Change Proposal Summary Academic Leadership

Merran Davis, Executive Dean/Interim Chief Executive

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Introduction

Here is a summary of the proposal that has gone out to the Deans and HoPPs today that will impact the Academic Leadership across Unitec.

The proposal has been prepared following consultation with Executive Leadership Team (ELT), Deans, HoPPs, Unitec staff and Human Resources (HR).

Final decisions on the implementation of any changes arising from the proposed changes will be made as per the indicative timeline.

Future State

In July 2018, the Renewal Plan was introduced with a commitment to three key priorities:

1) A renewed focus on core business – work-ready graduates, life-long learners;
2) Success of priority groups – Maori, Pacific and under 25 years' old; and
3) Commitment to West, Central and North Auckland communities.

Our Unitec purpose and critical success remain the same.
Purpose:
    Enabling better futures for students, communities and public and private enterprise;
Critical success factors:
- Highly employable and enterprising lifelong learners;
- A more highly skilled innovative and enterprising NZ workforce;
- Engaged and inspired staff equipped with capabilities for our future; and
- A financially sustainable Unitec.

It is paramount that we are adequately resourced and have the right skillsets, in the right positions, to be able to support our improvement in academic quality and plan for renewal. We need to ensure that Unitec aligns academic leadership plus support functions to our purpose, our smaller size and our student need.

Reasons for Change

The reason for change is driven by the Renewal Plan objectives below:

1) To design a sustainable operating model and structure for a minimum of 6,000 EFTs (excluding Mind Lab) for 2020 and beyond;
2) To realise overall cost savings of 20% across the organisation ($25M);
3) To engage effectively with our people and key stakeholders throughout the process; and
4) To enable Unitec to recover and grow in core areas of opportunity.

Proposed Changes

Background

Over the last several months, we have been focusing on rationalising our Academic Portfolio. We have focussed on having a consistent approach across Unitec to make decisions about our teaching and learning and the programmes we offer. Much data has been collected and analysed to inform the process which assesses programmes on three key weighted areas – strategic relevance, financial

viablity and educational performance. Last month, we confirmed the programmes that would be affected under the rationalisation of the academic portfolio work and have appreciated input from Deans, HOPPs and staff that are involved or part of the programmes.

Now that we have concluded the process around academic portfolio rationalisation, we are moving into the formal process of proposing to disestablish the Dean and HOPP positions in order to move to a new academic structure that is simpler and flatter. The development of a more effective structure to allow clarity of leadership roles and higher accountability is proposed which we believe will enable improved support to academic staff to perform their roles.

New Academic Model

We are looking to a Head of Centre/School model which consists of 10 `Head of` positions as outlined below. Head of Centres/Schools will be supported by Programme Managers and administration support.

Summary of Proposed New Positions

Head of Centre / School	Programme Manager
1.0 FTE *Management Contract*	*1.0 FTE with up to 0.2 teaching allocation included* *Management Contract*
Academic and financial performance *External and internal collaboration* *Leadership and management of staff* *Management of resources*	*Discipline leadership* *Programme curriculum and quality* *Management of staff* *Management of students*
Leadership & Management • Culture and values • Capability development • Collaboration • H & S • Oversight of ADEPs • Serious performance issues	**Operational Management** • Discipline direction • Facilitate ADEP process • Student success • Pastoral care • Health and Safety • Minor performance issues • First approver – leave, remuneration etc
Planning & reporting • Strategic planning • Business planning • Integration of programmes • Workforce planning • Workload allocation • Reporting on KPIs	**Planning & reporting** • Programme reporting (PEPs) • Grade input approval • Student evaluations • Course planning, development, review • Input to workload allocation
Contribution to revenue • New opportunities • Programme development • Marketing	**Contribution to revenue** • Applications and enrolments processes • Marketing
Financial • Cost centre management • Expenditure	**Financial** • Programme budgets • Enrolments and re-enrolments

• Approvals	• Efficiency improvements
Academic quality • QAM, Attend PAQCs • Category One • EPIs • Continuous improvement	**Academic quality** • Chair PAQCs • Monitors • Self-assessment activities
External engagement • Industry / professional/ regulatory body relationships • Key stakeholders	**External engagement** • Industry/professional/regulatory body relationships (if applicable) • Industry advisory committees

Academic Mentoring

We propose the Programme Manager would facilitate senior academics to assist with mentoring academic staff through the ADEP process by discussing PEPs and student evaluations and identifying areas for professional development.

Reporting to the Programme Managers will be frontline staff such as Lecturers, Senior Lecturers, Associate Professors, Professors etc. The current Academic Leader roles will not exist. Additional academic support required by Programme Managers will be agreed on a case by case basis.

With a move to this new model, existing Academic Leaders will revert to their teaching activities.

Administration

We propose a partnering model for business and academic administration with some central coordination and some distributed capability.

This will be led and co-designed by Centre / School staff and align with ATOM changes and budget considerations.

Proposed Structure – Academic Leadership only

Unitec Academic Redesign September 2018

Applied Technology & Engineering

> Civil Engineering
> Electrical Engineering
> Electronic Engineering
> Applied Technology
> Short Courses – Automotive Engineering

- Bachelor of Applied Technology (Automotive Engineering)
- Bachelor of Applied Technology (Transport Management)
- Bachelor of Engineering Technology (Civil & Electrical)
- Bachelor of Engineering Technology
- New Zealand Diploma in Engineering
- New Zealand Certificate in Electrical Engineering
- New Zealand Diploma in Surveying
- Bachelor in Geospatial (Land surveying)
- Graduate Diploma Engineering Technology
- Short Courses in Auto Engineering

Construction & Infrastructure

> Building
> Quantity Surveying
> Land Surveying
> Construction Management
> Construction Property Management

- Bachelor of Construction Management (Construction Management, Economics, Property Development)
- Certificate in Construction Site Safety
- New Zealand Certificate in Light Automotive Engineering (Level 4) [NZCLA]
- Graduate Diploma in Construction Project Management
- New Zealand Diploma in Construction Management (Construction Management and Quantity Surveying)
- Advanced Construction Site Management Training L7
- Construction Management Training CAD2 L6

- New Zealand Certificate in Construction Related Trades (Supervisor)
- New Zealand Certificate in Construction Related Trades (Main Contract Supervision
- Diploma in Applied Technology (Building)

Trades & Services

> Plumbing
> Carpentry
> Joinery
> Gasfitting
> Drainlaying
> Automotive Engineering
> Automotive Electrical
> Transport Management
> Welding & Fabrication

- Bachelor of Architectural Studies
- Bachelor of Landscape Architecture
- Diploma in Applied Interior Design
- New Zealand Certificate in Horticulture Services – Landscape Design
- New Zealand Diploma in Landscape (Design)
- Master of Architecture (Professional)
- Master of Architecture by Project
- New Zealand Diploma in Architectural Technology

- New Zealand Certificate in Automotive Engineering (Level 3)
- New Zealand Certificate in Mechanical Engineering (Level 3)
- New Zealand Certificate in Carpentry
- New Zealand Certificate in Construction Trade Skills (Allied Skills, Joinery and Carpentry)

- New Zealand Certificate in Automotive Engineering L3 [NZCAE] - Part – time – Unit Standards
- National Certificate in Motor Industry (Automotive Electrical Engineering)
- New Zealand Certificate in Plumbing, Gasfitting and Drainlaying
- New Zealand Certificate in Plumbing
- New Zealand Certificate in Drain Laying
- New Zealand Certificate in Gas Fitting

Architecture

> Architecture
> Landscape Architecture
> Architectural Technology
> Landscape & Garden Design
> Interior Design

Creative Industries

> Acting
> Contemporary Dance
> Graphic Design & Animation
> Music
> Photography & Media Arts
> Product & Furniture Design
> Production Design & Management
> Screen Arts
> Visual Arts
> Costume
> Art Department
> User Experience Design (UX)
> Contemporary Arts
> Maker Space

- Bachelor of Creative Enterprise
- Bachelor of Performing and Screen Arts
- Diploma in Contemporary Music (teach out)
- Graduate Diploma in Creative Enterprise
- Graduate Diploma in Creative Practice
- Master of Design (teach out)
- Master of Creative Practice
- Postgraduate Certificate in Creative Practice
- Postgraduate Diploma in Creative Practice

Bridgepoint

> Bridging Education
> Language Studies
> Free4U
> Supported Learning
> IELTS Testing
> Unitec Pathways College
> Secondary School Engagement

- Bachelor of Computing Systems
- New Zealand Certificate of Study and Career Preparation (Level 3) NZCSC
- New Zealand Certificate of Study and Career Preparation (Level 4) NZCSP
- Certificate of University Preparation (Level 4) CUP
- Free4You Computing Courses (Level 2) GFAU
- New Zealand Certificate in Skills for Living for Supported Learners (Level 1) NZCSL
- Certificate in Employment and Community Skills CESC
- Short Courses in Special Needs GSPN
- NCEA Vocational Pathway and programmes (Level 2 and Level 3)

- Bachelor of Arts (EAL) (teach out)
- Certificate in Language Teaching
- Certificate in Liaison Interpreting
- New Zealand Certificate in English Language - Level 2 (teach out)
- New Zealand Certificate in English Language - Level 3
- New Zealand Certificate in English Language - Level 4
- New Zealand Certificate in English Language - Level 5

Information & Communication Technology

> Computing Systems
> Information Technology
> Computing

- Bachelor of Computing Systems
- New Zealand Certificate in Information Technology (Essentials)
- Postgraduate Diploma in Computing
- Graduate Diploma in Computing
- Master of Computing
- Doctor of Computing (teach out)
- Diploma in Information Technology (teach out)

Applied Business

> Accounting & Finance
> Business Administration
> Communication Studies
> Event Management
> Management
> Marketing
> Media Studies
> Not for Profit Management
> Public Relations
> Real Estate
> Retail Sales

- Bachelor of Business
- Bachelor of Communication (teach out)
- Graduate Certificate in Professional Accountancy
- Graduate Diploma in Professional Accountancy
- Graduate Diploma in Business
- Graduate Diploma in Professional Accountancy
- Graduate Diploma in Event Communication (teach out)
- Master of Applied Practice (Professional Accounting)
- Master of Business

- New Zealand Certificate in Real Estate
- New Zealand Certificate in Retail
- Diploma in Business
- Postgraduate Diploma in Business

Healthcare & Social Practice

> Community Development & Social Work
> Counselling
> Health Services
> Social Practice
> Mental Health & Addiction
> Nursing
> Medical Imaging

- Bachelor of Social Practice (4yr)
- Postgraduate Diploma in Counselling (teach out)
- New Zealand Certificate in Health and Well being; Mental Health and Addictions;
- Community Facilitation; Social Services
- Masters of Counselling (Narrative) (on hold)
- Masters of Social Practice (teach out)
- Bachelor of Health Science (Medical Imaging)
- Bachelor of Health & Social Development (teach out)
- Bachelor of Teaching (Early Childhood Education)

- Bachelor of Nursing
- CAP - Competency Assessment Programme (Nursing)
- RTN - Return to Nursing

Environment & Community

> Animal Health
> Animal Behaviour
> Animal Welfare & Care
> Zookeeping
> Vet Nursing
> Biodiversity Management
> Science Communication
> Police Foundation Course
> Early Childhood Ed.
> Social Development
> Osteopathy
> Sport, Recreation, Excercise

- Bachelor of Applied Science (Animal Management and Welfare; Biodiversity Management; Science Communication)
- New Zealand Certificate in Health and Well being; Mental Health and Addictions;
- New Zealand Diploma in Veterinary Nursing
- New Zealand Certificate in Animal Management (Veterinary Nurse Assistant)
- New Zealand Certificate in Animal Management (Strands in Canine Behaviour and Training; Captive Wild Animals; Companion Animals)
- Certificate in Animal Welfare Investigations
- New Zealand Certificate in Animal Care

- Introduction to Police Studies
- Bachelor of Health & Social Development (teach out)
- Bachelor of Sport (teach out)
- Bachelor of Teaching (Early Childhood Education)
- New Zealand Certificate in Sport Coaching
- New Zealand Certificate in Community Sport & Recreation
- Diploma in Sport and Fitness Education
- Masters of Osteopathy (teach out)

Proposed Recruitment and Selection Process

All New Positions

It is proposed that a recruitment process for the new positions will commence subject to consultation being concluded. The positions will be filled via a fair and contestable recruitment and selection process with the person who has the best fit for the position being appointed. Employees who are directly affected by this proposal, Deans and HoPPs, will be considered first for the new positions if they express interest. If these employees are not successful and there are still vacancies, we will then consider other internal candidates from elsewhere in Unitec and candidates external to Unitec.

Expressions of interest from affected employees will be sought as soon as the consultation period concludes. Appointments will be subject to Unitec's usual selection process and as per the Public Sector Act.

The selection process for these positions will be;

1) Interview process
2) 360 feedback from current Manager, stakeholders, peers (to be confirmed)

Feedback and Consultation

Prior to any final decisions by Executive Management, the proposal will be circulated via a consultation pack to all impacted employees for their response, comment and/or suggestion for an alternate option. This proposal is being sent to the wider Unitec community to gather feedback. Feedback from all parties will be carefully reviewed and considered.

Employees will be provided with a reasonable timeframe to provide their feedback and are encouraged to document their feedback in writing using the following link to an online feedback form https://forms.office.com/Pages/ResponsePage.aspx?id=sonzgIBzZ0u1J39xGIeBMFN1KhIofOpKiyiv PftXfRNUNDMzSFFDU1RBNTBGQVdEOFBGWVM1TVc5Ti4u or by scanning the code below on to a phone or tablet to access the form:

Your comments, suggestions, or submissions can also be emailed to Merran Davis and Jacky McManus by 5pm 4th October 2018 with the subject line Academic Leadership Structure Change Proposal.

We are particularly interested to hear:

a) If you can see a better or alternate way that we could achieve the objective of the change proposal;
b) The selection process for the new positions;
c) Number of Programme Managers, and admin support required (additional to ATOM deliverables);
d) Whether Programme Manager is a suitable title;
e) Whether we should have Heads of Centres, Schools or an alternative title; and/or
f) The impact the proposed changes may have on you personally.

An indicative timeline is set out in this document showing the steps involved. It is indicative only because changes may have to occur as a result of employee feedback. A fair and reasonable process will be followed and the proposed changes will take effect as soon as reasonably practicable. Endeavours will be made to manage change through least disruption, while considering organisational needs and mitigation of employment risk, loss of institutional knowledge and/or specialist skill

Indicative Timeline

	Date	Action
Consultation	14 September 2018	Meetings with potentially affected staff and distribution of the proposal to these staff. Distribution of proposal to wider Unitec.
	14 September – 5pm 4 October 2018	Feedback and consultation period
	4 – 9 October 2018	Considering feedback
Action	By 12 October 2018	Decision made including numbers of Programme Managers (subject to consultation being concluded) and outcome of proposal communicated. Follow up meeting with those impacted.
	12 - 18 October 2018	Heads of Positions - Expressions of interest and details for 360 confirmed. External advertising commences. We will consider directly affected internal candidates first. If these candidates are not successful and a position is not filled, we will then consider candidates from elsewhere in Unitec and external to Unitec.
	Week of 22nd October 2018	Interviews and 360 surveys undertaken for Head of Centre positions
	By 31 October 2018	Internal appointments to Head of Centre positions confirmed.
	1 November 2018	Selection process commences for Programme Manager positions.
	December/January 2019	Start dates into positions and Change Proposal implemented.

The timeline for fully transitioning from the current model to the new model will be flexible to ensure continuity for our students and will be determined on a Centre / School basis depending on extent of staff changes and retaining institutional knowledge.

Merran

Head of Centre - Draft

Every day, people across Unitec are working with our students,
enterprises and communities because we care about making lives better.

Position purpose:

The Head of Centre is a strategic position leading academic and financial performance, and effectively managing resources for the applicable Centre. This position works collaboratively across the organisation to deliver the vision and strategic goals of Unitec.

The Head of Centre will lead the Centre, creating a culture of excellence and continuous improvement in learning, teaching and research.

Head of Centre - Draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
Leadership and management *Cultures and values* *Capability development* *Performance management* *Collaboration*	• Provide leadership to the Centre that demonstrates the vision, values and principles of Unitec. • Instil a high performing culture through effective leadership, collaboration, coaching and mentoring. • Manage, coach and assist direct reports to achieve their targets and improve their competency. • Provide effective professional development and performance management of the Centre through setting of clear expectations, desired outcomes and regularly monitoring and managing performance. • Source, recruit and retain talent who are high performers, support future leaders and who demonstrate excellence in practice and performance. • Drive and demand performance excellence and appropriately manage serious poor performance. • Manage all resources (including financial, people, property and other) effectively to achieve best possible outcomes for Unitec.	• Quality outcomes for the Centre. • A high performing stable Centre. • Each team member participates in performance partnering process. Clear demonstration of increase in competency levels. • The Unitec Performance Partnering process is evidenced and any poor performance is managed in a timely and professional manner. 100% ADEP plans across the Centre. • Resources professionally managed and targets met. • Collaborative culture is fostered through conscious leadership, shared experiences and resources, and partnership. Centre is able to work collaboratively with other Centres fostering a culture of cross-pollination of ideas.

Head of Centre - Draft

Every day, people across Unitec are working with our students,
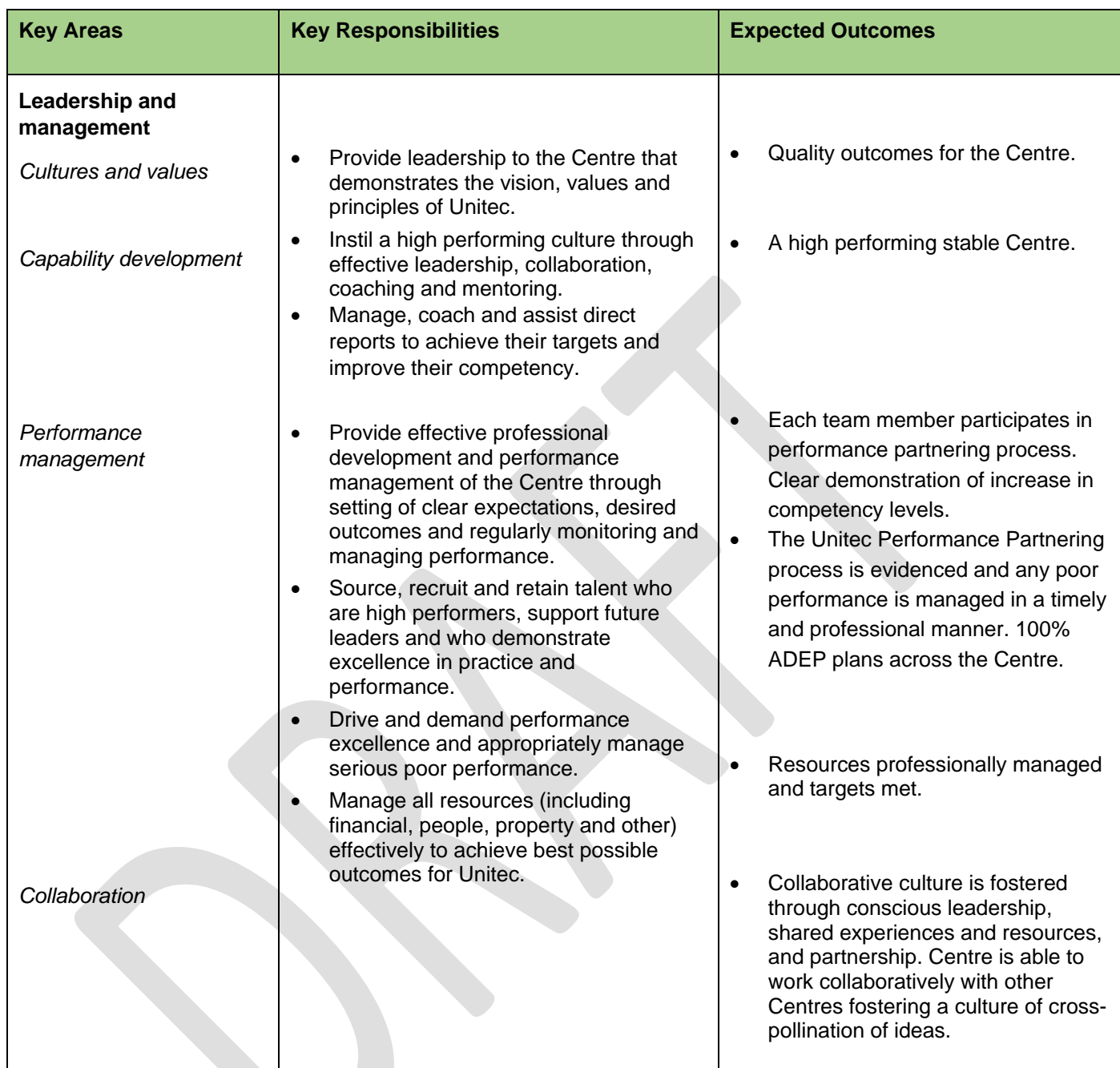enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
Planning and reporting *Strategic planning* *Business planning*	• Develop and implement integrated strategies and business plans, processes and approaches that delivers operational excellence and operational optimisation for the centre.	• Strategies are clear and align to Unitec's goals and aspirations. • Strategies are linked to team and individual plans. • Realisation of Unitec's strategic objectives. • Business Plans and Budgets delivered on time and signed off. Execute on all business plans and associated KPIs.
Integration of programmes	• Ensure integration of programmes across the Centre • Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.	• Advanced knowledge of industry projections and requirements.
Workforce planning	• Utilise workforce planning strategy to identify appropriate staffing levels for the centre.	• Ensures that the centre consistently maintains the appropriate staffing levels.
Workload allocation	• Utilise the workload allocation modelling tool to ensure that each employee within the centre is fully utilised and workload is distributed effectively.	• Staff maintain 100% utilisation.
Reporting on KPIs	• Ensuring the delivery of KPIs across the centre and reporting to ELT.	
Contribution to Revenue *New opportunities*	• Proactively support the development and growth of new opportunities that increase revenue for Unitec.	• Successful creation and development of new initiatives that increase revenue.
Programme development	• Ensure all programmes have achieved their Curriculum requirements including embedding mātauranga Māori.	• Programmes are relevant, suit the needs of students; employers; and industry and remain relevant.
Marketing	• Ensure new and existing programmes are appropriated marketed	• Programmes have the appropriate level of EFTs.

Head of Centre - Draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
Financial *Cost centre management* *Expenditure* *Approvals*	• Ensure effective use of resources by managing, forecasting and monitoring annual operational budgets for the centre. • Ensure that financial practices and decisions on expenditure are in accordance with policies. • Ensure financial commitments reflect value for money and quality supply of services. • Ensure the correct delegated financial authority is applied for all approvals for spend across the centre.	• Prudent financial management.
Academic Quality *Category One* *EPIs* *Continuous improvement*	• QAM, attend PAQCs • Ensure that system requirements for program development, delivery, ongoing evaluation and review are met. • Maintain ongoing records of evidence-based action-planning and execution, and produce programme evaluation reports periodically, as required. • Establish and monitor arrangements for making day-to-day programme management decisions that need to be made. • Ensure all programmes deliver to their annual SSR. • Design and launch continuous improvement initiatives for the Centre to identify opportunities for streamlining work and reducing inefficiencies.	• Compliance to all academic quality measures, programmes / activities and processes.

Head of Centre - Draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
External Engagement *Industry, professional, regulatory bodies* *Key stakeholders*	• Ensure that Unitec has strong integrated institutional relationships with industry/professional bodies. • Develop and maintain existing relationships with key stakeholders that ensures the delivery of key outcomes. • Be proactive in creating new stakeholder opportunities. • Develop and maintain positive working relationships with regulatory bodies.	• Excellent relationships with all relevant professional bodies, agencies and employers. • Continuous improvement in relationships and service quality. • New stakeholder relationships are created and maintained. • Value for money and quality support of services. • Excellent working relationships with regulatory bodies.
Health and Safety	• You will demonstrate commitment to Unitec's health and safety rules and procedures and take reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others. You will be required to report any potential risks, incidents and near misses so the organisation can investigate, and eliminate or minimise harm or risk of harm. • Promotes a culture of zero harm, including safe working practices and behaviours and sustainable environmental practices. • Models zero harm behaviours. • Identifies and minimises business risks and compliance issues. • Partners with the Health and Safety team to align strategies and drive a zero harm culture.	• Unitec's Health and Safety measures are met or exceeded. • All risks effectively managed and no compliance issues. • Processes and culture reinforce Unitec Kaupapa.

Head of Centre - Draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Unitec Kaupapa	Actively participate to uphold the Unitec Kaupapa and the factors that will enable success as follows;	Unitec Values and Code of Conduct are upheld, and positive feedback is received from key stakeholders.
	Our Partnership	
	• Te Noho Kotahitanga is Unitec's partnership between Māori and non-Māori underpinned by the principles of Rangatiratanga, Wakaritenga, Kaitiakitanga, Mahi Kotahitanga and Ngakau Mahaki	
	Our Purpose	
	• We enable better futures for students, communities and public and private enterprise	
	Our Aspiration	
	• To be a world leader in contemporary applied learning and an agent of positive social and economic change	
	Our Success	
	• Highly employable and enterprising lifelong learners	
	• A more highly skilled innovative and enterprising NZ workforce	
	• Engaged and Inspired staff with capabilities for our future	
	• A financially sustainable Unitec	
	Our Values	
	• Accountable, Being Bi-cultural, Student and Customer Focus, Enterprising, Generosity of Spirit	
	Our Way	
	• A dynamic community of learners engaged in a culture of open inquiry	

Head of Centre - Draft

Every day, people across Unitec are working with our students,
enterprises and communities because we care about making lives better.

What you will bring

Role Related Experience

Essential

- Significant senior Academic leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- In-depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Sound financial management including financial literacy and strong budgeting capability.
- An understanding of Te Reo Maori, Tikanga Maori and the values and practices of Kaupapa Maori
- Demonstrated innovator
- Academic quality management
- Establishment and maintenance of industry and professional partnerships
- Minimum degree level qualification
- Evidence of active engagement in building diverse, inclusive and equitable work places/environments

Desirable

- Strong commercial acumen

Head of Centre - Draft

Every day, people across Unitec are working with our students,
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Leadership competencies required

- **Fosters a Student-Centred Whānau**
  Building strong customer and student relationships and delivering solutions to the Unitec whānau

- **Engages with Difference**
  Harnesses the value that different perspectives and cultures bring to Unitec

- **Collaborates**
  Building partnerships and working collaboratively with others to meet shared objectives

- **Builds Trust**
  Gaining the confidence and trust of others through honesty, integrity, and authenticity

- **Ensures Accountability**
  Holding self and others accountable to meet commitments

- **Develops Self-Awareness and Reflective Practice**
  Using a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses

- **Demonstrates Ongoing Commitment to Engaging in Treaty-Based Partnership**
  Takes responsibility as a partner in living Te Noho Kotahitanga

- **Cultivates Curiosity and Innovation**
  Examining the status quo, identifying opportunities and introducing real world solutions for improvement

Financial Authority

Budget owner	Yes
Delegated Financial Authority as per Unitec's Delegations Policy	Yes
Responsible for new employee hire	Yes

People Management

Number of Direct Reports:	TBC
Number of Indirect Reports	TBC
Responsible for contract staff, and/or coaching, training of others	Yes

Dimensions of the position

Safety sensitive role:	No

Head of Centre - Draft

Every day, people across Unitec are working with our students,
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Vulnerable Children Act applicable:	No

Position Contacts and Relationships

Internal	External	Committees/Groups
Executive Dean	QAM	
Programme Leaders	NZQA	
Other Heads of Centres	TEC	
People and Safety		
Finance		
Commercial Services		
The role reports to the Executive Dean.		

Programme Manager - draft

Every day, people across Unitec are working with our students,
enterprises and communities because we care about making lives better.

Position purpose:

The Programme Manager provides academic discipline leadership and manages programme curriculum across the designated departments. The Programme Manager key role is operational management of programmes, including staff and students.

This position is critical to demonstrating Unitec's commitment to delivering high quality, professional programmes that provide graduates prepared to meet the current and future needs of employers.

The Programme Manager will also be expected to deliver up to 0.2 teaching allocation.

Key Areas	Key Responsibilities	Expected Outcomes
Operational management *Discipline direction*	• Lead designated disciplines to deliver high student achievement outcomes and excellence in learning, teaching, applied research and enterprise of high value to key stakeholders.	• Student & staff NPS improves. • Increase in student retention and success in study and beyond. • Priority group indicators improve.
Managing performance	• Facilitation of performance management process (utilising senior academic employees) to ensure that all ADEP plans and ADEP reviews are completed for team members in the required timeframes. • Managing performance issues and escalating to Head of Centre where more serious and appropriate	• Performance and development is managed in accordance with the Unitec Performance and Development Management Policy. Evidence of professional development expectations/requirements in place.
Student success	• Ensure student success and retention for all programmes delivered within the sector continues to improve and meets the EPI targets set.	• Delivery on NZQA standards against KPI's set for the centre. • All students receive appropriate pastoral care.
Pastoral care	• Support all initiatives providing students with academic and pastoral support so that maximum student learning and retention is achieved.	
Managing people administration	• Manage people administration for team members within the centre e.g. approving leave, recommendations for remuneration changes, managing annual leave.	• People administration is managed, actioned and approved within a timely and appropriate manner.

Programme Manager - draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
Planning and Reporting *Programme reporting (PEPs)* *Grade input approval* *Student evaluations* *Course planning, development, review* *Input to workload allocation*	• Ensure that system requirements for program development, delivery, ongoing evaluation and review are met. • Maintain ongoing records of evidence-based action-planning and execution, and produce programme evaluation reports periodically, as required. • Establish and monitor arrangements for making day-to-day programme management decisions that need to be made. • Ensure all programmes deliver to their annual SSR.	• Compliance to all academic quality measures and processes.
Financial *Programme budgets* *Enrolments and re-enrolments* *Efficiency improvements*	• Input into Unitec's programme budgets are ensure they are managed effectively and prudently. • Proactive enquiry and facilitation for ongoing continuous improvement for efficiencies within the programmes and labour costs	• Annual budget delivered as planned. • Labour usage within budget. • Leave managed effectively.
Academic Quality *Chairs PAQCs* *Monitors* *Self-assessment activities*	• Chair PAQC meetings • Monitor progress to ensure drive to Category One status • Ensures self assessment activities are undertaken across the programmes to ensure compliance, performance and continuous improvement.	• Organised, efficient and productive meetings • Achieve and maintain Category One status
External Engagement *Industry, professional, regulatory bodies* *Industry advisory committees*	• Foster and proactively develop external stakeholder relationships (professional/industry/regulatory body where applicable).	• Relationships are productive.
Teaching and Learning	Achieving high quality student learning through effective application of the Unitec teaching competencies.	High quality student learning is achieved. Unitec teaching competencies are demonstrated.

Programme Manager - draft

Every day, people across Unitec are working with our students, enterprises and communities because we care about making lives better.

Key Areas	Key Responsibilities	Expected Outcomes
Other Tasks/Projects	• Achieve other task/project related goals and performance objectives as assigned by and agreed by your Manager.	• Delivered on time and to agreed budget. • Positive feedback on the approach taken to deliver task/project.
Health and Safety	• You will demonstrate commitment to Unitec's health and safety rules and procedures and take reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others. You will be required to report any potential risks, incidents and near misses so the organisation can investigate, and eliminate or minimise harm or risk of harm. • Promotes a culture of zero harm, including safe working practices and behaviours and sustainable environmental practices. • Models zero harm behaviours. • Identifies and minimises business risks and compliance issues. • Partners with the Health and Safety team to align strategies and drive a zero harm culture.	• Unitec's Health and Safety measures are met or exceeded. • All risks effectively managed and no compliance issues. • Processes and culture reinforce Unitec Kaupapa.

Programme Manager - draft

Every day, people across Unitec are working with our students,
enterprises and communities because we care about making lives better.

Unitec Kaupapa	Actively participate to uphold the Unitec Kaupapa and the factors that will enable success as follows;	• Unitec Values and Code of Conduct are upheld, and positive feedback is received from key stakeholders.
	Our Partnership	
	• Te Noho Kotahitanga is Unitec's partnership between Māori and non-Māori underpinned by the principles of Rangatiratanga, Wakaritenga, Kaitiakitanga, Mahi Kotahitanga and Ngakau Mahaki.	
	Our Purpose	
	• We enable better futures for students, communities and public and private enterprise.	
	Our Aspiration	
	• To be a world leader in contemporary applied learning and an agent of positive social and economic change.	
	Our Success	
	• Highly employable and enterprising lifelong learners.	
	• A more highly skilled innovative and enterprising NZ workforce.	
	• Engaged and Inspired staff with capabilities for our future.	
	• A financially sustainable Unitec.	
	Our Values	
	• Accountable, Being Bi-cultural, Student and Customer Focus, Enterprising, Generosity of Spirit.	
	Our Way	
	• A dynamic community of learners engaged in a culture of open inquiry.	

Programme Manager - draft
Every day, people across Unitec are working with our students,
enterprises and communities because we care about making lives better.

What you will bring

Role Related Experience

Essential

- Academic leadership and management experience and proven ability to work effectively and collaboratively as part of a team.
- An understanding of Te Reo Maori, Tikanga Maori and the values and practices of Kaupapa Maori
- In-depth knowledge of a relevant industry sector.
- Financial literacy and strong budgeting capability.
- Academic quality management experience and exposure
- Evidence of industry and professional partnerships
- Evidence of active engagement in building diverse, inclusive and equitable workplaces/environments

Desirable

- Commercial acumen
- Experience in building productive partnerships and collaborations.

Leadership competencies required

- **Fosters a Student-Centred Whānau**
  Building strong customer and student relationships and delivering solutions to the Unitec whānau

- **Engages with Difference**
  Harnesses the value that different perspectives and cultures bring to Unitec

- **Collaborates**
  Building partnerships and working collaboratively with others to meet shared objectives

- **Builds Trust**
  Gaining the confidence and trust of others through honesty, integrity, and authenticity

- **Ensures Accountability**
  Holding self and others accountable to meet commitments

- **Develops Self-Awareness and Reflective Practice**
  Using a combination of feedback and reflection to gain productive insight into personal strengths and weaknesses

- **Demonstrates Ongoing Commitment to Engaging in Treaty-Based Partnership**
  Takes responsibility as a partner in living Te Noho Kotahitanga

- **Cultivates Curiosity and Innovation**
  Examining the status quo, identifying opportunities and introducing real world solutions for improvement

Teaching competencies required

- **Create Learner-Centred Environments**
  Promotes collaborative, inclusive learning environments, and recognises and responds to the needs of diverse learners, particularly priority groups.

- **Design for Effective Learning**

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Designs effective courses that embed mātauranga Māori, build work readiness, meet stakeholder needs, and employ appropriate learning technologies.

- **Facilitating Learning**
  Teaching style promotes active, collaborative learning.

- **Assess and Give Feedback on Learning**
  Demonstrates effective support of student learning through appropriate feedback and assessment.

- **Review Teaching and Learning**
  Continuously improves own teaching practice through self-evaluation and feedback.

- **Show Discipline / Industry Expertise**
  Demonstrates expertise in discipline and industry practice and applies to own teaching and courses.

- **Professional Learning**
  Engages in continuous professional learning to improve teaching practice and learner outcomes.

- **Programme Level Contribution**
  Contributes to programme's operation and academic success, including through effective professional industry and community relationships.

Financial Authority

Budget owner	No
Delegated Financial Authority as per Unitec's Delegations Policy	TBA
Responsible for new employee hire	TBA

People Management

Number of Direct Reports:	TBC
Number of Indirect Reports	TBC
Responsible for contract staff, and/or coaching, training of others	Yes

Dimensions of the position

Safety sensitive role:	No
Vulnerable Children Act applicable:	TBC

Programme Manager - draft

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Position Contacts and Relationships

Internal	External	Committees/Groups
Head of Centre	NZQA	Please enter
Academic Staff		
People and Safety		
The role reports to the Head of Centre.		