



agenda

Academic Board Standing Committee
Electronic Meeting 5-7 March 2018

1. Programme Approval – Bachelor of Policing

2. New Temporary Site for The MindLab by Unitec



memo

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| To | Academic Board | Date | 05/03/2018 |
| CC | Committee Chair, Qualification Alignment Board | | |
| From | Shirley Wilson, Academic Quality Director | | |
| Subject | New programme for NZQA approval and accreditation | | |

Recommendation:

That the Academic Board approves the following programme, effective from Semester 2 2018 for submission to NZQA:

- ***Bachelor of Policing (Level 7, 360 credits).***

Rationale

The Bachelor of Policing is a new programme that has been developed in conjunction with the NZ Police. Unitec and the Wellington-based Royal New Zealand Police College will work as partners to deliver this programme.

The BPolice is a 360-credit, Level 7 degree, completed over three years of full-time, work-based study. While completing the first two courses of the degree (POLC5001 and POLC5003), learners will be classified as "recruits"; on successful completion of these courses, learners will be employed by NZ Police as "Probationary Constables". After successfully completing the BPolice, graduates will be considered to have completed all requirements to continue their employment, as an early-career Police Constable.

The programme document has been reviewed to ensure it meets Unitec and NZQA regulatory and compliance requirements. Reader recommendations have been addressed as appropriate and I, on behalf of the readers, recommend that the Academic Board approve this programme for submission to NZQA.

Shirley Wilson
Academic Quality Director

PROGRAMME FACTUAL SUMMARY



Unitec Institute of Technology Programme Factual Summary

Programme Details

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| Title of programme: | Bachelor of Policing |
| With majors in (if applicable): | NA |
| Programme abbreviation: | BPolice |
| Level: | Level 7 |
| Total credits: | 360 |
| DAS credits: | NA |
| Unitec credits: | 360 |
| Programme number: | N/A |
| Programme owner: | Unitec Institute of Technology |
| Qualification: | A local Unitec qualification |
| Qualification award category: | 20 |
| NZSCED subject classification: | 091105 |
| Nature of approval sought: | Approval and Accreditation |
| Proposed start date: | June/July 2018 |
| New programme or existing programme amended: | New Programme |
| Summary of changes made: | NA |

Outcome statements:

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| Strategic purpose statement: [Aims] | <p>The <i>Bachelor of Policing</i> aims to produce Police Constables with the ability to apply relevant legislation, NZ Police strategies and policies, and evidence-informed practice in all policing contexts.</p> <p>The purpose of this programme is to provide a professional qualification for people who wish to be employed as NZ Police Constables. Graduates will have the knowledge, attitudes, and foundational and high-level skills needed to carry out contemporary police practice in an effective, culturally-responsive way.</p> |
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| Graduate profile: | <p>Graduates of the BPolice will be able to practise safe, effective, and competent policing as an entry-level Police Constable in a variety of settings and contexts. This will be demonstrated by their ability to:</p> <ul style="list-style-type: none"> • Meet the requirements of the NZ Police Workplace Standards. • Critically engage with and apply relevant legislation and NZ Police strategy and policy in their practice. • Apply the principles of the Treaty of Waitangi and mātauranga Māori in their practice. • Consistently demonstrate cultural-competence in their practice in all settings/contexts. • Demonstrate integrity in all aspects of police work, particularly with victims and/or vulnerable people. • Engage with and apply the NZ Police Code of Conduct in their interactions with individuals, families/whānau, communities, and other stakeholders. • Incorporate critical-thinking, problem-solving, and evidence-informed approaches in their police practice. • Integrate observation, self-, and peer-evaluation and reflection to maintain consistency of, and improve, practice. • Carry out investigations, in accordance with appropriate protocols/standards, and manage apprehended offenders in an ethical and lawful manner. • Demonstrate consideration of historical, cultural, political, social, economic, and environmental influences on police practice. • Develop and implement crime prevention initiatives. |
| Education pathway: | BPolice graduates may undertake on-going, related, training/education; this may include, but is not limited to, post-graduate study. |
| Employment and/or community pathway: | After successfully completing the BPolice, graduates will be considered to have completed all requirements to continue their employment within NZ Police as an early-career Police Constable. |
| Content: | <ul style="list-style-type: none"> • <i>NZ Police Workplace Standards</i> • Criminal justice system in NZ • Ethical decision-making and problem solving • Relevant legislation • The <i>Treaty of Waitangi</i> and police practice • NZ Police strategies and policy • Policing within diverse communities • Critical-reflection on practice • Family harm incidents • Crime prevention |

Programme specifications:

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| Network: | Community and Health |
| Practice pathway: | Police Practice Pathway (new) |
| Delivery mode: | <ul style="list-style-type: none"> • Face-to-face; • Work-based; and • Blended |

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| Delivery methods: | <ul style="list-style-type: none"> • Case studies and scenario-based learning; • Field work; • Individual and group supervision and mentoring; • Large-group teaching; • Observations/practice demonstrations; • Online learning; • Self-directed learning; • Small-group teaching/teaching; |
| Delivery sites: | <ul style="list-style-type: none"> • Mt Albert campus – Unitec, Auckland • Royal New Zealand Police College, Porirua • North Shore Policing Centre Albany Auckland • Various sites around Auckland for driving and firearms training |
| Assessment methods: | <ul style="list-style-type: none"> • Assignments/reports; • Case-studies; • Learning/evidence portfolios; • Oral examinations; • Presentations; • Practical demonstrations/examinations; • Simulated exercises; • Written examinations; |
| Assessment standards: (if any) | N/A |
| Entry Requirements for KIS: | |

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| <p>Entry requirements:</p> | <p><u>General admission requirements</u></p> <ul style="list-style-type: none"> • NCEA Level 3 including: <ul style="list-style-type: none"> a. Three subjects at Level 3 or above, made up of 14 credits each, in three subjects; b. Literacy: 10 credits at Level 2 or above (made up of 5 credits in reading and 5 in writing); c. Numeracy: 10 credits at Level 1 or above, made up of: <ul style="list-style-type: none"> i. Achievement standards: specified achievement standards are available through a range of subjects; or ii. Unit standards: package of three numeracy unit standards (26623, 26626, 26627 – all three required) <p><u>English language admission requirements</u></p> <p>Applicants must have achieved a minimum standard of English as demonstrated by a minimum of eight credits at NCEA Level 2 in English (4 in Reading, 4 in Writing).</p> <p><u>Additional admission requirements</u></p> <p>To provide evidence of their suitability for this programme, applicants must:</p> <ul style="list-style-type: none"> • be at least 18 years of age on the date the programme starts; • have been selected by NZ Police to enter Police training; • hold a full New Zealand driver’s licence; • be a New Zealand or Australian Citizen or a New Zealand Permanent Resident; • complete a NZ Police <i>Consent to Disclosure of Information Form</i> • have no medical conditions that would impair their ability to carry out any policing duties; • successfully complete NZ Police National Recruitment literacy and numeracy assessments; • complete a 40-hour observation in the workplace; • successfully complete the <i>Introduction to Police Studies in Aotearoa/New Zealand</i> course (15 credits); • complete an interview; • complete a safety checking process, as set out in the Requirements for Safety Checks of Children’s Workers section of the <i>Vulnerable Children Regulations</i> (2015). |
| <p>Student profile:</p> | <ul style="list-style-type: none"> • This programme is open to those recruited and selected by NZ Police to undertake police training. • The programme is not open to international or part-time learners. |
| <p>Student destination:</p> | <p>Designed to lead directly to employment with NZ Police</p> |
| <p>Eligibility for student loans and allowances:</p> | <p>Learners will not be accessing student loans or allowances.</p> |
| <p>Nature of funding sought:</p> | <p>SAC funding (for the courses delivered by Unitec (150 credits))</p> |
| <p>Expected student intake:</p> | <p>Approximately 1000 learners per year will enter the degree. This will vary according to Government’s annual directive on numbers.</p> |
| <p>EFTS</p> | <p>3.0 EFTS</p> |
| <p>Programme duration (full-time):</p> | <p>3 years</p> |
| <p>Programme duration (part-time):</p> | <p>N/A</p> |
| <p>Programme duration (maximum):</p> | <p>5 years</p> |

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| Total weeks of the programme (including holiday weeks): | 156 |
| Total teaching weeks of the programme (excluding holiday weeks): | 138 |
| Total weeks of the programme per year (including holiday weeks): | 52 |
| Total teaching weeks of the programme per year (excluding holiday weeks): | 46 |
| Average directed hours per week: | 6 |
| Average work experience hours per week: | 17 |
| Average self-directed study hours per week: | 3.1 |
| Total study hours per week: | 26.1 |
| Total programme study hours: | 3600 |

Contact details

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| Contacts: | <p>Contact 1 Debra Robertson-Welsh Dean – Health and Community Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland +64 9 849 4321 ext.7353 drobertsonwelsh@unitec.ac.nz</p> <p>Contact 2 Manpreet Kaur Malhotra Team Leader – Academic Service Centre Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland +64 9 849 4321 Ext 8771 mmalhotra@unitec.ac.nz</p> |
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Date: 28 February 2018

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| To | Academic Board | From | Shirley Wilson |
| Title | New Temporary Site for The MindLab by Unitec | Date | 27 February 2018 |

Recommendation

That Academic Board notes the following temporary site for the delivery of the Postgraduate Certificate Applied Practice (Digital & Collaborative Learning) by The MindLab by Unitec:

- Manurewa: Roscommon School, 3 Burundi Avenue Manurewa Auckland 2103.

Background and Justification

Since mid-2015, The Mind Lab by Unitec (TMLU) has been partnering with schools across New Zealand to establish temporary delivery sites for the Post Graduate Certificate Applied Practice (Digital & Collaborative Learning). We now have the opportunity to establish a new temporary delivery site for the delivery of the programme at the above location. The reason for this additional site is that the programme has been oversubscribed at the current South Auckland delivery site, and there have been applications from 21 teachers from Roscommon with 7 more to come.

Students undertaking the programme at the new site will be supported by The Mind Lab by Unitec student services including the Learning and Achievement team.

Next Steps

Following Academic Board endorsement, a notification and relevant documentation for the new site will be sent through to NZQA as per the established process.

Attachments

The MOU for the new site is and CV for supporting staff are attached as an Appendix to this memo.



23rd February, 2017

Sonia Johnston
Principal
3 Burundi Ave,
Manurewa,
Auckland
21032

Re: Agreement to provide teaching space to The Mind Lab by Unitec for the delivery of the Postgraduate programme in Digital and Collaborative Learning

Thank you for offering to provide your school facility as a regional location for the delivery of The Mind Lab by Unitec programme for local teachers. We greatly appreciate your generosity and we hope that this partnership is the beginning of a long-term association with your school.

The below terms have been set out to provide clarity, however should you have any concerns or queries please let us know prior to signing.

Thank you again for your tremendous support.

Memorandum of Understanding

Roscommon School agrees to provide The Mind Lab by Unitec the ability to utilise the The Staffroom as a teaching environment for the delivery of evening classes for teachers on the 32-week Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning). The room provided will be able to accommodate 35-40 teachers and will have heating, adequate WiFi, tables and chairs.

This agreement starts week commencing Tuesday 27th March, 2018 and extends through to Tuesday 27th November, 2019. The requirement is for the teaching space to be available between 3:30pm and 8:30pm each Tuesday for 16 weeks from the commencement date and 2 or 3 workshops in the second 16 weeks.

All technology resources required to deliver the postgraduate programme will be provided by The Mind Lab by Unitec. A lockable storage area will be provided by Roscommon School for this technology. This storage space needs to be big enough to house 4 large plastic storage containers.

The Mind Lab by Unitec will provide disposable cups, teaspoons, coffee, tea, milo, milk and biscuits. Access to hot water will be provided by Roscommon School.

Roscommon School will provide unrestricted access to the school's WiFi network for 80 devices and provide building access codes and keys as needed for setup and lock down. A digital TV, data projector and screen, speakers and whiteboard will be provided by Roscommon School.

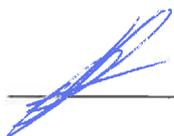
In return for the generosity shown to The Mind Lab by Unitec to host the Postgrad Programme, we would like to gift furniture or technology up to the value of \$3,000.

Roscommon School will provide relevant venue and Health and Safety documentation to The Mind Lab by Unitec on signing this MOU and an induction to the Postgrad Director/Facilitator that can be used to train other members of The Mind Lab by Unitec who are visiting.

This agreement is subject to a minimum 35 educators commencing their studies at the date of commencement from surrounding schools enrolling in the intake. Should 35 teachers not be fully enrolled by the time the course commences, The Mind Lab reserves the right to defer the intake start to a future date.

This agreement is provided on the basis of reciprocal benefit and trust. At any stage should an incident arise that jeopardises this understanding or trust, both parties will work together to find a remedy as quickly as possible.

Please sign in agreement:



Sonia Johnston
Principal
Roscommon School



Fiona Webby
General Manager
The Mind Lab by Unitec

Date

26 / 2 / 18

Monday 26th February, 2018

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Simon Murray

Personal Details

Name Simon William Murray

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Email Home: murray@ihug.co.nz

Email Work: simon.murray@youngenterprise.org.nz

Mission

To develop authentic learning.

Employment History

2016 - Secondment **Young Enterprise Trust** - PO Box 25 525, Featherston Street, Wellington 6146

Position Roaming Teacher – Auckland

- Achievements**
- Supporting teachers to provide authentic learning in Enterprise and Financial Literacy
 - Visiting schools and engaging teachers and students
 - Working closely with various “alternative” schools to provide learning that meets their students’ needs.
 - Providing future focused professional development to teachers
 - Engaging with students in a lecture format (150 students)
 - Working effectively with stakeholders

2012 - Present **Pakuranga College** - Pigeon Mountain Rd, Half Moon Bay, Auckland

Position Head of Business - Leading a team of five

- Achievements**
- Developing high quality learning schemes integrating Assessment for Learning and Learner Focused Relationships
 - Developed strategies for Business Literacy infusing formative assessment and digital technologies
 - Mentored beginning teachers and teachers new to teaching business.
 - Young Enterprise Scheme - Teacher of the Year – Auckland South Region (2013 and 2015)

- Extracurricular**
- Young Enterprise Scheme –National Champions 2015, 3rd Place 2013 and 2014
 - Treasury Challenge – National Finalists, students presented at Treasury in WLG - 2013, 2014 and 2015

May 2008 - 2011 **Diocesan School for Girls** - Clyde Street, Epsom, Auckland, New Zealand

Position Head of Business - Leading a team of four

- Achievements**
- Implemented IB Business and Management and NCEA Business Studies courses.
 - Developed management strategies for authentic, student centred learning and Restorative Practices
 - Generating purposeful and powerful strategies for a Business School in secondary education
 - Young Enterprise Scheme - Teacher of the Year –Auckland Central (2010)

- Extracurricular**
- Creating an extensive successful YES Program – National Finalists 2009
 - RBNZ Monetary Policy Challenge (National Finalists and Regional Runners-up)
 - Supporting BP Community Enterprise Project team (Award Winners – 2009 to 2010)

2006 – May 2008 **Botany Downs Secondary College** - 575, Chapel Road, Howick, Auckland, New Zealand

Position Head of Economics & Accounting - Leading a team of seven

- Achievements**
- Constructing schemes infusing thinking skills, ICT, differentiation, literacy and ESOL strategies
 - Devising strategies to produce closer links with parents to aid student achievement
 - Membership of timetabling team

- Extracurricular**
- RBNZ Monetary Policy Challenge (Regional Finalists) and PWC Economics Competition
 - Coaching 1st XI Girls Soccer Team
 - Instigating and managing BDSC Dragon Boat Team (National Finalists) and Snowboarding team

Earlier Employment History - Summary

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|--------------------|---|
| 1998 – 2006 | Epsom Girls Grammar School – Teacher of NCEA Economics and Accounting |
| 1996-1997 | St Paul’s Catholic College – Teacher of A Level Economics and Business Studies |
| 1995-1996 | Rooks Heath High School – Teacher of Business Studies and ICT |
| 1991-1994 | Jews Free School – Teacher of Economics |

Education

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|--------------------|---|
| 1994 – 1995 | MA(Education) Economics Education. Institute of Education, University of London |
| 1990 - 1991 | PGCE. Economics Education. Institute of Education, University of London |
| 1987 - 1990 | BA(Hons) Economics. University of Central England |

Conference Speaking and Leadership in Learning

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|---------------------|---|
| 2015 | Programme Leader – Wellington Business Studies Cluster Group Professional Development Day |
| 2015 | Conference Speaker - Financial Capability in Social Sciences – NZ Social Sciences Conference, Nelson. |
| 2015 | Conference Speaker - Enterprise as Future Learning – Ulearn 15, Auckland |
| 2013 | Conference Speaker – Business Language Literacy – “It’s Business Time” – Wellington |
| 2010 to 2013 | Internal Assessment Moderator for NZQA. |
| 2010 to 2015 | NCEA Examiner 2011 to 2015, L1 to 3 Examination Marking Panel Leader |
| 2010 to 2015 | NCEA Exam Marking Panel Leader |
| 2013 | Advisor to Ministry of Education – Rewrite of the 2015 Teaching and Learning Guidelines |
| 2005 – 2009 | Examination Marker – Economics - Levels 1 to 3 for NZQA |

Relevant Professional Development

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| 2011 | Ulearn 11 - Collaboration, Innovation, Education and Research – Rotorua – Core Education |
| 2010 | Developing Outstanding Middle Managers – Lead Consultants |
| 2009 | NCEA Business Studies Achievement Standards - Auckland – Falkenstein Charitable Trust |
| 2009 | IB Dip Economics (L1) IB Asia Pacific Regional Workshop, Auckland, New Zealand |
| 2008 | Ulearn 08 – Personalising Learning in a Digital World – Christchurch – Core Education |
| 2008 | IB Dip Business & Management (L1), IB Asia Pacific Regional Workshop, Singapore |

ICT Skills

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| Learning Management | Moodle, SharePoint |
| Google | Drive, Classroom |
| Microsoft | Word, Excel and PowerPoint – All to a high level of proficiency. |
| Social Media | Facebook used in the classroom. Twitter and LinkedIn. |
| Apps in general use | Socrative, Jing, Adobe Premier, Adobe Photoshop, Dropbox |

Personal Interests

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| Hobbies | Fatherhood, Cooking and DIY | Sporting | Gym, snowboarding, soccer, sailing and running. |
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