Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

ACADEMIC BOARD
Agenda Papers

13 March, 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 Practice Pathway Representative - Bridgepoint	Chris King
Head of Practice Pathway Representative - Creative Industries	Vanessa Byrnes
Head of Practice Pathway Representative - Construction and Infrastructure	Daniel Fuemana
Academic Service Centre Manager	To be appointed
Library Director	Moira Fraser
Interim Chief Executive	Alastair Carruthers
Elected Student Representative	To be appointed
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
Academic Quality Director	Shirley Wilson
EX-OFFICIO MEMBERS	
Manager Academic Administration	Marion Macneil
IN ATTENDANCE	
General Manager Governance & External Relations	Jo Alexander
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover

agenda

Academic Board

Tuesday 13 March 2018 at **9.00am**
Wharekai Building 177

AGENDA ITEM 3

PITOPITO KŌRERO O NGĀ HUI/MINUTES OF THE PREVIOUS MEETING

RECOMMENDATION:

That Academic Board approves the Minutes of the meeting of 13 February, 2018.

Academic Board

Tuesday 13 February 2018 at 9.00am
Building 180-2043

MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Merran Davis (Chair)	Nick Sheppard	Chris King
Vanessa Byrnes	Murray Bain	Steve Marshall
Debra Robertson-Welsh	Marcus Williams	Falaniko Tominiko
Moira Fraser	Alastair Carruthers	Craig Hilton
Josephine Kinsella	Shirley Wilson	Mark McNeill
Teorongonui Josie Keelan	Daniel Fuemana	Verity Jade
Marion Macneil	Kay Bramley	David Glover

HUNGA MAHI/IN ATTENDANCE

Karen Miller (Secretary)

GUESTS

Michelle Smith (International Business Support Manager)

1. ## KARAKIA

2. ## NGĀ WHAKAPĀHA/APOLOGIES

   That Academic Board notes the apologies for the meeting.

Matalena O'Mara	Vanessa Byrnes (for lateness)	Daniel Fuemana (for partial attendance)
Falaniko Tominiko	Mark McNeill (for lateness)	Marcus Williams (for partial attendance)
Heather Stonyer		

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

   Moved: Shirley Wilson
   Seconded: Josephine Kinsella

   That Academic Board approves the Minutes of the meeting of 28 November, 2017 with the following correction to Sentence 1 in Paragraph 3 in Agenda Item 5. The Future of Academic Board:

   He said he believes in free <u>high quality</u> education ~~because studying without debt is the way forward.~~ and that it was a means for his own life to move forward.

   MOTION CARRIED

4. ## ACTION AND REPORTING REQUIREMENTS

Name of Committee/ Individual the action is assigned to	Name of Committee that assigned the action	Description of Required Action	Date for completion of Action	Status of Action to Date
Academic Board	Academic Board 17	Network Deans to give a full	Update to be provided at meeting; overview	Deferred to the Academic

	October 2017	presentation to the Board about the comprehensive assessment of Unitec's strategic portfolio direction	included in Academic Service Delivery for Student Success	Board meeting of 27 March 2018
Academic Board	Academic Board 5 September 2017	Chair, AB and Executive Director, People & Safety to discuss induction issue and report back to the Board	Deferred to the 13 February 2018 Academic Board meeting	Verbal update to be given by the Academic Board Chair at 13 February 2018 meeting
Programme Development Partner	Academic Board 5 September 2017	Programme Development Partner to update the Academic Statute	Deferred to 2018 pending completion of the new Quality Management System policy	Deferred to 2018 pending completion of the new Quality Management System policy

5. ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018

The Chair noted that the role of the Academic Board had been discussed at the previous Board meeting and it was agreed that it have oversight of academic quality. She advised that she had changed the standing agenda item called The Future of Academic Board to Academic Quality and External Evaluation and Review (EER) for 2018 because a key focus of the Board is academic quality and the EER.

The Academic Quality Director tabled a paper on the Academic Quality Dashboard that included data from nine practice pathways which provides evidence of self-assessment and resulting actions.

The New Zealand Qualifications Authority (NZQA) set the date for beginning the EER at 5 November which is a study week for students and was sooner than anticipated. NZQA cited concerns that have come to their attention since the last EER. The Category 1 Rōpu (formed from the former EER Project Board) was accelerating work towards regaining Category 1 status and many staff were involved in planning, discussions and feedback.

The General Manager Student Experience advised that the student advocate contract had been signed.

The Academic Quality Director noted work streams and work stream leads had been named. The business case was nearing completion and would be going to the Investment Committee of Council when completed. The approach is iterative and includes several actions such as benchmarking and ongoing assessment with regular reporting of progress to the Board. The work required to regain NZQA Category 1 status involves all staff.

A self-assessment report for EER needs to be submitted to NZQA by 13 August. Although the scope of the EER is not yet finalised, she advised that NZQA can look outside the stated scope.

The discussion centred around the following themes:

NZQA

- NZQA has moved towards a more audit and compliance oriented approach (for example, including a Key Evaluative Question (KEQ) around compliance). It is clear NZQA wish to see how we approach core business; we need to provide evidence that we do the basics well.

Unitec priorities, workload and resourcing

- Consistency of policy adherence, process and evidence across Unitec so that a whole of Unitec picture is provided to all levels (staff to Council)
- Focus on Academic Quality and student success rather than a perceived focus on property and buildings

- Centralising and cascading work priorities and information so that we have coherent information sets, and a coherent programme of work across Unitec.

- Three major programmes of work are underway – the Category 1 Rōpu work; the Academic Target Operating Model (ATOM 1) project which is mapping and defining a number of processes that feed directly into academic quality; and the response to the Tertiary Education Commission (TEC) audit conducted in 2015. Monitoring to ensure alignment without overlap will be assured through various mechanisms, including Academic Board. ATOM 1 will be included as a standing agenda item for Academic Board.

Te Hono o Te Kahurangi

- The Dean, Teaching and Learning (Mātauranga Māori) noted that if a conservative approach is to be taken then a pilot for self-evaluation should be run for one programme using Te Hono o Te Kahurangi.

Staff engagement

- Staff engagement is critical, and requires clarity regarding work they need to do.

- A usable toolkit is required for staff.

- Focused work with programme teams was useful prior to the last EER, and will be repeated for this EER.

Academic Board and subcommittees

- Review of committee structure to ensure reporting structures are working and information flow is appropriate will be undertaken

- Gaps around academic administration and academic committees will be investigated, with reference to the previous academic administration structure and programme committees.

- Academic Board may wish to meet monthly, with other committee meetings aligned.

- The Academic Board is a subcommittee of Council, and the Council agenda has been updated to include four key areas: Students (includes the EER, Academic Board feedback and the Student Net Promoter Score), People (All staff who deliver outcomes to students, particularly teachers), Systems and Support (includes Wairaka Land Company, Property and Information Management Systems) and Reputation where cohesive data about our reputation is constantly updated and then utilised to inform students.

After discussion, the Chair put the following recommendation:

Moved: Chris King
Seconded: Shirley Wilson

That Academic Board approves the move to monthly meetings for 2018.

MOTION CARRIED

She summarised the action items that came out of the discussion as below:

(i) Determine a clear strategy to prioritise the work plan for the Executive Leadership Team

Action: Chair and Interim Chief Executive

(ii) Meeting to be convened with the Academic Quality Director, the Dean, Teaching and Learning (Mātauranga Māori) and the Chair to discuss running a pilot for training staff on the assessment of Māori students.

Action: Chair, Dean, Teaching and Learning (Mātauranga Māori) and Academic Quality Director

(iii) A review of the committee structure

Action: Programme Development Partner

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

(i) Regular Reporting (Yet to be finalised)
(ii) Risks and Issues Register
The Academic Quality Director advised that this register was usually maintained by the Academic Service Centre Manager role which was currently vacant. She had received updates today that would be brought back to the next Board meeting by the Programme Development Partner as they were not urgent items.

Action: Programme Development Partner

(iii) Programme Development Report

7. MAHIA ATU/MATTERS ARISING

7.1 Academic Quality Dashboard Report

Moved: Debra Robertson-Welsh
Seconded: Marcus Williams

That Academic Board receives the report on the outcome of the working party established by Academic Board on Academic Quality Dashboard.

MOTION CARRIED

The Academic Quality Director gave an update on the Academic Quality Dashboard working group created to provide input into the Dashboard process. She said good feedback that had been received from the interim Dashboard had been fed back into either the interim Dashboard or to the Academic Dashboard Project. She advised that Theta, the company selected to build the live dashboard, will provide a statement of work shortly. She thanked the staff who had contributed to the working group for their input especially at this very busy time. She advised that the working group will be reconvened to provide further comment and feedback for the next iteration of the dashboard.

She noted that the intention of providing data for January 2018 only was to report on the January Single Data Return (SDR) data so required actions could be identified and dealt with quickly at the beginning of the year. Only nine Dashboards were received mainly due to the tight timeframe so the data has not yet been quality assessed, however, she felt that it was worth tabling the dashboards to acknowledge the work that was done. She will report back to the Board once all the dashboards have been quality assessed. The process proposed was that programme level versions of the dashboards go to Ako Ahimura committees and/or the Qualification Alignment Board (QAB) for discussion before coming back to Academic Board so we can both celebrate success and highlight risks. During discussion, the following points were raised:

- The process was good and would help greatly with required reporting.
- The Dean, Teaching and Learning (Mātauranga Māori) reiterated her comment from the last Board meeting that the actions for Māori and Pacific students were too generic and more detailed information about proposed actions and completion deadlines was needed.
- The reports are quarterly and not monthly because there would not be enough change in a month to report.
- Information around student attendance and academic monitoring needs to be included for immigration purposes for international students.
- Administrative support to manage the collation of data was requested. This issue would be picked up through the Category 1 Rōpu and scoped through ATOM 1 where any gaps in the process would be identified and addressed.
- Mātauranga Māori hui are in place and can be used by network staff to inform their statements for their dashboards about Māori student success.
- The dashboard was specifically designed for use in self-assessment at all levels of the institution to demonstrate not only that we have data but also to show what actions were taken to address issues.
- Is there scope for network staff to contribute to the business case going to Executive Leadership Team (ELT) and if so, would additional resourcing be available to release staff to contribute in this way? The Academic Quality Director advised that Full Time Equivalent (FTE) funding exists, some of which is specified and some that is not, but appropriate funding requirements had not yet been determined.

- The current priority is to get students enrolled and although providing extra staff support may be achievable, we need to recognise that getting extra resourcing is challenging.
- It is vital that all information is available all the time to ensure sustainability.

7.2 Agenda Item 4: Action and Reporting Requirements for Committees

The Chair advised that she had discussed with Mary Johnston (Executive Director, People and Safety) about including more services offered to students in staff induction. She noted the expectations of staff around such issues, for example, compliance, were addressed under the teacher capability scope and academic compliance in the EER and completion of the EER will ensure that staff have all the information they need to fulfill expectations.

7.3 Agenda Item 6.1 Regular Reporting for 2018

The Academic Quality Director advised that the Regular Reporting for 2018 could be finalised now that the EER date had been confirmed and would be distributed to Board members in two weeks.

Action: Academic Quality Director	Due Date: 27 February 2018

7.4 Agenda Item 7.1: Academic Calendars – Addition of More Process Dates

The Academic Quality Director advised that the required consultation with groups about key dates that should be included in future Academic Calendars could be completed now that the EER date had been confirmed. A working group would be convened to determine what dates should be included in the Academic Calendars and a report brought back to the Board.

Action: Academic Quality Director	Due Date: 27 February 2018

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

The Chair advised that the discussion at Academic Board about Academic Portfolio mapping was complicated due to EER requirements and would therefore be deferred to the next Academic Board meeting.

Action: Chair, Academic Board	Due Date: 13 March 2018

7.6 Agenda Item 7.4: Item 11: – Education Performance Indicator (EPI) Reports

The Interim Dean, Construction, Infrastructure and Engineering advised that he had received the EPI report from the outgoing Dean and had disseminated it accordingly to Board members.

7.7 Agenda Item 7.5: Item 12: 2018 Grade Ratification Timeline Discussion

The Academic Quality Director advised that work on revising the Assessment and Feedback Policy to incorporate the change to the turnaround period for marking examinations and reporting of final grades from three weeks to 10 days would be starting this week. It will be rolled into the Quality Management System (QMS) development project and a draft submitted to the Board for consideration at the next Board meeting.

Action: Academic Quality Director	Due Date: 13 March 2018

7.8 Agenda Item 12: Interim Academic Quality Dashboard – Pathway Quarterly Reports

The report from the working group convened to discuss a more innovative approach to reporting is addressed under Agenda Item 7.1 of this agenda.

7.9 Agenda Item 14: Self-Evaluation of Academic Service Centre Update

The Academic Quality Director advised that the proposed new model for the Academic Service Centre had been to the Qualification Alignment Board meeting of 5 December 2017 and feedback would be given at the next Board meeting.

Action: Academic Quality Director	Due Date: 13 March 2018

7.10 Agenda Item 15: Student Net Promoter Score

(i) The Academic Quality Director advised that she had met with the Head of the Business Intelligence Capability Centre and it was agreed that the Student Net Promoter Score (NPS) be incorporated into the Academic Quality Dashboard.

(ii) The verbatim NPS survey responses had been sent out immediately after the meeting by Melissa Miller from the Business Intelligence Capability Centre to Deans, Heads of Practice Pathways, Library Director, Student Services and other relevant staff so action plans could be created as soon as possible, as per the Board's request.

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

8. WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS

    Moved: Shirley Wilson
    Seconded: Teorongonui Josie Keelan

    That the Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location: H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-02-13 ABMtg 13 Feb 2018 with the exception of Bachelor of Design and Visual Arts Student ID#1382157.

    MOTION CARRIED

    The Programme Development Partner advised that Bachelor of Design and Visual Arts Student ID#1382157 was exiting the degree with the Diploma in Contemporary Photography exit qualification that has been formally approved for withdrawal. He recommended that the student be removed from the graduand list until eligibility can be assured.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

9. MODERATION AUDIT PROJECT REPORT

    Moved: Chris King
    Seconded: Shirley Wilson

    That Academic Board receives the Moderation Audit Project Report.

    MOTION CARRIED

    The Programme Development Partner advised that the report includes findings from the process started last year in anticipation of a longer term EER project and has highlighted that our systems are inadequate for recording evidence. The report sets the agenda for moderation activity for 2018 and remedial action from previous years. During discussion, the following points were raised:

    *   The report findings will set the basis for the related work stream in the Category 1 Rōpu.
    *   It is very important for Unitec that staff are on board the institutional waka and that they support the Unitec brand.

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE MINUTES

10. ACADEMIC BOARD STANDING COMMITTEE

    Moved: Chris King
    Seconded: Mark McNeill

    That Academic Board receives the Minutes of the meeting(s) of 18-20 December, 2017 and 23-25 January and 31 January-7 February, 2018.

    MOTION CARRIED

11. RESEARCH COMMITTEE

    Moved: Chris King
    Seconded: Mark McNeill

    That Academic Board receives the Minutes of the meeting(s) of 14 December, 2017.

    MOTION CARRIED

12. RESEARCH ETHICS COMMITTEE

    Moved: Chris King
    Seconded: Mark McNeill

    That Academic Board receives the Minutes of the meeting(s) of 15 November, 2017.

    MOTION CARRIED

ĒTAHI KAUPAPA ANŌ/GENERAL BUSINESS

The Academic Quality Director advised that Unitec may be in breach of compliance around recording attendance for international students. She said that the General Manager International is working with Jan Roodt, who is working on compliance with the International Office, to find good practice in pathways that can be used as a model. During discussion, the following points were raised:

- International students will not be able to progress their applications until they have submitted an attendance record and we do not want students to be negatively impacted in this way.
- It was agreed that as this issue may also impact other areas such as scholarships and funding that a working group be convened to address it and the Academic Quality Director put the following recommendation to the Board.

> Moved: Chris King
> Seconded: Mark McNeill
> ***That Academic Board approves that a working group is convened to implement a solution for recording attendance and academic monitoring for International students.***

MOTION CARRIED

- The working group will consist of Marion Macneil (Manager Academic Administration) or her representative, Chris King (Head of Language Studies), Shirley Wilson (Academic Quality Director), Monique Aronsohn (Student Scholarships Manager) and Michelle Smith (International Business Support Manager).
- The Non Attendance Procedure for International Students section referenced in the Code of Practice for the Pastoral Care of International Students is out of date and will be reviewed as part of this work.

Action: Academic Quality Director

There being no further business the meeting closed at 11.40pm.

Agenda papers are available on the H Drive at the following location: H:\ACADEMIC BOARD\ACADEMIC BOARD COMMITTEE\Agenda Papers

NEXT MEETING DATE

Tuesday 13 March, 2018 at 9.00a.m. in the Building 180-2043.

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

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

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

ACTION AND REPORTING REQUIREMENTS

Date of Academic Board Meeting where action was assigned	Name of Committee or Individual assigned to complete the action	Description of Required Action	Date for completion of Action	Agenda Item Number	Proposed Action	Status of Action to Date
5 September 2017	Chair, Academic Board members and Executive Director, People & Safety	To discuss induction issue and report back to the Board	Deferred to the 13 February 2018 Academic Board meeting	4. Academic Board: Ngā Hē me to Āpiti Whai Ara Pūrongo/ Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register	Verbal update to be given by the Academic Board Chair at 13 February 2018 meeting	OPEN
5 September 2017	Programme Development Partner	Programme Development Partner to update the Academic Statute	Deferred to 2018 pending completion of the new Quality Management System policy	3. The Future of Academic Board	Deferred to 2018 pending completion of the new Quality Management System policy	OPEN
5 September 2017	Network Deans	To give a full presentation to the Board about the comprehensive assessment of Unitec's strategic portfolio direction	Update to be provided at meeting; overview included in Academic Service Delivery for Student Success	13. Business and Enterprise Network Product Portfolio Presentation	Deferred to the Academic Board meeting of 13 March 2018	OPEN
13 February 2018	Chair and Interim Chief Executive	Determine a clear strategy to prioritise the work plan for the Executive Leadership Team	Not specified	5(i) Academic Quality and External Evaluation and Review 2018		OPEN
13 February 2018	Chair, Dean, Teaching and Learning (Mātauranga Māori) and Academic Quality Director	Convene a meeting to discuss running a pilot for training staff on the	Not specified	5(ii) Academic Quality and External Evaluation and Review 2018		OPEN

Date	Responsible	Action	Target Date	Agenda Item		Status
		assessment of Māori students				OPEN
13 February 2018	Programme Development Partner	A review of the committee structure	Not specified	5(iii) Academic Quality and External Evaluation and Review 2018		OPEN
13 February 2018	Academic Quality Director	To create a process for the collation of data for the dashboards to disseminate to staff	Not specified	7. Matters Arising 7.1 Academic Quality Dashboard Report		OPEN
28 November 2017	Academic Quality Director	To finalise Regular Reporting for 2018	27 February 2018	7. Matters Arising 7.3 Agenda Item 6.1 Regular Reporting for 2018		OPEN
28 November 2017	Academic Quality Director	To convene a working group to determine what key process dates need to be included in academic calendars	27 February 2018	7. Matters Arising 7.4 Agenda Item 7.1 Academic Calendars – Addition of More Process Dates		OPEN
5 September 2017	Chair	To discuss Academic Portfolio mapping to identify any gaps from an academic perspective	13 March 2018	7. Matters Arising 7.5 Agenda Item 7.2: Item 6.2: Item 3: The Future of Academic Board		OPEN
28 November 2017	Academic Quality Director	To submit a draft of the updated Assessment and Feedback Policy that incorporates the change to the turnaround period for marking examinations and reporting of final grades from three weeks to 10 days.	13 March 2018	7. Matters Arising 7.7 Agenda Item 7.5: Item 12 2018 Grade Ratification Timeline Discussion		OPEN

28 November 2017	Academic Quality Director	To submit a new model for the Academic Service Centre	13 March 2018	7. Matters Arising 7.8 Agenda Item 14 Self-Evaluation of Academic Service Centre Update			OPEN
13 February 2018	Academic Quality Director	To convene a working group to implement a solution for recording attendance and academic monitoring for International students	Not specified	General Business			OPEN

Unitec

To	Academic Board	**From**	Academic Quality Director
Title	Academic Quality and EER	**Date**	7 March 2018

Purpose

To provide reports for discussion, evaluation on progress, and to make recommend further actions in matters of academic quality and readiness for External Evaluation and Review (EER).

Key Points

1. The Kickstart event for all staff on February 15 had the theme "Academic Excellence and Student Success". It featured a panel session on EER which included Sara Williams, ITP Investment Advisor TEC, and Peter Sherwin, a Lead Evaluator and Advisor for NZQA. Workshops for staff were held around behaviors linked to NZQA Category 1 status. Feedback from the workshops is currently being collated for the Category 1 Rōpū for appropriate action.

2. The Category 1 Rōpū work has now been named a Programme of Work, with projects and contributing work streams grouped into the following areas:

    - Academic Quality Project
    - Student Voice and Engagement Project
    - Learning and Achievement Project
    - Compliance Project

3. Detailed deliverables are being refined within each area, as well as milestones, timelines and resourcing requirements (see table below). It is noted that some of these work streams have been underway for some time (e.g. the first Academic Dashboard was received at the November 2017 Academic Board), however work is now accelerating on those work streams, and beginning on others.

4. Significant work will involve working with other ITPs, with a view to establishing long term relationships and partnerships where possible.

5. The Academic Target Operating Model project (ATOM 1) scope and outcomes are currently being defined with reference to the Category 1 Programme of work to ensure alignment without overlap.

6. Susan Smart and Julia Parrott (NZQA) met with Alastair Carruthers, Shirley Wilson and Manpreet Malhotra on February 26 to discuss appropriate actions regarding improving Academic Quality at Unitec. The importance of consistency of academic systems and processes across Unitec, and a whole of organization approach was emphasized; as was building a positive relationship with NZQA.

7. Significant work is being undertaken by Te Korowai Kahurangi to proactively ensure academic compliance alongside the retrospective monitoring via the Academic Dashboards.

8. Recruitment is currently underway for Academic Quality Administrators for the Pathways. This role will provide effective administrative support in all areas of academic quality assurance and development for the pathways. They will report to Te Korowai Kahurangi.

9. Terms of Reference are currently being drafted for Programme Quality and Operations Committees. These Committees will manage continuous improvement in programme quality and outcomes for students, and will report to the Network Ako Ahimura Committees.

NZQA Category 1 Programme

Project work streams, problem statement & summary of deliverables

Project	Work stream	Problem statement	Scope of work / summary of deliverables
Academic Quality Project	Academic Quality Management Framework (QMF)	Don't have a universal academic quality framework. Quality management across networks varies and lacks a consistent delivery of academic quality. Staff have variable capability in self-assessment.	• Academic Quality Management Framework (QMF) developed and implemented across Unitec. • Staff have capability in Evaluative Quality Assurance, specifically on self-assessment and evidence based evaluation. • Quality review of all programmes aligned to EQA.
	Academic Dashboard	Do not have consistent measurement and reporting of academic quality across Unitec Unable to provide accurate and reliable intelligence for self-evaluation of Academic Quality and Compliance	• Build and implement live dashboard containing data required to evaluate educational performance, self-assessment capability and academic compliance at programme, pathway, network and whole of organisation levels for use by all staff, management and council in various forms.

	Benchmarking	Do not have a comparative measure of Unitec ability to self-assess educational performance compared to other NZ ITPs	• Benchmarking against key NZ ITP's completed. This covers:
			  ▪ Otago Polytechnic
			  ▪ Whitireia (for Maori) (for Pacific)

	Independent Self-assessment	Do not have a current self-assessment review and report suitable to provide to NZQA in support of the Nov EER review	• Conduct formal Organisation-wide self-assessment for NZQA and review findings.

Student Voice and Engagement Project	Student Voice	NZQA has identified that Unitec has scored poorly in terms of student engagement and communication. This is also reflected in our internal student surveys.	▪ Establish 'students as partners' cohort with clear roles and responsibilities to ensure two-way communication. ▪ Set up student liaison and mentoring network Student council and class representative's roles acknowledged ▪ Set-up anonymous classroom feedback surveys, collect responses and feed back to student voice & engagement team. ▪ Implement 'First 6 weeks' success programme, with measurement and reporting. ▪ A complaint is a gift initiative.
	Māori Engagement	Local Iwi do not feel actively engaged in the organisation	▪ Stakeholder engagement plan developed and implemented. ▪ Proactive communication planning.
	Pacific Engagement	Pasifika communities do not feel actively involved or engaged in the organisation	▪ Stakeholder engagement plan developed and implemented. ▪ Proactive communication planning.
	Staff engagement	NZQA has identified that Unitec has scored poorly in terms of staff engagement and communication. This is also reflected in our internal staff surveys.	▪ A communications strategy and activity plan. ▪ An internal communication strategy and plan that mobilises all staff around our EER work streams, encouraging collaboration and provides opportunities for feedback on effectiveness of activities.
	Data gathering - surveys	The organisation lacks a consistent approach to conducting, evaluating and using student, graduate and staff data.	▪ Ensure current surveys are fit for purpose, and develop and implement surveys to provide feedback not currently available consistently across Unitec. ▪ Course evaluations, teacher evaluations (new). ▪ Graduate destination surveys, student anonymous survey, student experience (NPS) current; check information obtained and input to data warehouse.
	Stakeholder Engagement	Inconsistent engagement with industry groups and key external stakeholders results in a mismatch between course content and industry needs.	▪ Measuring success of all programme initiatives. ▪ Compliance with NZQA sub-degree consistency review. ▪ Tracking of industry stakeholder engagement. ▪ Establish Degree programme advisory groups to meet NZQA requirements. Groups to meet at least once per Semester. ▪ Establish Alumni Programme

Learning and Achievement Project	Learning and Teaching Capability	NZQA has identified that Unitec has scored poorly in terms of teacher capability.	- Formal teaching qualifications for Unitec teachers via a suite of 3-4 adult education programmes. - APL (Assessment of Prior Learning) system to support Quals and Badging. - A Micro-Credentialling "Badging" system to fit alongside formal qualifications for Unitec teachers. - Rejigging our suite of professional development offerings to fit qualifications and badging. May include Mātauranga Māori offerings. - Standards for Teacher Capability (based on KEQs and TEIs) are operationalised by being built into Unitec Business Rules. - Changes to HR and ADEP processes to support other deliverables. - A Learning Information System (LIS) is developed to record and track teacher capability.
	Māori success	Unitec has not identified those programmes which Māori underperform in. There is work underway however further benchmarking is required. There is limited engagement of Mātauranga Māori in the QAB.	- Develop Te Hono o Te Kahurangi as Māori self-assessment tool, teach networks how to use it, complete a self-assessment using it and report the results. - Report on what the organisation is doing to incorporate Mātauranga Māori culture by prioritising the QAB standing agenda item and ensuring it is reported on every meeting for NZAQ evidence. - Identify programmes which have had consistently poor Māori learner academic achievement, provide professional development to teachers of those programmes and mentor Māori students in those programmes e.g. similar to Whai ake programme. - Benchmark against Whitirea for Māori Success (has more iwi like Unitec) as well as Otago Polytechnic.

Item	Description	Details
Pacific Success	Unitec has not identified those programmes which Pacific students underperform in. There is work underway however further benchmarking is required.	▪ The development and the implementation of a 2018-2023 Pacific Success Strategy. ▪ Review reporting processes and support provided to students, courses, programmes and identify where there is a need to raise success and retention rates.
LMS Standardisation & Moodle Ecosystem Re-architecture, including assessment and moderation	Lack of server redundancy and lack of creation of unique instances of courses in Moodle for each cohort results in system fragility and loss of electronically stored student data for moderation. The use of LMSs other than Moodle reduces the ability to support and track students.	▪ A stable platform for learning and teaching, consistency across Unitec, and a standardised framework for moderation (and evidence for moderation) for Unitec. A platform which allows tracking of consistency, completion, and compliance while delivering supporting evidence.
Compliance Project		
Compliance with moderation of assessment policy	NZQA and other external partners have identified that Unitec must review compliance policies, procedures and operational impacts.	▪ Actively enforced, consistent practices developed. ▪ Development of a consistent toolkit
International compliance		▪ International department NZQA Code of Practice review and review business processes associated with complaints and programme regulations review and updating. ▪ Reporting and data requirements.
Complaints policy adherence - International and Domestic		▪ Review of complaints process: Do int. and domestic students understand process? ▪ What are the learnings complaint investigation? ▪ Update complaints process and communicate across university.
Academic Compliance		▪ Develop and run academic compliance workshops for academic staff

NZQA and ITP Sector Notes – March 2018

Reviewing the New Zealand Qualifications Framework

NZQA has initiated a review of the New Zealand Qualifications Framework. The aim is to ensure that the framework remains fit for purpose, flexible and adaptive to the future needs of learners, employers and other stakeholders, and that it supports the introduction of new education products and other innovations. An advisory group is providing strategic advice on the direction of the review. NZQA is currently engaging with a number of end-user groups to gather their views. These groups include: Iwi, Pasifika, professional bodies, qualification developers, businesses, and learners. There has been opportunity to provide feedback and will be public consultations open in April this year. The review is scheduled to be completed by the end of 2018.

New process to approve changes to delivery sites

NZQA has streamlined the processes for approval of delivery sites, with the changes effective from February 2018. The aim is to minimise the administration for EER Category 1 and 2 TEOs, while ensuring that NZQA maintains an accurate record of all active delivery sites. The main changes are to site approval for Level 1-6 programmes: TEOs in EER Categories 1 and 2 can now gain approval for new delivery sites through attestation rather than application; and Temporary sites are now defined as those sites used for 26 weeks or fewer. Degree-level programmes continue to have accreditation that is delivery-site-specific. For further information about these changes see Approval of delivery sites.

Impact for Unitec: Unitec's site approval processes will be updated to match current NZQA requirements. Relevant stakeholders for the process have been advised of the changes.

Refreshed EER report for pilot in 2018

A refreshed version of the EER report template will be piloted over the next six months, at this stage restricted to PTEs. A survey last year identified changes/improvements the sector would like to see in EER reports. With these responses in mind, NZQA have implemented a two-step process. First, a refreshed report format that largely builds on the current model will be piloted in the first half of 2018 with selected PTEs. Full implementation for all PTEs is planned for the second half of 2018. Modifications for other TEO sectors will be discussed in 2018. PTEs chosen as part of the pilot will have the same rights of comment, appeal and reconsideration as set out in the NZQA Rules. Secondly, NZQA will continue working towards a more comprehensive reporting solution, that is in line with an increasingly digital world. The refreshed report is intended as an interim improvement, which acts as a bridge to a more future-oriented update of the EER reporting system.

Changes to standards that contribute to Vocational Pathways

In September 2017, the Ministry of Education's annual changes to the recommended standards that contribute to each of the six Vocational Pathways were published. The

changes do not affect existing Vocational Pathways approvals, except where approvals contain expiring standards. TEOs must ensure that assessment against expiring standards is completed before their expiry dates and that Vocational Pathways approvals are changed for future learner cohorts. Expiring standards must be replaced with registered standards. The list of assessment standards in each pathway is available in the Resources section of the Youth Guarantee website.

Impact for Unitec: Unitec does not deliver full Vocational Pathways, however this affects UPC courses delivered to school students. There is a system for checking and replacing any expiring standards from time to time.

Updated guidelines now available on the NZQA website

NZQA has updated the following guidelines to better reflect NZQA Rules and quality assurance processes:

- Revised – Guidelines for approving & maintaining degrees & related qualifications
- Revised – Guidelines to the implementation of the NZQF Offshore Delivery Programme rules for organisations other than universities
- Revised – Guidelines for approval and accreditation of Level 1-6 programmes
- New – Guidelines & Learner resource on Recognising learning for credit (these cover the processes for credit recognition and transfer and recognition of prior learning)

Impact for Unitec: Unitec's processes and templates will be updated to match current NZQA guidelines and requirements.

University Entrance literacy requirements

The list of standards that contribute to University Entrance literacy requirements has been amended for 2018. This is available here.

NZQA is also undertaking a review of the list of assessment standards that can be used to meet the University Entrance literacy requirements, to ensure that all the standards on the list provide appropriate evidence of the reading and writing skills required for university-level study. The consultation is open till 13 April 2018. A consultation document and list of changes are available, along with an online survey to provide feedback on the changes proposed, on the Review of the University Entrance Literacy List consultation page.

Updated INZ decline rates for student visas

The 2017 decline rates for student visas were made available on the Immigration New Zealand website at the end of January 2018. Education providers must use this list when enrolling international students, to confirm if the students come from a country with a high visa decline rate for the purposes of Rule 18.2 of the NZQF Programme Approval and Accreditation Rules 2013. The list is updated annually and comes into force for Rule 18 purposes one month after publication. The current list comes into effect from 25 February 2018, from when education organisations must use these published 2017 decline rates when enrolling international students, to determine which Rule 18 requirements apply.

Programme	Practice Pathway	Expected Delivery Semester	% Completion	Previous RAG	Current RAG	Programme Comment
NZ Certificate in English (Level 3) (Applied)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in English (Level 4) (General)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in English Language (Level 2)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in English Language (Level 3) (General)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in English Language (Level 4) (Academic)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in English Language (Level 5)	Language Studies	Semester 1 2018	100%			Set up complete
NZ Certificate in Information Technology (Essentials)	Computer Science	Semester 1 2018	100%			Set up complete
NZ Diploma in Business Level 5	Business Practice	Semester 1 2018	92%			Set up complete
NZ Certificate in Study and Career Prep L4	Bridging Education	Semester 1 2018	85%			Set up complete
Bachelor of Nursing	Health Care	Semester 1 2018	81%			Set up complete
NZ Certificate in Real Estate (Salesperson)	Business Practice	Semester 1 2018	88%			Set up complete
NZ Certificate in Light Automotive Engineering	Vehicle Systems and Materials	Semester 1 2018	81%			Set up complete
NZ Certificate in Automotive Electrical Engineering	Vehicle Systems and Materials	Semester 1 2018	77%			Set up complete
NZ Certificate in Skills for Living and Working	Bridging Education	Semester 1 2018	77%			Set up complete
NZ Certificate in Plumbing, Gasfitting and Drainlaying	Building Construction and Services	Semester 1 2018	73%			Set up complete
NZ Certificate in Drainlaying	Building Construction and Services	Semester 1 2018	35%			NZQA submission scheduled for 9/3/18
NZ Certificate in Gasfitting	Building Construction and Services	Semester 1 2018	35%			NZQA submission scheduled for 9/3/18
NZ Certificate in Plumbing	Building Construction and Services	Semester 1 2018	35%			NZQA submission scheduled for 9/3/18
Master of Contemporary Education	Postgraduate	Semester 1 2018	65%			NZQA approval pending

Programme	Practice Pathway	Expected Delivery Semester	% Completion	Previous RAG	Current RAG	Programme Comment
Master of Educational Leadership and Management	Postgraduate	Semester 2 2018	73%			Pending TEC approval
Postgraduate Certificate in Educational leadership and Management	Postgraduate	Semester 2 2018	73%			Pending TEC approval
Postgraduate Diploma in Educational leadership and Management	Postgraduate	Semester 2 2018	73%			Pending TEC approval
Bachelor of Construction (Technology)	Building Construction and Services	Semester 2 2018	65%			Final version for resubmission to NZQA due 6/3/18
Bachelor of Policing	Police Studies	Semester 2 2018	27%			Business Case approval and programme document completion still pending
NZ Diploma in Information Systems L5	Computer Science	Semester 2 2018	23%			Programme document scheduled to be resubmitted to NZQA by 6/4/18
NZ Certificate in Exercise	Community Development	Semester 2 2018	12%			Programme Document ready for reading
NZ Certificate in Language Teaching	Language Studies	Semester 2 2018	15%			Programme Document ready for reading
NZ Certificate in Sport and Recreation	Community Development	Semester 2 2018	12%			Programme Document ready for reading
NZ Certificate in Sport Coaching	Community Development	Semester 2 2018	12%			Programme Document ready for reading
NZ Diploma in Sport, Recreation and Exercise (Multi-Sector)	Community Development	Semester 2 2018	12%			Programme Document ready for reading

AGENDA ITEM 7

MAHIA ATU/MATTERS ARISING

To	Academic Board	**From**	Shirley Wilson
			Academic Quality Director
Title	Policy Change for Admission Requirements Policy	**Date**	06 Mar, 2018

Recommendation

That the Academic Board approves the following changes to the Admission Requirements Policy:

1. Addition of definition of Secondary/Tertiary Pathways Student.
2. Addition of clause defining Secondary/Tertiary Pathways Student eligibility for discretionary enrolment.
3. Update of English Language Requirements for International Students table to align with NZQA rules regarding new New Zealand Certificate in English Language (NZCEL) equivalences.

Justification

Recommendation 1 & 2 - The addition of the definition of Secondary/Tertiary Pathways Student eligibility for discretionary enrolment has resulted from Unitec's approach to TEC to gain access for Level 3+ SAC funding for Secondary/Tertiary Pathways Courses, located in the UPC. TEC have agreed that they will fund these courses if each course is placed into existing Level 3 New Zealand Certificates. The courses need to comply with the entry criteria for those programmes, and this discretionary enrolment definition will ensure that any student enrolling in a NZ Certificate programme is compliant with TEC funding rules.

To ensure quality and value for students, each course is mapped to the graduate outcomes of the programme into which it will be placed and becomes part of the quality assurance of that programme. These courses offer progression opportunities to students who may be able to claim credit for courses completed while they are at High School in a future tertiary qualification.

Recommendation 3 – NZQA have recently updated the rules for English Language Requirements for International Students to include the new versions of the New Zealand Certificates in English Language Level 3-5 and to remove the words "for whom English is not their First Language". This request simply updates the table accordingly (See below).

1. Definition:

Secondary/Tertiary Pathway Student	means a student who is enrolled in a programme of study as part of a Secondary Tertiary Pathway (STP) programme and who is enrolled in a secondary school throughout the duration of the programme of study.

2. New Discretionary Clause:

5.3.1   Discretionary Admission for Secondary/Tertiary Pathway Students

Secondary/Tertiary Pathway students (STP) under the age of 16 may be enrolled into programmes of study for the purposes of completing courses that have been designated STP courses if they meet the following criteria:

a. The student is, or will be, enrolled in a secondary school at the time the programme of study starts; and
b. The student is deemed to be capable of completing the academic requirements of the programme of study in which they are enrolled; and
c. The students' Principal has signed a letter that approves the programme of study.

3. Updated English Language Entry Requirements for International Students Table.

Unitec Policy and Procedure

AdmissionRequirements Policy

Date: 22 December 2017

English Language Entry Requirements for International Students[2]

Level	NZCEL a) Expiring b) Current	IELTS[3] Academic Format	TOEFL (pBT) Paper-based test	TOEFL (iBT) Internet-based test	University of Cambridge English Examinations	Pearson Test of English (Academic)
Certificate at Level 3	a) Level 3 (General) or (Workplace) b) Level 3 (General)	5.5 with no band score lower than 5	Score of 500 (essay 4 TWE)	Score of 35 (writing 14)	FCE or FCE for Schools with a score of 154. No less than 154 in each skill. OET at Grade C in all sub-tests	36 with no score lower than 36
Certificate at Level 4	a) Level 3 (Academic) b) Level 3 (Applied)	5.5 with no band score lower than 5	Score of 530 (essay 4.5 TWE)	Score of 46 (writing 14)	FCE or FCE for schools with a score of 162. No less than 154 in each skill. OET at Grade C in all sub-tests	42 with no score lower than 36
Certificate / Diploma at Level 5	a) Level 4 (General) or (Workplace) b) Level 4 (General) or (Employment)	5.5 with no band score lower than 5	Score of 550 (essay 5 TWE)	Score of 46 (writing 14)	FCE or FCE for schools with a score of 162. No less than 154 in each skill. OET at Grade C in all sub-tests	42 with no score lower than 36

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[2] The outcomes listed in the table represent the minimum scores or grades for each test or qualification that qualify a student for enrolment at each programme level. Students with higher scores or grades than required for a particular programme level may still enrol at that level.

[3] IELTS scores used must be taken from a single IELTS Test Report Form (i.e. combining scores from more than one test is not permissible).

English Language Entry Requirements for International Students [2]

Level	NZCEL	IELTS[3] Academic Format	TOEFL (pBT) Paper-based test	TOEFL (iBT) Internet-based test	University of Cambridge English Examinations	Pearson Test of English (Academic)
Certificate / Diploma at Level 6 or Level 7 Undergraduate Degree / Conjoint Degree	a) Level 4 (Academic) b) Level 4 (Academic)	6 with no band score lower than 5.5	Score of 550 (essay 5 TWE)	Score of 60 (writing 18)	FCE, or FCE for schools, or CAE, or CPE with a score of 169. No less than 162 in each skill OET at Grade C in all sub-tests	50 with no score lower than 42
Graduate Certificate / Graduate Diploma	a) Level 4 (Academic) b) Level 4 (Academic)	6.5 with a min band score of 6 (reading and writing) and 5.5 (speaking and listening)	Score of 550(essay 5 TWE)	Score of 60 (writing 18)	FCE, or FCE for schools, or CAE, or CPE with a score of 169. No less than 162 in each skill OET at Grade C in all sub-tests	58 with score of at least 50 (reading & writing) and 42 (speaking & listening)
Postgraduate Certificate / Postgraduate Diploma Master Degree Professional Doctorate	a) Level 5 (Academic) or (Professional) b) Level 5	6.5 with no band score lower than 6	Score of 590 (essay 5.5 TWE)	Score of 79 (writing 21)	CAE or CPE with a score of 176. No less than 169 in each skill OET at Grade B in all sub-tests	58 with no score lower than 50

To	Academic Board	**From**	Shirley Wilson
			Academic Quality Director
Title	Policy Change for Assessment and Feedback Policy	**Date**	06 Mar, 2018

Recommendation

That the Academic Board approves the following changes to the Assessment and Feedback Policy:

1. Change from 3 weeks turnaround to 10 working days turnaround for provision of feedback to students following assessment completion.
2. Provision for application to Network Dean for any alteration in this timing.
3. Shifting responsibility for the enactment of this policy from committees to individuals.

Justification

The changes here are the result of a decision by Academic Board (17/10/2017) to speed up the process of feedback following completion of assessment. This request was further discussed at the Qualification Alignment Board (05/12/2017).

The changes to responsibilities for ensuring the policy is enacted results from the Institutional focus of collective responsibility for policy compliance.

1. Policy statement:

> 5. Feedback Principle: because feedback is an embedded component of the learning principle, feedback (including grades where relevant) should be provided no later than ***10 working days*** after the due date of the assessment event.

> ***Any assessment that requires more than 10 working days to provide feedback must gain permission from their Network Dean, and this permission must be noted in the minutes of the appropriate Academic Committee.***

2. Responsibility statement:

> ***Academic Leadership and Teaching Staff are responsible for implementation of this policy.***

HE RITENGA ME NGĀ PĀRONGO/PROCEDURAL PAPERS

AGENDA ITEM 8

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\2018-03-13 ABMtg 13-Mar-2018*](#)

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	6 March 2018
CC	Te Korowai Kahurangi		
From	Chris King HoPP, Languages	Phone No.	8334
Subject	Amendment to graduation list		

Recommendation:

That the Academic Board approves the following correction to the Bachelor of Arts (English as an Additional Language) graduand list approved by Academic Board dated 23 January 2018:

The removal of student ID 1476243 as eligible to graduate with the *Bachelor of Arts (English as an Additional Language)*

Rationale:

Student ID 1476243 is on a 2+2 programme not a 3+1 programme and requires 240 credits to complete the programme. The student has not yet attained the required number of credits for programme completion. The Completions Approval / Certificate Request was signed off in error.

Prevention measures:

- The Academic Administration workgroup has reviewed this occurrence and identified some areas where clarity of process was required.
- From this, the Academic Administration workgroup commits to:
  - Ensuring that the initial check of the potential graduate list is cross referenced with the eligibility to graduate list; and
  - Support processes are put in place for training in this area

Unitec Institute of Technology TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	**Date**	05/03/2018
From	Chris King Head of Language Studies		
Subject	Amendment to graduation list – AB approval date 2018-02-23 to 2018-02-27.		

Recommendation:

That the Academic Board approves the following correction to the New Zealand Certificate in English Level 5 (NZCEL5) grandaunt list:

The removal of student ID 1223775 as eligible to graduate with the *New Zealand Certificate in English Level 5.*

Rationale:

The student was incorrectly placed on the graduation list. The student has not completed all courses required for programme completion and is ineligible to graduate.

Prevention measures:

The student was mistakenly listed on wrong side of the spreadsheet. To prevent future errors, the aligned Academic Administrator will ensure that the list is checked and signed by the aligned Academic Leader before Head approval.

Chris King
Head of Practice Pathway
Language Studies
Bridgepoint Network

To	Academic Board	Date	19th Feb 2018
CC			
From	Marcus Williams Dean, Research and Enterprise	Phone No.	8655
Subject	Unitec Research Committee; 2018 Membership		

Context

Since the Sector Alignment was launched in May 2016, the Unitec Research Committee has continued to function under Terms of Reference that were established prior to the concomitant changes.

In consultation with existing URC, the Network Deans, the Dean Matauranga Maori and the then Academic Services Centre, proposed new Terms of Reference were developed and ratified by Academic Board in 2017, including membership, which acknowledges the new structures at Unitec. This is the 2018 URC membership;

Chair – Dean of Research and Enterprise	Marcus Williams
Maori representation	Jo Mane (Te Miro)
Pacifika representation	Falaniko Tominiko
Executive Editor ePress	Evangelia Papoutsaki (Bus' & Enterprise)
Director – Library	Moira Fraser
General Manager Industry	Heather Stonyer
Postgraduate Student Representative	Matalena O'Mara

(at least)

2 X New and Emerging Researchers	Ray Jauny (Health & Community)
	Nick Kearns (Business & Enterprise)
2 X Early Career Researchers	Kristie Cameron (EAScience)
	Roger Birchmore (Construct' & Infrastruct')
	Mary Panko (Engineering)
2 X Professoriate	
	David Philips (Engineering)
	Nilufar Baghaei (High Technology)
At least nine Network representatives	As above

Recommendation; that the Academic Board acknowledge the new Unitec Research Committee membership.

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	8 March 2018
From	Shirley Wilson Academic Quality Director Te Korowai Kahurangi	Phone No.	Ex: 8275
Subject	Change to Academic Board Meeting Dates for 2018		

Recommendation:

That Academic Board notes the change to Academic Board meeting dates for 2018 from six weekly dates to monthly dates as detailed below:

Meeting Date	Deadline Date for Agenda Papers	Meeting Venue
13 February	Monday 05 February 5pm	Building 180-2043
13 March	Monday 05 March 5pm	Wharekai Building 177
10 April	Thursday* 29 March 5pm (*Earlier deadline due to Easter)	Yet to be confirmed
8 May	Monday 30 April 5pm	Yet to be confirmed
5 June	Monday 28 May 5pm	Yet to be confirmed
3 July	Monday 25 June 5pm	Yet to be confirmed
31 July	Monday 23 July 5pm	Yet to be confirmed
28 August	Monday 20 August 5pm	Yet to be confirmed
25 September	Monday 17 September 5pm	Yet to be confirmed
23 October	Monday 15 October 5pm	Yet to be confirmed
20 November	Monday 12 November 5pm	Yet to be confirmed
18 December	Monday 10 December 5pm	Yet to be confirmed

All meetings are on a Tuesday from 9.00am to 12.00 unless otherwise specified.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

To	Academic Board	**From**	Shirley Wilson
Title	Monitoring of Degrees at Unitec	**Date**	6 March 2018

Recommendation

That Academic Board:

- receives the status report for monitoring of Unitec degree programmes (level 7 and above)
- approves the process for degree monitoring during 2018-2019.

Background and Justification

The purpose of monitoring degree programmes (level 7 and above) is to provide assurance to NZQA and stakeholders that a programme and its delivery continue to meet the criteria for ongoing approval and accreditation.

When a degree level programme is approved, NZQA appoints a monitor. If the monitoring process highlights any major concerns, NZQA may request that the institution takes appropriate steps to address the concerns. If NZQA continues to have serious or ongoing concerns about the quality and/or stability of a programme or its delivery, it may initiate the procedure to withdraw an institution's accreditation to deliver the programme. If the programme and its delivery are stable, the institution is able to request self-monitoring.

Unitec has a policy on Monitoring of Degrees that aligns with NZQA requirements for monitoring of programmes at Levels 7 and above, however compliance with the policy has been inconsistent across different programme and discipline areas. This inconsistency was highlighted by recent concerns raised by NZQA about the lack of monitoring reports for two programmes in particular – the Doctor of Computing and the Postgraduate Diploma in Counselling.

NZQA have now requested that Unitec provide information on the current status and 2018 plans for monitoring across all Unitec programmes at level 7 and above. The attached table shows this information as it is currently available with Te Korowai Kahurangi (Academic Service Centre).

In view of the current monitoring status and the heightened risk for the EER, the following steps needs to be noted in order to improve monitoring practice and ensure that Unitec complies with all the requirements:

1. For 2018 and 2019, all degrees require monitors visits (those that currently have not budgeted for a monitor's visit in 2018 will need to be discussed on a case by case basis with respective Deans)
2. All monitor's reports will be submitted to NZQA and must meet the minimum stipulated requirements.

3. NZQA may choose to be included in some of the monitoring visits at their discretion.

It must be noted that all degrees require annual monitoring reports; in the case of mature programmes in Phase 2 monitoring or self-monitoring, where a monitoring visit is not scheduled in a particular year, desk monitoring may be carried out by an appointed monitor based on documentation provided by the programme, and a monitor's report must be produced and submitted to NZQA.

Next Steps

Te Korowai Kahurangi Academic Quality Partners will initiate discussion with HoPPs and Academic Leaders to ensure that there is a clear understanding of the requirements and procedures for monitoring, and provide support where needed to enable compliance and consistency.

Attachments

Spreadsheet – Current status of Degree Monitoring at Unitec

Programame/Qualification Title	Qualification ID	Degree Type	Level	Credits	Delivery Status	Review date	NZQA or Self monitored?	Estimated Monitoring date 2018	Monitor name	Monitor email	Date last monitored
Bachelor of Applied Science (Animal Management and Welfare, and Biodiversity Management)	111615	Bachelor Degree	7	360	Current	31/12/2020		May - July 2018	Lindsay Jane Skyner	lindsay.skyner@toiohomai.ac.nz	Oct-17
Bachelor of Applied Science (Biodiversity Management)	1802	Bachelor Degree	7	360	Current	11/10/2014		May - July 2018	Lindsay Jane Skyner	lindsay.skyner@toiohomai.ac.nz	Oct-17
Bachelor of Applied Science (Human Biology)	CA2254	Bachelor Degree	7	360	Current	31/12/2019		May - July 2018	Paul Orrock	Paul.Orrock@scu.edu.au	Sep-17
Bachelor of Applied Technology	CA2320	Bachelor Degree	7	360	Current	31/10/2022		May - July 2018	Nicky Murray	nicky@ontask.co.nz	Aug-16
Bachelor of Architectural Studies	CA2357	Bachelor Degree	7	360	Current	31/12/2020		May - July 2018	Maryam Gusheh, Richard Archbold, Natasha Markham	nicky@ontask.co.nz	Dec-16
Bachelor of Arts in English as an Additional Language (EAL)	CA2260	Bachelor Degree	7	120	Current	31/12/2021		May - July 2018	No Monitor		
Bachelor of Arts/Bachelor of Business	CA2261	Bachelor Degree	7	0 - 540	Current						
Bachelor of Computing Systems	CA2209	Bachelor Degree	7	360	Current	31/12/2019		May - July 2018	No Monitor		
Bachelor of Construction	CA2253	Bachelor Degree	7	360	Current	17/12/2017		May - July 2018	No Monitor		
Bachelor of Creative Enterprise	2535	Bachelor Degree	7	360	Current	18/08/2018		May - July 2018	Nicolette Lee	N.Lee@latrobe.edu.au	Aug-17
Bachelor of Engineering Technology	CA2381	Bachelor Degree	7	360	Current	31/12/2018					
Bachelor of Health Science (Medical Imaging)	CA2054	Bachelor Degree	7	360	Current	17/12/2017		May - July 2018	Deborah Starkey, Vicki Pratt	d.starkey@qut.edu.au, v.pratt@ucol.ac.nz	Nov-17
Bachelor of Landscape Architecture	CA2190	Bachelor Degree	7	480	Current	17/12/2017		May - July 2018	Garth Falconer	garth@reseturban.co.nz	Nov-16
Bachelor of Nursing	CA2166	Bachelor Degree	7	360	Current	31/12/2022		May - July 2018	Glennis Birks	Glennis.birks@wintec.ac.nz	Pre Visit Dec2017
Bachelor of Performing and Screen Arts	CA2222	Bachelor Degree	7	360	Current	31/12/2020		May - July 2018	MICHELLE JOHANSSON	michelle.johansson@manukau.ac.nz	Mar-16
Bachelor of Performing and Screen Arts in Production Design and Management	1778	Bachelor Degree	7	360	Current	11/11/2012		May - July 2018	MICHELLE JOHANSSON	michelle.johansson@manukau.ac.nz	Mar-16
Bachelor of Sport	109997	Bachelor Degree	7	0 - 360	Current			May - July 2018	Assoc Prof Lisette Burrows	lisette.burrows@otago.ac.nz	Nov-17
Bachelor of Sport (Coaching and Management)	CA2255	Bachelor Degree	7	360	Current	17/12/2017		May - July 2018	Assoc Prof Lisette Burrows	lisette.burrows@otago.ac.nz	Nov-17
Bachelor of Teaching (Early Childhood Education)	CA2335	Bachelor Degree	7	360	Current	31/12/2019		May - July 2018	Cheryl McConnell	cmcconnell@eit.ac.nz	Sep-16
Bachelor of Nursing	3777	Bachelor Degree	7	360	Current	31/12/2022		May - July 2018	Glennis Birks	Glennis.birks@wintec.ac.nz	Pre Visit Dec 2017
Doctor of Computing	CA2311	Doctorate	10	360	Current			May - July 2018	No Monitor		Last visit 2016
Doctor of Philosophy	CA2284	Doctorate	10	360	Current	17/12/2017		May - July 2018	No Monitor		
Graduate Certificate in Construction Project Management	113887	Graduate Certificate	7	60	Current	20/07/2016		May - July 2018	No Monitor		
Graduate Certificate in Not For Profit Management	2477	Graduate Certificate	7	60	Current	31/01/2017					
Graduate Certificate in Pacific NGO Leadership and Management	1870	Graduate Certificate	7	60	Current	11/10/2014					
Graduate Certificate in Professional Accountancy	1798	Graduate Certificate	7	60	Current	11/11/2012					
Graduate Diploma in Business	CA2383	Graduate Diploma	7	120	Current	31/12/2018		May - July 2018	No Monitor		
Graduate Diploma in Computing	CA2297	Graduate Diploma	7	120	Current	31/12/2022		May - July 2018	No Monitor		
Graduate Diploma in Construction Project Management	113886	Graduate Diploma	7	120	Current	31/12/2020		May - July 2018	No Monitor		
Graduate Diploma in Creative Enterprise	2536	Graduate Diploma	7	120	Current	18/10/2019		May - July 2018	Nicolette Lee	N.Lee@latrobe.edu.au	Aug-17
Graduate Diploma in Event Communication	CA2378	Graduate Diploma	7	120	Current	31/12/2017					
Graduate Diploma in Higher Education	CA2188	Graduate Diploma	7	120	Current	17/12/2017		May - July 2018	No Monitor		
Graduate Diploma in Not for Profit Management	CA2184	Graduate Diploma	7	120	Current	31/12/2020					
Graduate Diploma in Professional Accountancy	1797	Graduate Diploma	7	120	Current	11/11/2012					
Master of Applied Practice (Technological Futures)	3546	Masters Degree	9	180	Current	21/11/2018		May - July 2018	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Feb-17
Master of Applied Practice	2479	Masters Degree	9	180	Current	31/12/2019		May - July 2018	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Feb-17
Master of Applied Practice	2956	Masters Degree	9	180	Current	31/12/2019		May - July 2018	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Feb-17
Master of Architecture (Professional)	CA2358	Masters Degree	9	240	Current	01/01/2015		May - July 2018	Maryam Gusheh, Richard Archbold, Natasha Markham	nicky@ontask.co.nz	Dec-16
Master of Business	CA2318	Masters Degree	9	240	Current	17/12/2017		May - July 2018	No Monitor		
Master of Computing	CA2270	Masters Degree	9	240	Current	17/12/2017		May - July 2018	No Monitor		
Master of Creative Practice (MCP)	2588	Masters Degree	9	180	Current	12/09/2019		May - July 2018	Heather Galbraith	h.galbraith@massey.ac.nz	Nov-17
Master of Design	CA2303	Masters Degree	9	240	Current	17/12/2017		May - July 2018	Heather Galbraith	h.galbraith@massey.ac.nz	Nov-17
Master of Education	CA2287	Masters Degree	9	240	Current	17/12/2017					
Master of Educational Leadership and Management	CA2220	Masters Degree	9	180	Current	15/08/2019		May - July 2018	Susan Lovett	Scott.Eacott@acu.edu.au	Sep-16

Program	Code	Type	Level	Credits	Status	Date		Period	Monitor	Email	Date
Master of Health Science	105267	Masters Degree	9	0 - 240	Current			May - July 2018	No Monitor		
Master of International Communication	CA2257	Masters Degree	9	240	Current	20/12/2017		May - July 2018	No Monitor		
Master of Landscape Architecture	CA2304	Masters Degree	9	240	Current	17/12/2017		May - July 2018	Tommy Honey	rob@cittaideale.eu	Jul-17
Master of Osteopathy	CA2299	Masters Degree	9	240	Current	01/12/2017		May - July 2019	Paul Orrock	Paul.Orrock@scu.edu.au	Sep-17
Master of Project Management	CA2293	Masters Degree	9	240	Expiring						
Master of Social Practice	107286	Masters Degree	9	0 - 240	Current						
Master of Teaching and Education Leadership	3776	Masters Degree	9	180	Current	06/11/2022		May - July 2018	NZQA and ECNZ to appoint		
Postgraduate Certificate in Creative Practice	2589	Postgraduate Certificate	8	60	Current	12/09/2019		May - July 2018	Heather Galbraith	h.galbraith@massey.ac.nz	Nov-17
Postgraduate Certificate in Applied Practice	2481	Postgraduate Certificate	8	60	Current	31/12/2019		May - July 2018	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Feb-17
Postgraduate Certificate in Business Innovation and Entrepreneurship	CA2280b	Postgraduate Certificate	8	0 - 60	Current						
Postgraduate Certificate in Educational Leadership and Management	CA2363	Postgraduate Certificate	8	60	Current	31/12/2022		May - July 2018	Susan Lovett	Scott.Eacott@acu.edu.au	Sep-16
Postgraduate Certificate in Project Management	CA2293b	Postgraduate Certificate	8	0 - 60	Current						
Postgraduate Certificate in Social Practice	107288	Postgraduate Certificate	8	0 - 60	Current						
Postgraduate Diploma in Creative Practice	2590	Postgraduate Diploma	8	120	Current	12/09/2019		May - July 2018	Heather Galbraith	h.galbraith@massey.ac.nz	Nov-17
Postgraduate Diploma in Applied Practice	2480	Postgraduate Diploma	8	120	Current	31/12/2019		May - July 2018	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Feb-17
Postgraduate Diploma in Business	CA2319	Postgraduate Diploma	8	120	Current	17/12/2017		May - July 2018	No Monitor		
Postgraduate Diploma in Business Innovation and Entrepreneurship	CA2280a	Postgraduate Diploma	8	0 - 120	Current						
Postgraduate Diploma in Computing	CA2271	Postgraduate Diploma	8	120	Current	19/12/2017		May - July 2018	No Monitor		
Postgraduate Diploma in Counselling	CA2372	Postgraduate Diploma	8	120	Current	31/12/2020		May - July 2018	No Monitor		
Postgraduate Diploma in Design Management	CA2221a	Postgraduate Diploma	8	0 - 120	Current						
Postgraduate Diploma in Educational Leadership and Management	109992	Postgraduate Diploma	8	120	Current	31/12/2020		May - July 2018	Susan Lovett	Scott.Eacott@acu.edu.au	Sep-16
Postgraduate Diploma in International Communication	CA2264	Postgraduate Diploma	8	120	Current	17/12/2017		May - July 2018	No Monitor		
Postgraduate Diploma in Project Management	CA2293a	Postgraduate Diploma	8	0 - 120	Current						
Postgraduate Diploma in Social Practice	107287	Postgraduate Diploma	8	0 - 120	Current						

memo

To	Academic Board	Date	5th March 2018
CC			
From	Marcus Williams Dean, Research and Enterprise	Phone No.	8655
Subject	Unitec Research Committee Monthly Report		

Twelve applicants for the PhD Research Leadership Pipeline which has an emphasis on leading grant applications have been interviewed for six places and the successful candidates are John Stansfield, Jane Mercier, Tui Matelau, Malama Saifoloi, Taija Puolitaival and Wayne Holmes.

The 2017 ERI target has been exceeded by 10% with an early figure of $1, 013, 984, pending final verification of data.

In response to the limited capacity for staff to conduct research due to the degree of change /transformation across the business, the introduction of Research Capacity Grading process for the allocation of research time in conjunction with the Individual and Pathway Research Planners has been introduced to all Networks. Received with mixed enthusiasm perhaps in the context of the Staff Engagement issues at Unitec, a positive start toward a more universal, evidence based and equitable system has been made.

SUBCOMMITTEE REPORTS

RECOMMENDATIONS

❖ **Academic Board Standing Committee**
   That Academic Board receives the Minutes of the meeting(s) of 20-22 and 23-27 February and 5-7 March, 2018.
   Merran Davis (Chair)

❖ **Qualification Alignment Board**
   That Academic Board receives the Minutes of the meeting(s) of 5 December, 2017.
   Debra Robertson-Welsh (Chair)

❖ **Research Committee**
   That Academic Board receives the Minutes of the meeting(s) of 8 February, 2018.
   Marcus Williams (Chair)

❖ **Research Ethics Committee**
   That Academic Board receives the Minutes of the meeting(s) of 13 December, 2017.
   Nigel Adams (Deputy Chair)