Unitec Research with Impact Award – Paul Woodruffe *with Working in partnership with Lifewise Trust and Auckland Council: Supporting the street voice through creative practice* from Creative Industries.
- 3 Minute Thesis competition winner – Makanaka Tuwe with *Identity Narratives by NZ African Youth: A participatory visual methodological approach to situating identity, migration and representation*, supervised by Elena Kolesova*.*
- 3 Minute Thesis competition runner-up – Steve Ellmers with *Facebook, fickleness, and the new populism in the Philippines.*
- 3 Minute Thesis People's Choice Award – Makanaka Tuwe
- Undergraduate Research Competition winner – Adam Mckernan with *Realities of remote construction,* supervised by Linda Kestle.

- Undergraduate Research Competition runner up - Shae Patten-Wise with *Design of a household water treatment filter for rural communities.*
- Post-graduate Poster Competition - Maryam Erfanian.
- Early Career Research Award – Andrew Veale with *The house mouse in New Zealand*, from Environmental and Animal Sciences.
- Tūāpapa Rangahau Deans Award - Nigel Adams, as Deputy Chair of the Unitec Research Ethics Committee.
- Tūāpapa Rangahau Deans Award – Terri-Ann Berry, for excellence in building and managing quality external research collaborations
- Research Productivity Traffic Light Award (new award) - Master of Osteopathy, received by Shamim Shaikh. This award is for the programme that has improved the most in the Research Productivity Traffic Light.

Figure 22: Unitec Research Symposium 2017 – all winners

Figure 23: People's Choice and 3MT winner, Makanaka Tuwe, 3MT runner up, Steve Ellmers, and their supervisor Elena Kolesova

Figure 24: Unitec Research with Impact Award recipient Paul Woodruffe with Marcus Williams

6.2   Advance magazine

Subsequent to changes made in 2016 (reducing the number of editions from four to two per annum, a different guest editor each time and a strong alignment with the Unitec Transformation), the magazine consolidated these initiatives in 2017.

Published in hard copy and as an e-magazine (http://www.unitec.ac.nz/research/advance-magazine) the Winter 2017 edition had the theme of Placemaking and was edited by Robert Ford, Head of Social Practice. The theme responded to the profound changes happening at Unitec, particularly the Owairaka campus, and explored research and advanced practice across the institute's research community, investigating how a sense of place or identity can be developed. Stories came from staff and students from disciplines in Architecture, Design, Social Practice, Business Studies and Environmental and Animal Science. Central to the theme and the edition was the story of Te Noho Kōtahitanga at Unitec and this article celebrated the honorary PhD awarded to the driving force behind both the foundational document and the marae which bear this name at Owairaka, Dr Haare Williams.

The Summer edition was edited by Simon Nash, Director Ako, and was titled Student Integrated Research. Inspired by the Unitec critical success factor *a more highly skilled, innovative, and enterprising New Zealand workforce*, the edition demonstrated the power of staff and student partnered research to achieve this. A criterion that the research had to be published or publicly disseminated in a quality assured context did not in any way limit the potential for stories, which had to be restricted to 11. These included the inaugural winners of the Unitec Bold Innovators Scholarship, Mau Studio from Architecture (see Section 5.1); the STRATUS cybersecurity team (see section 2.1.3) and an international project seeking to prove the concept that asbestos can be rendered harmless through natural biological processes.

6.3   Unitec ePress

Unitec's ePress had a very busy and productive year in 2017, working with 57 Unitec authors to publish 21 publications across Unitec's networks:

- 10 specialist papers
- two conference proceedings publications
- five ITP research reports
- four issues of three journals, two of them new titles.

ePress enjoyed its first year with a full-time Editor joining Editor-in-Chief Evangelia Papoutsaki to make a dynamic team. Gwynneth Porter was supported in this role by contract proof-reader Marie Shannon and graphic designer Warren Olds.

At the close of the year, the press was in the process of working with an additional 15 authors on future publications. There was also the decision made to focus resources in 2018 on developing the platform, and increasing the number of journal publications produced by ePress.

ePress aims to stimulate innovation in scholarly communication in support of research and teaching at Unitec. It does this not only through facilitating a diverse range of digital outputs, but also working closely with Tūāpapa Rangahau to support emergent researchers to publish Quality-Assured work.

Important functions of this online, open-access, Creative Commons-licensed scholarly publishing house are to provide support for researchers, to meet strategic institutional research goals, and to act as a forum for the outcomes of projects funded under the *innovate*ITP Research and Enterprise Voucher Scheme.

Some ePress highlights for 2017 were:

- Contributed strongly to the body of Unitec publishing outputs achieved towards the 2018 PBRF Quality Evaluation.
- Two new journals were produced – Puratoke Undergraduate Journal in the Creative Arts and Industries, and Perspectives in Biosecurity – and progress made towards four additional titles in Pacific Studies, Inter-disciplinary ITP research, Construction and Building, and Landscape Architecture.
- Two issues were published of Whanake: the Pacific Journal of Community Development.
- Conference proceedings documents were produced for Unitec-hosted events involving multiple Unitec presenters in Community Development and tertiary education.
- Multiple Unitec academics participated as reviewers towards ePress' quality assured processes.
- ePress joined Radical Open Access, an international network of digital publishers.
- Work was undertaken with consultants to begin to develop ePress' open access web platform, and to explore becoming a third-party publisher for journals produced outside Unitec.
- ePress gained new advisory committee members Elizabeth Heritage and Dr Virginia Barbour, both high-profile individuals in the area of digital publishing in Australasia.

6.4   Unitec's Pathway Research Leaders

In 2014, a new centralised research and enterprise service centre model was initiated, that partnered with Pathways to achieve Unitec's research goals. The Unitec Research Committee worked with Tūāpapa Rangahau to form a group of experienced researchers to represent each Pathway. Nominated by the Heads of Practice Pathway, these staff were called the Research Champions.

The group's first meeting was in June 2016. Quarterly huis have followed which offer a forum for these experienced researchers, representing Unitec's multi-disciplinary strength in full force, to gather, share successes and challenges, and stay up to date with directions for research at Unitec.

Highlights for 2017 included introducing a more focused approach to Pathway research development planning, a heightened pathway focus on Unitec's research KPI's – particularly the Research Productivity Traffic Light and PBRF, and the building of a strong internal brand for these new roles.

Early in 2017 the Research Champions provided clear feedback that while they were able to make some gains within their Pathways, there was varying degrees of uncertainty regarding what their actual role was. Through an active consultation process a role description was formalised and the role title was changed to Pathway Research Leaders. Furthermore, in response to unanimous feedback from the Research Leaders a consistent FTE allocation was sought and achieved for this role. Research Leaders are allocated a minimum of 0.1 FTE to complete their duties. Increased FTE has been allocated for the role across some Pathways at the discretion of the Heads of the Practice Pathway.

The Research Leaders continue to play a critical role in effectively partnering between Tūāpapa Rangahau and their Pathways and Networks to achieve Unitec's shared research goals.

7   Priorities for 2018

Unitec Research and Enterprise has a clear strategy and with leadership from research engaged staff at Unitec, the Research Committee and the Tūāpapa Rangahau team this strategy is being executed with focus and energy. 2018 will prioritise maximizing the opportunity of the Tertiary Education Commission PBRF portfolio review, exceeding the research targets that have been set and refining the various delivery programmes outlined in this report.

While this mahi will be fundamental in 2018, longer term institutional change will also be a priority. Embedding research capability assessment into the recruitment processes of the institute for example, such a thing has simply not existed at Unitec, despite the contractual obligations. Another example is developing a clear definition of what research capability looks like and grading that from beginner through to expert. A very significant programme is the integration of research targets into a live dashboard, right down to Pathway level, involving negotiation and co-creation with those same Pathway groups to ensure "buy in". The dashboard project is aligned with a major piece of institutional change toward research planning. This involves the implementation and refinement of a planning tool which identifies individual targets that are aligned with the team and then monitors the outcomes through the ADEP process. Other longer term projects involve formalised processes around staff "buy-out" for externally funded research projects and guidelines for research overheads in these same instances. These are ambitious change management projects which will help take Unitec to the next level in research and will be a major priority for 2018.

8   Conclusion

This report shows that in 2017 robust research policy, processes, strategy, practical support and communications are in place, research performance indicators surpass targets and the External Evaluation and Review outcome indicates excellent integration into programmes. Research and enterprise are well poised to provide significant value to a range of Unitec priorities including partnerships, work integrated learning and sector alignment. Retaining our best staff and recruiting teaching staff with research capability in mind are things to watch going forward.

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	26 June 2018
CC			
From	Teorongonui Josie Keelan Dean Teaching and Learning Mātauranga Māori	Phone No.	Ext 8165
Subject	Māori Learner Academic Achievement Traffic Light Report 2015 - 2017		

Recommendation: Academic Board accept the Māori Learner Academic Achievement Traffic Light Report 2015 – 2017 and either adopt the recommendations at the end of the report or advise where they should go.

In the past a report was produced by the Academic Service Centre and or the Director Māia Māori Centre on Māori student success and retention (S&R). Academic Board requested a 2017 report on Māori S&R with traffic lighting.

The attached report is self-explanatory in its purpose and the methodology used to collect the data.

The recommendations of the report are:

1. Provision of counselling services to and for Māori students divided between the 2 campuses proportionate to the numbers on each.
2. A programme based on the philosophy and activities of Whai Ake is adopted for implementation in 2019. The Dean Teaching and Learning Mātauranga Māori co-constructs the proposed programme with relevant stakeholders.
3. Programmes complete Mātauranga Māori specific plans developed in partnership with the Kaihautū to support their work
4. Mātauranga Māori plans are formulated in partnership with AAMM to ensure improvement of success and retention for programmes and courses wthat are traffic lit as RED NB: This recommendation is specific to red lit programmes.

MĀORI LEARNER ACADEMIC ACHIEVEMENT

Traffic Light Report for 2017

Prepared by the Dean Teaching and Learning Mātauranga Māori, June 2018.

Purpose
A report to Academic Board and QAB tracking Māori Learner Academic Achievement (MLAA) across Unitec, by Network, Practice Pathway and Programme in 2017. It includes data for 2015 & 2016.

The report can be used in planning to address 2019 MLAA.

Methodology
The methodology included:

- Those programmes where there are Māori enrolments. There are a number of reasons for this including:
    - tracking Unitec's performance in this area;
    - understanding how Māori students are tracking towards completion
    - NZQA and TEC are interested in Unitec's performance as a provider for Māori Learner Academic Achievement.
- Data made available by Business Intelligence.
- The 'traffic' lights indicating:

GREEN	those Networks, Practice pathways and programmes that meet the benchmark of MLAA of 81% per cent and higher
AMBER	those that have achieved between 50 & 80% MLAA
RED	all those that have achieved less than a 50% MLAA

Enrolments and Māori Learner Academic Achievement
From 2015 to 2017 SAC enrolments of Māori Learners and their academic achievement across Unitec were:

Year	Student Headcount	Total EFTs	Passed	Retained
2015	1375	841.17	77.47%	84.88%
2016	1374	787.16	75.91%	85.52%
2017	1413	737.09	74.77%	83.64%

Although the student headcount has remained relatively stable, the total number of EFTs has decreased. This could be because of the number studying part-time has increased as a result of a strong economy providing more jobs or it could be an indicator that Unitec is responding more to the delivery of WBL (Work Based Learning) or that Māori are choosing to study elsewhere. Research would tell us more about this.

The top 30 Programmes in which Māori have enrolled are:

Programme Code And Name	2015	2016	2017	2018 YTD end March	Grand Total
(GMLC) Short Courses in Māori Language & Culture	365	341	248	101	925
(PSPTS) Police Studies Prep Training Scheme	61	74	115	66	314
(GF4U) Free 4 U Computing	111	76	49	25	208
(CCSS) Cert Construction Site Safety	69	70	55		176
(GENRC) Generic Short Courses	76	41	40	4	157
(CATEC) Cert Applied Technology	76	62	44		156
(NZCSC) NZ Cert Study Career Prep				88	65	145
(CFSTW) Cert Found Studies L3 Whitinga	60	87			143
(CUP) Cert University Preparation	41	32	41	22	130
(CONT) Contracted Courses	16	45	59		109
(SSTAR) STAR Secondary School Short Course	29	26	62		106
(BSP) Bach Social Practice	35	38	48	56	82
(BN) Bach Nursing	62	53	39	14	81
(BPSA) Bach Performing & Screen Arts	35	39	34	39	80
(BTECE) Bach Teaching ECE	38	32	33	31	73
(NCRE) N Cert Real Estate Salesperson	22	24	18		63
(CAME) Cert Auto Mechanical Eng	23	26	16	1	58
(BSOCP) Bach Social Practice	54	31	12	6	57
(BSPT) Bachelor of Sport	28	28	17	15	52
(BCONS) Bach Construction	27	31	31	23	51
(CCSK) Cert Community Skills	27	15	11		51
(NCDRN) N Cert Drainlaying	13	27	28	10	50
(NCPTG) N Cert Painting	20	20	31		47
(BBS) Bach Business	33	16	13	12	46
(BAS) Bach Architectural Studies	21	23	16	21	46
(NZCAC) NZ Cert Animal Care			23	22	45
(BCS) Bach Computing Systems	20	21	19	16	41
(BASCI) Bach Applied Science	22	15	14	13	41
(DSSM) Dip Sport & Fitness Education	24	17	7	3	38
(NZDE) NZ Dip Engineering	18	13	12	12	36
(CFSW2) Cert Found Studies L2 Whitinga	36				36
(COP) Certificate of Proficiency	11	14	8	4	36

Source: PeopleSoft.

Some of those listed above are not programmes as such and are delivered as short courses and COPs which means they are not credit bearing however students can use them for RPL purposes.

What the data does tell us though is that Māori come to Unitec to study in bachelor degree programmes and short courses. A full list of programmes (117 in total) in which Māori have enrolled from 2015 – 2017 is toward the back of this report.
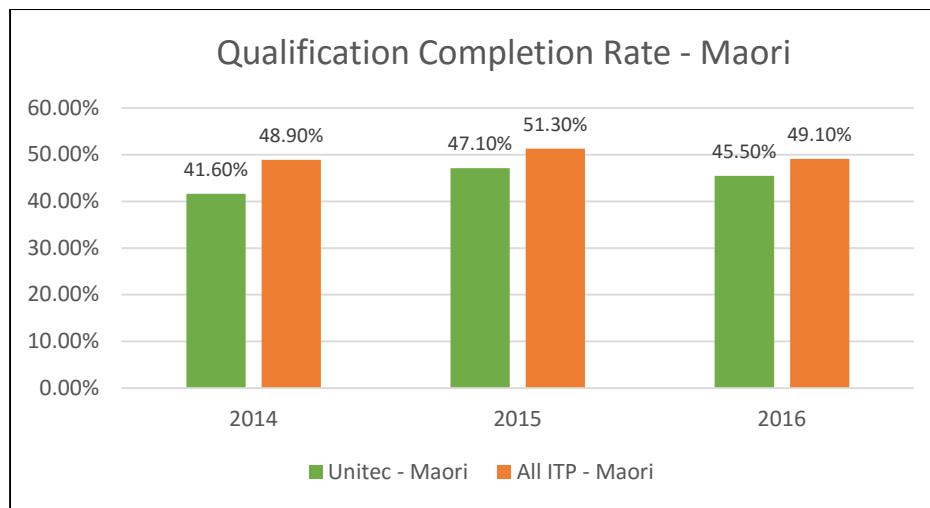
The Māori qualification completion rate at Unitec is yet to top 50% and so remains red lit on the traffic light. There seems to be a disconnect between course completions and qualification completions which suggests neither staff nor students understand what a qualification completion is. Understanding this may push qualification completions into amber and even green in some cases.

MLAA Course completions by Network and year were:

Network	Year	Success	Retention
Business Enterprise	2015	82.25%	88.72%
	2016	82.94%	89.74%
	2017	81.25%	88.72%
High Technology	2015	71.85%	89.62%
	2016	63.74%	86.28%
	2017	74.49%	89.84%
Engineering	2015	66.76%	79.18%
	2016	67.49%	83.24%
	2017	62.04%	81.40%
Construction & Infrastructure	2015	79.88%	86.48%
	2016	72.64%	85.34%
	2017	73.28%	83.61%
Health & Community	2015	80.95%	88.48%
	2016	83.91%	91.61%
	2017	81.71%	89.31%
Bridgepoint	2015	56.45%	59.27%
	2016	58.58%	60.78%
	2017	64.93%	66.03%
Environmental & Animal Science	2015	79.78%	88.91%
	2016	80.46%	89.94%
	2017	69.28%	85.23%

Te Miro	2015	60%	70%
	2016	56.25%	68.75%
	2017	79.41%	79.41%
The Mind Lab by Unitec	2015	78.26%	78.26%
	2016	70.27%	78.96%
	2017	74.31%	79.22%

Enrolments in Business Enterprise has remained relatively stable over the three year period whereas in High Technology (Computer Sciences), Māori enrolments have dipped then risen again. That dip was reflected in Construction and Infrastructure, Te Miro and MindLab by Unitec. There is no reliable information that may tell us why this occurred except it correlates with the decision to outsource enrolments and the overall impact that had across Unitec.

Over the three years, Business Enterprise and Health and Community were the only Networks that were Green lit for 'Success'. Others were nearly there one year out of the three, but often dropped in the following and or subsequent years. Te Miro made significant gains between 2016 and 2017 which may reflect two things:
- A concerted effort by the Network to provide support for Māori students and
- the employment of a Māori staff member who was able to provide Māori students with support to which they responded positively.

Over the three year period, the Network with the greatest drop in 'Success' has been Environment and Animal Sciences.
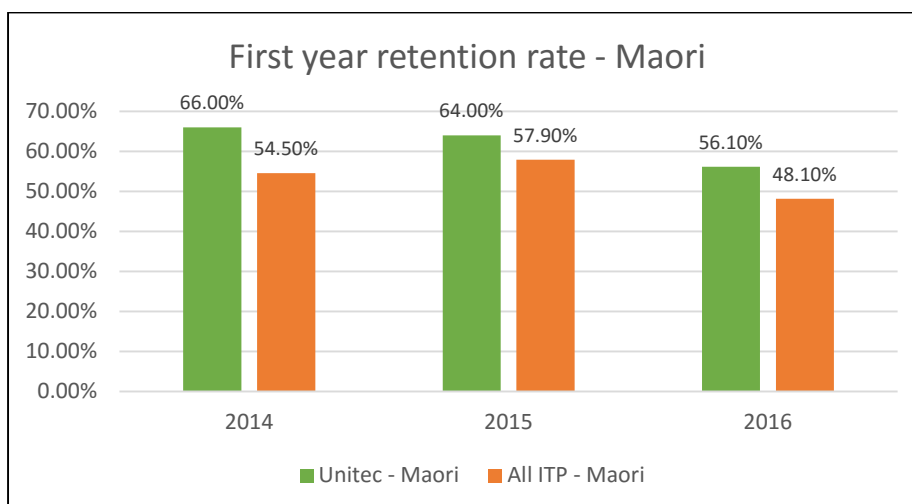
The table shows there has been a steady decline in the first year retention rate of Māori students. This might be for a number of reasons with the primary one being the need to work because of poverty. If that is the case badging and online short courses would be a way of delivering to this group. Marketing and promoting these ways of learning and gaining qualification are yet to be learned by Unitec therefore some market research on this would be welcome.

MLAA Programme Completion and Retention from 2015 – 2017

(The data provided below does not include MindLab by Unitec. Programmes noted above as being among the Top 30 for Māori enrolments are highlighted when they appear in the table below.)

What the data tells us is, **Māori do not limit themselves to enrolling in a small set of programmes**. Instead, they explore what is on offer across the Institute. This suggests they are not making their choices necessarily based on what their friends are doing or what whānau may have studied in the past. Instead they are making decisions based primarily on personal interest. It also means that many are quite isolated from any Māori peers and are therefore high risk at leaving or of losing who they are as Māori or feeling the full weight of the expectation they know all there is to know about being Māori which of course is not necessarily correct.

Over the 3 year period from 2015 – 2017, Māori enrolled in 117 programmes. A break down by number of programmes and years is as follows:

In 2015 Māori were enrolled in 86 programmes
In 2016 Māori were enrolled in 92 programmes
In 2017 Māori were enrolled in 93 programmes

The difference in numbers from a total of 117 over three years is because of enrolments patterns.

The programmes they favour are in the Networks listed below beginning with the Network that has the greatest number of programmes in which Māori have enrolled to that which has the least:

Construction and Infrastructure (Most)
Business Enterprise
Health and Community
Engineering
Environment and Animal Sciences
Bridgepoint
Te Miro
High Technology (Least)

The list above is not about the total number of Māori enrolled in the programmes. It is about the Networks in which programmes Māori enrol in are situated. It includes programmes that no longer exist as they were in the total count of the data provided. Excluding those programmes do not make a significant difference to the number of programmes enrolled in and therefore Networks that attract Māori.

In a number of programmes, retention figures are greater than success. For some, the difference was significant e.g. in 2017 'Success' figures for the CAME were 32.10% and 'Retention' 74.07%. Figures such as these for any programme and in any year are not necessarily a good indicator that we are keeping students or of their progression. Instead it could indicate repetition of failed courses. The flow on effect for students then are, a longer period of time in study, and added cost to the student. Success and Retention figures should be relatively similar, not showing marked difference.

MLAA 2015 – 1017 S&R by Programme

PEPs will have data at the more granular level of courses. Any red lit course should be addressed in the PEP with follow up at PAQC on how that course is progressing toward being green lit. MLAA plans arising out of Poutama workshops will provide action to be taken to make this happen.

Programme Code And Name	2015 Success %	2015 Retained %	2016 Success %	2016 Retained %	2017 Success %	2017 Retained %
(BAS) Bach Architectural Studies	88.96%	93.87%	65.58%	84.42%	72.28%	87.13%
(BASCI) Bach Applied Science	87.59%	92.41%	87.00%	91.00%	79.55%	94.32%
(BASHB) Bach Applied Science/Human Bio	96.88%	100.00%	100.00%	100.00%	100.00%	100.00%
(BAT) Bach Applied Technology	46.67%	57.78%	57.14%	89.29%	73.68%	78.95%
(BBS) Bach Business	83.78%	89.86%	76.00%	84.00%	75.60%	84.21%
(BCE) Bach Creative Enterprise	96.25%	97.50%	84.47%	92.23%	74.60%	78.57%
(BCONS) Bach Construction	82.12%	88.74%	85.80%	91.98%	85.96%	97.08%
(BCS) Bach Computing Systems	70.00%	88.33%	62.39%	81.20%	72.22%	88.89%
(BDVA) Bach Design and Visual Arts	95.83%	98.44%	87.50%	90.63%	100.00%	100.00%
(BETMG) Bach Engineering Technology	64.58%	79.86%	73.33%	76.00%	66.67%	91.11%
(BHSD) Bach Health Social Development	63.51%	66.22%	92.86%	94.29%	75.47%	81.13%
(BHSMI) Bach Health Sci/Medical Imagin	89.66%	96.55%	84.09%	100.00%	82.89%	86.84%
(BIC) Bach Communication	82.39%	84.66%	78.99%	84.03%	85.71%	88.57%
(BLA) Bach Landscape Architecture	100.00%	100.00%	81.69%	90.14%	78.95%	84.21%
(BN) Bach Nursing	85.73%	95.43%	84.54%	93.76%	83.69%	94.46%
(BPSA) Bach Performing & Screen Arts	93.92%	95.06%	91.79%	92.86%	96.25%	96.63%
(BSOCP) Bach Social Practice	87.50%	90.06%	87.39%	93.04%	82.61%	91.30%
(BSP) Bach Social Practice	79.09%	87.27%	80.88%	93.01%	84.08%	93.31%
(BSPT) Bachelor of Sport	74.32%	84.15%	78.76%	86.53%	75.51%	79.59%
(BTECE) Bach Teaching Early Childhd Ed	81.67%	86.85%	88.52%	90.43%	92.34%	93.69%
(CAME) Cert Automotive Mechanical Eng	64.66%	81.90%	65.99%	89.12%	32.10%	74.07%

Course						
(CAMGT) Cert Animal Management	75.00%	88.97%	90.38%	98.08%		
(CANWI) Cert Animal Welfare Investgtns	76.32%	81.58%	66.67%	66.67%	100.00%	100.00%
(CATEC) Cert Applied Technology	72.73%	80.86%	64.34%	69.97%	63.53%	76.86%
(CAWI) Cert Animal Care	52.50%	65.00%	75.00%	85.00%		
(CBAC3) Cert Bus Admin & Comp L3	82.35%	100.00%	66.67%	91.67%		
(CBAC4) Cert Bus Admin & Comp L4	75.00%	75.00%				
(CBUSI) Cert Business (Introductory)	71.43%	100.00%	46.67%	80.00%		
(CCINT) Cert Information Technology	78.57%	100.00%	37.50%	100.00%	88.00%	96.00%
(CCMA) Cert Communication & Media Art	44.44%	47.22%	40.00%	40.00%	65.00%	80.00%
(CCS) Cert in Computer Servicing	100.00%	100.00%	100.00%	100.00%		
(CCSK) Cert Community Skills	75.00%	75.00%	69.23%	69.23%	47.73%	47.73%
(CCSS) Cert Construction Site Safety	100.00%	100.00%	95.16%	95.16%	1.44%	1.44%
(CDVA) Cert Design and Visual Arts	60.47%	62.79%	83.75%	91.25%	68.66%	80.60%
(CECS) Cert Employ & Commun Skills	75.00%	100.00%	100.00%	100.00%	100.00%	100.00%
(CEEE) Cert Electrical Electronic Eng	46.43%	67.86%	41.67%	50.00%		
(CEMSK) Cert Employment Skills	50.00%	50.00%	100.00%	100.00%	90.00%	100.00%
(CFSTW) Cert Found Studies L3 Whitinga	48.94%	51.06%	56.62%	60.00%	100.00%	100.00%
(CFSW2) Cert Found Studies L2 Whitinga	51.80%	56.12%				
(CLT) Cert Language Teaching	100.00%	100.00%	66.67%	100.00%	100.00%	100.00%
(CMBC2) Cert M/skill Build Constr	85.71%	90.48%	56.52%	76.09%		
(CMUSI) Cert Music (Introductory)	36.36%	48.48%	50.00%	50.00%	14.29%	14.29%
(COP) Certificate of Proficiency	91.67%	91.67%	68.42%	89.47%	40.00%	90.00%
(CPGFT) Cert Plumbing and Gasfitting	87.72%	100.00%	74.60%	98.41%	55.66%	82.08%
(CUP) Cert University Preparation	55.35%	57.86%	59.69%	61.24%	65.41%	66.67%
(DACSE) Dip Applied Computer Systm Eng	66.67%	66.67%	100.00%	100.00%		
(DATB) Dip Applied Technology Buildg	71.21%	80.30%	84.13%	84.13%	58.00%	66.00%
(DCMUS) Dip Contemporary Music	75.00%	83.33%	95.12%	97.56%	82.26%	83.87%
(DEN) Dip Enrolled Nursing	92.31%	96.15%	100.00%	100.00%		
(DID) Dip Applied Interior Design	66.67%	66.67%	76.47%	82.35%	71.43%	89.29%

Programme						
(DITS) Dip Information Technolgy Supt	60.61%	81.82%	51.61%	87.10%	56.25%	75.00%
(DLD) Dip Landscape Design	100.00%	100.00%	100.00%	100.00%		
(DPRAC) Dip Professional Accountancy	100.00%	100.00%				
(DSSM) Dip Sport & Fitness Education	53.97%	77.78%	51.35%	72.97%	23.26%	67.44%
(DVETN) Dip Veterinary Nursing	86.41%	95.15%	95.12%	100.00%	100.00%	100.00%
(GCNPM) GCert Not for Profit Managemnt	83.33%	83.33%	0.00%	0.00%	100.00%	100.00%
(GDBUS) GDip Business	83.33%	83.33%	88.89%	88.89%	66.67%	66.67%
(GDCMP) GDip Computing			100.00%	100.00%	100.00%	100.00%
(GDCPM) GDip Constructn Project Mgemnt	100.00%	100.00%	100.00%	100.00%	85.71%	95.24%
(GDDES) GDip Creative Practice			50.00%	50.00%	50.00%	50.00%
(GDHE) GDip Higher Education	100.00%	100.00%			66.67%	66.67%
(GDNPM) GDip Not for Profit Mgt	76.67%	76.67%	100.00%	100.00%	100.00%	100.00%
(GDPA) GDip Professional Accountancy	100.00%	100.00%			50.00%	100.00%
(MAP) Master Applied Practice	71.43%	100.00%	61.54%	76.92%	71.43%	71.43%
(MARCP) Master Architecture Professnal	87.80%	90.24%	86.49%	97.30%	40.91%	40.91%
(MCP) Master Creative Practice			100.00%	100.00%	100.00%	100.00%
(MDESN) Master Design			0.00%	0.00%		
(MED) Master Education	100.00%	100.00%				
(MEDM) Master Educational Ldrship Mgt	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
(MIC) Master Internatl Communication			100.00%	100.00%		
(MOST) Master Osteopathy	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
(MSOCP) Master Social Practice	100.00%	100.00%	100.00%	100.00%	100.00%	
(NCAEE) NCert Motor Ind /Auto Elec Eng	38.63%	38.63%	50.60%	85.71%	18.18%	18.18%
(NCAEN) NCert Motor Ind/Auto Engin	80.20%	80.20%	81.49%	100.00%	87.89%	87.89%
(NCCPY) NCert Carpentry	100.00%	100.00%	100.00%	100.00%		
(NCDLG) NCert Drainlaying			100.00%	100.00%		
(NCDRN) NCert Drainlaying	73.33%	73.33%	64.52%	94.35%	100.00%	100.00%
(NCEE2) NCert Electrical Eng (Level 2)	63.13%	100.00%	45.42%	100.00%	39.13%	91.30%
(NCEE3) NCert Electrical Eng (Level 3)	100.00%	100.00%	61.51%	98.97%	33.45%	81.72%

(NCEEE) NCert Elec Eng Elec for Reg L4	75.41%		3.57%	55.36%	17.93%	17.93%
(NCMHA) NCert Mental Hlth Addictn Supt	100.00%	96.88%	88.04%	100.00%	85.67%	89.38%
(NCPTG) NCert Painting	90.91%	100.00%	97.08%	97.08%	98.10%	98.10%
(NCRE) NCert Real Estate Salesperson	73.76%	100.00%	69.24%	100.00%	72.22%	100.00%
(NCRTL) NCert Retail		100.00%	95.15%	100.00%		
(NDAT) NDip Architectural Technology	49.94%	63.29%	78.90%	85.32%	100.00%	100.00%
(NDCM) NDip Construction Management	72.61%	72.61%	100.00%	100.00%	80.00%	100.00%
(NDQS) NDip Quantity Surveying	90.60%	90.60%	100.00%	100.00%	100.00%	100.00%
(NDSYG) NDip Surveying			63.64%	81.82%		
(NZCAC) NZCert Animal Care					54.21%	79.46%
(NZCAE) NZCert Automotive Engineering					83.33%	100.00%
(NZCAM) NZCert Animal Management					58.44%	72.73%
(NZCAT) NZCert Animal Technology			71.62%	89.19%	82.76%	94.83%
(NZCC) NZCert Carpentry					0.00%	0.00%
(NZCCT) NZCert Constructn Trade Skills					75.39%	100.00%
(NZCE4) NZCert English Language L4					100.00%	100.00%
(NZCEE) NZCert Electrical Engineering					41.03%	82.05%
(NZCLD) NZCert Horticulture Services					50.00%	50.00%
(NZCR) NZ Cert Retail			96.59%	100.00%	94.92%	100.00%
(NZCSC) NZCert Study Career Preparatn					63.64%	65.40%
(NZCSM) NZCert Small Business					37.50%	100.00%
(NZDAT) NZDip Architectural Technology			47.17%	54.72%	70.00%	93.33%
(NZDB) NZDip Business	51.35%	96.22%	65.71%	100.00%	59.75%	89.94%
(NZDC) NZDip Construction			73.42%	88.61%	85.00%	93.00%
(NZDE) NZDip Engineering	72.45%	88.78%	68.85%	86.89%	75.41%	91.80%
(NZDL) NZDip Landscape					100.00%	100.00%
(NZDS) NZDip Surveying					100.00%	100.00%
(NZDVN) NZDip Veterinary Nursing					70.21%	82.98%
(PGCEL) PGCert Educationl Ldrshp & Mgt	66.67%	66.67%	100.00%	100.00%	100.00%	100.00%

(PGCOP) Postgrad - Cert of Proficiency	100.00%	100.00%			100.00%	100.00%
(PGDAP) PGDip Applied Practice			50.00%	100.00%		
(PGDBS) PGDip Business			100.00%	100.00%	100.00%	100.00%
(PGDCG) PGDip Computing	100.00%	100.00%				
(PGDCN) PGDip Counselling	100.00%	100.00%	100.00%	100.00%	90.00%	90.00%
(PGDIC) PGDip Inter Communic			100.00%	100.00%		
(PGDSM) PGDip Educational Ldrshp & Mgt	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
(VTACS) Advncd Constrctn Site Mgt Trng					51.36%	89.18%
(VTCMT) Construction Management Traing					50.00%	50.00%
(VTCSM) Constructn Site Mgt Trng Schem					50.00%	50.00%
Grand Total	**77.21%**	**84.88%**	**76.39%**	**86.08%**	**74.32%**	**84.40%**

Services available to support MLAA

Academic support services are provided by the **Academic Development Lecturers** (ADLs) in Student Learning Support. Currently there are three.

They are based in Te Puna and provide drop-in services to (Māori) students in Networks, at Pūkenga and in Te Puna. They also provide support by appointment and make themselves available to students 24/7. Māori is bracketed above because they are also available to provide academic support to any student who may request it. Māori learners can of course access any ADL for academic advice/tutoring individually and in groups.

Māori lecturers in Practice Pathways provide academic learning support to Māori students as do many other staff. It is usual that students seek academic learning support first from lecturers before seeking out ADLs.

Other services provide less direct support to Māori students:

Student Wellbeing employ a **Māori Counsellor**. However despite the title, this person is likely to find themselves providing counselling to students who are not Māori. It is **recommended** this role focuses specifically on Māori students with shared time between the two campuses.

Whai Ake, a scholarship programme targeting Māori students has a **Coordinator** appointed on a 0.5 FTE. Whai Ake is a highly resourced scholarship programme engaging about 40 of Unitec's 600 – 700 students per year. It has been to date the most successful scholarship programme at Unitec.

The **Marae staff** often provide support services for Māori students e.g. the **Kaiawhina** counsels Māori students (and anyone else who asks for her support) who regularly seek her out, especially older students.

The Ako Ahimura Mātauranga Māori team support Māori students through the work they do in embedding mātauranga Māori in programmes and courses and the provision of professional development for staff to improve the way in which they engage with Māori students, staff and communities.

However it is clear in the data that with some concentrated support at Network level, MLAA can be lifted so the overall Māori success and retention figures at Unitec reach parity. It is **recommended** therefore that:

Recommendations:

1. Provision of counselling services to and for Māori students divided between the 2 campuses proportionate to the numbers on each.
2. A programme based on the philosophy and activities of Whai Ake is adopted for implementation in 2019. The Dean Teaching and Learning Mātauranga Māori co-constructs the proposed programme with relevant stakeholders.
3. Programmes complete MM specific plans developed in partnership with the Kaihautū to support their work
4. MM plans are formulated in partnership with AAMM to ensure improvement of success and retention for programmes and courses wthat are traffic lit as RED

To	Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Academic Approvals Committee	**Date**	28 June 2018

Purpose

To request Academic Board to establish a new sub-committee to evaluate applications for external approval.

Recommendation

That the Academic Board:

1. approve:
    a. the establishment of an Academic Approvals Committee as detailed in the *Proposed Membership and Terms of Reference for the Academic Approvals Committee;*
    b. the *Proposed Membership and Terms of Reference for the Academic Approvals Committee;*
    c. the proposed process for the approval of applications for external approval

2. Note:
    a. that a review of the programme development process is proposed to be undertaken in the near future;
    b. that the Policy which incorporates the approval of academic provision is currently being refined along with the other Academic Policies as part of the Cat 1 project and that this change will be reflected in the relevant policy.

Rationale

There have been a significant number of issues with recent applications for approval to both the New Zealand Qualifications Authority and the Tertiary Education Commission. There have also been issues with ensuring that consistent programme related data is input into PeopleSoft and used across the Institute.

Commentary

A review of recent applications to the New Zealand Qualifications Authority (NZQA) for Programme Approval and Accreditation and to the Tertiary Education Commission for funding and fees approval has highlighted a number of issues with the approval process. The significant number of requests for further information for applications to NZQA as

well as a number of requests for Unitec to withdraw applications due to their perceived lack of readiness have impacted negatively on Unitec's reputation with external agencies.

Applications which have been approved by NZQA have, to a lesser extent, had subsequent issues with Tertiary Education Commission funding and fees approval. Additional issues have also been identified with the setup of PeopleSoft and related information sources due to a lack of consideration of the information required for these stages at the programme approval stage.

The proposed process will require that any information required for post-approval systems setup will be required to be identified, provided and approved by the Academic Approvals Committee (AAC). Upon establishment, the AAC will seed to determine any information of this nature and to ensure that approval is subject to its provision.

Next Steps

On the proviso that the Academic Board approves this proposal, the Academic Approvals Committee will:

- confirm its membership
- determine the information required to ensure any post-NZQA external approval requirements are met
- ensure that the requirements for approval of any application for external approval clearly communicated to any developments currently in progress and for all future developments
- Meet to discuss the implementation of the Academic Approvals Committee, including:
  - Confirmation of criteria to be used
  - Frequency of meetings

Attachments

1. *Proposed Membership and Terms of Reference for the Academic Approvals Committee*
2. Academic Approval Committee approval process

==Te reo Māori name== | **Academic Approvals Committee**

1. **Purpose**
   To ensure that any application for new or amended academic provision which is required to be approved externally meets relevant external requirements and is aligned to Unitec Strategy and meets Unitec's internal requirements.

2. **Kaupapa**
   The Academic Approvals Committee 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.

   The Academic Approvals Committee is accountable to Academic Board

3. **Membership**
   3.1. Membership of the Academic Approvals Committee shall comprise:

   - Manager, Te Korowai Kahurangi
   - Manager, Te Puna Ako
   - Dean, Teaching and Learning (Mātauranga Māori) or nominee;
   - Manager, International or nominee
   - One member of Te Korowai Kahurangi, nominated by the Manager, Te Korowai Kahurangi (operational NZQA liaison role)
   - The Business Analyst, Business Support (operational TEC liaison role)
   - Six experienced academics broadly representative of Unitec's portfolio, nominated by the Network Deans
   - Members, mostly drawn from the academic community, co-opted by the Sub-Committee for a term as required;
   - Members co-opted by the Academic Board for a term as required; and

   Where Masters or Doctorate qualifications/programmes are being considered; also:

   - Research Director, or nominee

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

   3.3. Appointments shall be made at or following 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 recommend to the Academic Board regulations for the granting of the Institute's qualifications and awards;

   b) To recommend to the Academic Board criteria and processes to be used for the approval of:

> **Commented [ST1]:** Manpreet's role
>
> **Commented [ST2]:** Rakesh's role

a. academic provision, including courses, training schemes, programmes and qualifications;
b. delivery of partnered programmes
c. teaching locations/sites
d. sub-contracted delivery

c) To review applications for academic provision which require external approval and recommend approval to the Academic Board

4. Reporting

Academic Approvals Committee shall report to the Academic Board following each meeting.

Document management and Control

Academic Board Approval	
Academic Board Minute Reference	
Effective Date	
Version	**0.1**

Academic Approvals Committee (AAC) approval process v0.1 - DRAFT

Who	Process	Action	Timeframe
Head of Practice Pathway	**Application received by AAC**	The Head of Practice Pathway (HoPP): - Submits all relevant programme documentation to the Academic Approvals Committee (xxxx@unitec.ac.nz), including: Memo, Programme Document, Self-Assessment, sub-contracting agreements, site approvals, ADP information, etc.	By 10am on the Friday 12 days prior to meeting
AAC Secretary	**Application distributed for evaluation**	The Committee Secretary: - Confirms all relevant documentation has been received* - Distributes documentation to Committee members Note: The application will not be considered unless all relevant documentation is received	By 2pm on the Friday 12 days prior to the meeting
AAC Members	**Application evaluated**	AAC members review documentation and provide feedback on whether application meets all relevant requirements. Different members may take responsibility for commenting on different aspects of the application	By the Friday, 5 days prior to the meeting
Development Team	**Response to Evaluation**	Development team considers Committee feedback and provides a response back to the AAC Secretary to each point raised.	By 2pm Tuesday prior to meeting
AAC	**Outcome determined**	Committee members meet to consider the development team's response to the matters raised during the evaluation. If required, the development team meets with the Academic Approvals Committee to clarify any outsanding issues from the Committee's feedback.	9-10am immediately prior to meeting
	Committee reviews response	Committee formally meets to determine application outcome. Three possible outcomes: 1. *Application Approved* 2. *Applicatin Approved subject to conditions being met* 3. *Application is required to be resubmitted – significant gaps in application against criteria.*	Wednesday, 10-11am
AAC Secretary	**Outcome communicated**	Committee Secretary informs relevant parties of application outcome *If... Application Approved* *Then* Application proceeds to next stage. *If... Application approved subject to conditions being met* *Then* Te Korowai Kahurangi Programme Development Lead works with Programme team to address issues and confirms with AAC Secretary when all conditions met. Application then proceeds to next stage. *If... Application is required to be resubmitted – significant gaps in application against criteria.* *Then* Te Korowai Kahurangi Programme Development Lead works with Development team to address all requriements. Application is resubmitted to Academic Approvals Committee.	Within 24 hours of meeting
Academic Board	**Application approved/declined**	Application considered by Academic Board or Academic Board Standing Committee. Two possible outcomes: 1. Application approved. Application proceeds to next stage 2. Appication declined. Application returned to Academic Approvals Committee. AAC works with Development team to amend application and resubmits to Academic Board (Standing Committee)	Next Academic Board
Te Korowai Kahurangi	**Application for External Approval**	NZQA Liaison makes application to NZQA. *Incomplete applications will not be considered	Within 2 days of approval

AGENDA ITEM 14

Reflecting on the Purpose of Academic Board (Discussion at Meeting)

SUBCOMMITTEE REPORTS

RECOMMENDATIONS

- ❖ **Academic Board Standing Committee**
  That Academic Board receives the Minutes of the meeting(s) of 18-20 June, 2018.
  Merran Davis (Chair)

- ❖ **Quality Alignment Board**
  That Academic Board receives the Minutes of the meeting(s) of 19 June, 2018.
  Debra Robertson-Welsh (Chair)

- ❖ **Research Committee**
  That Academic Board receives the Minutes of the meeting(s) of 14 June, 2018.
  Marcus Williams (Chair)

- ❖ **Research Ethics Committee**
  That Academic Board receives the Minutes of the meeting(s) of 16 May, 2018.
  Nigel Adams (Deputy Chair)

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Unitec Academic Board	Date	19 June 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Research Committee		

A decision was made about the level of anonymity for PBRF results and will be communicated to the Tertiary Education Commission (TEC) shortly. In line with the TEC requirements for high levels of discretion, the Research Adviser and the Dean of Research and Enterprise will be the only individuals at Unitec who will be able to access this information.

Yusef Patel from the Architecture Pathway joined the committee after the resignation of Associate Professor David Phillips from the Engineering Pathway.