## Unitec Programme Viability Evaluation Sheet

Strategic Repositioning

Programme Name:	
Programme Sponsor:	

INPUTS:			Enter your scores in this column						
Strategic Relevance		Level 1	Level 2	Level 3	Level 4	Score 1	Supporting Commentary		
Points			35	70	100	Score 1	Supporting Continentary		
Clear evidence the programme design aligns and has adopted a curricular design that supports and delivers upon the Tertiary Education Strategic Priorities. Priority 1 - Delivering skills for industry Priority 2 - Getting at-risk young people into a career Priority 3 - Boosting achievement of Māori and Pasifika Priority 4 - Improving adult literacy and numeracy	,	Minimal fit/sits outside current TEC strategy NOT YET CONFIDENT KEY PRIOTIES ARE NOT ADDRESSED IN THE PROGRAMME DESIGN	Contributes to overall capability of Unitec to achieve TEC strategic goals MARGINAL CONFIDENCE KEY PRIOTIES ARE ADDRESSED IN THE	Makes a direct contribution to achievement of TEC's strategic goals CONFIDENT KEY PRIOTIES ARE ADDRESSED IN THE	Makes a major contribution to the achievement of TEC's strategic goals HIGHLY CONFIDENT				
Priority 5 - Strengthening research-based institutions Priority 6 - Growing international linkages		PROGRAWINE DESIGN	PROGRAMME DESIGN	PROGRAMME DESIGN			Dean to comment		
Auckland region - future needs and economic			Contributes to	Makes a direct	Makes a major				
development strategy, also consider Independent Māori		Minimal fit/sits	overall capability of	contribution to	contribution to the				
Statutory Board's "The Māori Plan for Tamaki Makaurau"		outside current	Unitec to achieve	achievement of	achievement of				
which is a 30 year blueprint for improving Māori		Auckland strategy	Auckland's strategic	Auckland's strategic	Auckland's strategic				
wellheing and development in Auckland			anals	anals	anals		Dean to comment		

Financial Viability		Level 1	Level 2	Level 3	Level 4	Score 1	Supporting Commentary
Points	Value	-100	-35	35	100	Score 1	Supporting Commentary
EFTS [Trend from 2014-2018]	#N/A	significant decrease in EFTS	Decrease in EFTS	Small increase in EFTS	Major increase in EFTS	0	EFTS completed by Commercial Services
		[<-30%]	[ -29% - 0%]	[1-5%]	[greater than 5%]		
Contribution Margin [trend from 2017-2019 if known]		Will make a significant Financial	Will make a minimal Financial Loss	Will make a minimal Financial Gain	Will make a significant Financial		CM completed by Commercial Services
2017							
2018						#DIV/0!	
2019							
Average	#DIV/0!	(<-200k)	(-\$200k - 0)	(0 -\$200k)	(>\$200k)		
Financial Investment required		Major financial investment required	Material financial investment required	Some financial investment required	No material financial investment required		Capex completed by Dean/ELT/CS
		>\$1m	\$250k - \$1m	\$50k - \$250k	<\$50k		
Reliance on specialised space (either off or on campus)		All space is specialised	Significant mix of specialised space	Minor requirement for specialised space	No specialised space required		Dean to comment

Educational Performance		Level 1	Level 2	Level 3	Level 4	Score 1	Supporting Commentary		
Points	Value		35	70	100	Score 1	Supporting commentary		
Success Course Completion [trend 2014-2017]		0-50%	51 - 64%	65-80%	81-100%		completed by Commercial Services		
-U25	#N/A					0			
-Maori	#N/A					0			
-Pacific	#N/A					0			
International	#N/A					0			
-SAC	#N/A					0			
Retention [trend 2014-2017]		0-59%	60-74%	75-89%	90-100%		completed by Commercial Services		
-U25	#N/A					0			
-Maori	#N/A					0			
-Pacific	#N/A					0			
International	#N/A					0			
-SAC	#N/A					0			
Student NPS							Sample Size low at programme level		
Graduate NPS							Sample Size low at programme level		

Evidenced QA Risk	Non-compliant or not completed Course Moderation Student Course Evaluation, Course reporting, Degree monitaring and PEP activity is not evidenced.	Marginal compliance Numerous absences but PEP activity evidenced.	Course Moderation Student Course Evaluation, Course reporting, Degree monitoring and PEP activity evidenced	Highly compliant Course Moderation Student Course Evaluation, Course reporting, Degree monitoring and PEP activity is clearly evidenced.	Dean to comment
Professional Bodies	Non-compliant wit professional body		professional body requirements	Either:not applicable, or highly compliant relationship with professional bodies	Dean to comment

## PROJECT SCORING:

	Viability Measure	Score 1	Score 2	Possible Score	% Score	Weights	Weighted % Score
Т	Strategic Relevance	0	#REF!	400	#REF!	20%	#REF!
ſ	Financial Viability	#DIV/0!	#REF!	800	#DIV/0!	50%	#DIV/0!
Г	Educational Performance	0	#REF!	2800	#REF!	30%	#REF!
Г	Total						#REF!



