ACADEMIC BOARD
Agenda Papers

28 August, 2018

agenda

Academic Board

Tuesday 28 August 2018 at **9.00am**
Building 182-1003

Karakia
Ngā Kupu Arataki / Preliminaries
Ngā Whakapāha/Apologies

Whakaritenga o Tirohanga Whānui / Overview Reporting

He Ritenga me Ngā Pūrongo / Information Papers

Whakawhiti Kōrero / Discussion Papers

Ngā Rōpū Tuarua Pūrongo / Subcommittee Reports   63-64

Subcommittee Chair's Reports have been submitted for the Postgraduate Research and Scholarships Committee.
18. Academic Approvals Committee
    Minutes of the meeting(s) of 6 August, 2018
19. Postgraduate Research and Scholarships Committee
    Minutes of the meeting(s) of 2 July and 7 August, 2018
20. Quality Alignment Board
    Minutes of the meeting(s) of 14 August, 2018
21. Research Committee
    Minutes of the meeting(s) of 9 August, 2018
22. Research Ethics Committee
    Minutes of the meeting(s) of 18 July, 2018

Ētahi Kaupapa Anō / Other Business

NGĀ KUPU ARATAKI / PRELIMINARIES

AGENDA ITEM 1

PITOPITO KŌRERO O NGĀ HUI/MINUTES OF THE PREVIOUS MEETING

RECOMMENDATION:

That Academic Board approves the Minutes of the meeting of 31 July, 2018.

Academic Board

Tuesday 31 July 2018 at 9.00am
Building 182-1003

MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Merran Davis (Chair)	Mark McNeill	Simon Nash
Annette Pitovao	Vanessa Byrnes	Nick Sheppard
Craig Hilton	Daniel Fuemana	Falaniko Tominiko
Josephine Kinsella	Teorongonui Josie Keelan	Murray Bain
Marcus Williams	Simon Tries	Chris King

HUNGA MAHI/IN ATTENDANCE

Steve Marshall   Kay Bramley

Melanie Miller and Bob Stewardson (Insights Business Partners, Business Intelligence)

Verity Jade (General Manager Student Experience)

KARAKIA

NGĀ KUPU ARATAKI/ PRELIMINARIES

NGĀ WHAKAPĀHA/ APOLOGIES

Moved: Chris King
Seconded: Simon Tries

That Academic Board notes the apologies for the meeting.

Debra Robertson-Welsh   Matalena O'Mara   Murray Bain (for late arrival)

MOTION CARRIED

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

   Moved: Teorongonui Josie Keelan
   Seconded: Nick Sheppard

   That Academic Board approves the Minutes of the meeting of 3 July, 2018.

   MOTION CARRIED

2. ## ACADEMIC BOARD MEMBERSHIP

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
Learning and Teaching (Mātauranga Māori)	Teorongonui Josie Keelan
OTHER MEMBERS	
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - Bridgepoint	To be appointed
Head of Practice Pathway Representative - Creative Industries	Vanessa Byrnes
Head of Practice Pathway Representative - Construction and Infrastructure	Daniel Fuemana
Manager Te Korowai Kahurangi	Simon Tries
Library Director	To be appointed
Interim Chief Executive	Merran Davis
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	To be appointed
General Manager Workforce Industry Development Representative	Heather Stonyer
Director of Pacific Success	Falaniko Tominiko
The Mind Lab by Unitec Representative	Craig Hilton
Director Ako – Te Puna Ako	Simon Nash
Director – Student Success	Annette Pitovao
EX-OFFICIO MEMBERS	
Manager Academic Administration	To be appointed
IN ATTENDANCE	
General Manager Governance and External Relations	To be appointed
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover

3. MAHIA ATU/MATTERS ARISING

3.1 ACADEMIC CALENDAR FOR 2020

Moved: Mark McNeill
Seconded: Chris King

> **1) That Academic Board approves the 2020 Academic Calendar with the last day of each semester being a Sunday.**

2) That the Academic Board approves a change to the 2019 Academic Calendar to make the last day of each semester a Sunday.

MOTION WITHDRAWN

During discussion, the following points were raised:

- Do the proposed changes apply to the Summer School semester?

- Because part of the work for the Programme Evaluation Plan's (PEP) includes data about course completions, we must ensure that the new 10-day turnaround for provision of feedback to students following assessment is honoured from the course end dates for _all_ courses.

- A wider conversation is needed about the length of teaching weeks and the semester based approach to programme delivery at Unitec to ensure that students are offered a flexible learning programme and that Unitec remains competitive against other providers.

- Feedback from previous student surveys reinforced that students would like more flexible learning options.

After discussion, it was agreed that programme delivery at Unitec was a key issue and should be addressed. A working party consisting of Simon Nash, Teorongonui Josie Keelan, Kay Bramley, Chris King and Trude Cameron would convene to determine whether a more flexible approach was needed and if so, identify the implications of any such changes for Unitec. It was agreed that a current survey of students would be useful to find out demand and desire and Kay Bramley was tasked to run said survey.

The Board also agreed that more information about StudyLink implications and compliance was needed before the Academic Calendar for 2020 could be approved. Simon Tries will provide the report on StudyLink implications and Steve Marshall will provide the report on the process to ensure compliance, particularly with the new 10-day turnaround for provision of feedback to students following assessment.

4. ACTIONS

Date of Meeting(s) where Action Item was raised	Agenda Item #	Action	Due Date	Responsibility	Status
3 July 2018	4.1	<u>International Students Code of Practice</u> Josephine Kinsella advised that she had facilitated presentations to staff after liaising with the Network Deans regarding the Education (Pastoral Care of International Students) Code of Practice 2016. She said that it would good to have more opportunities to present to staff to provide understanding across the whole institution	Not specified	General Manager International and Network Deans	Completed
13 March 2018; 10 April 2018; 8 May 2018; 5 June 2018; 3 July 2018	7(ii); 4.4; 6.3; 6.1; 4.2(i)	<u>Assessment and Feedback Policy</u> Steve Marshall advised that the Assessment and Feedback Policy was updated accordingly to include additional wording 'and grades' to the statement about the change to the turnaround timeframe for provision of	Not specified	Programme Development Partner	Completed 15/3/18

		feedback to students following assessment.			
13 March 2018; 10 April 2018; 8 May 2018; 5 June 2018; 3 July 2018	7(ii); 4.4; 6.3; 6.1; 4.2(ii)	Assessment and Feedback Policy The Interim Chief Executive advised that she had included the clarification that both feedback and grades are included in the definition of assessment completion in her weekly update to staff to reinforce the message that the new shorter turnaround timeframe for provision of feedback and grades to students following assessment completion needs to be adhered to.	Not specified	Chief Executive	Completed
10 April 2018; 8 May 2018; 5 June 2018; 3 July 2018	19; 6.9; 6.3; 4.3	General Business [Immigration New Zealand (INZ) Audit] Josephine Kinsella advised that she had still not received feedback from INZ about Unitec's audit but INZ had advised that Unitec had passed exceedingly well with only a 1.2% error rate which is one of the best results for some time. She thanked everyone for their comprehensive contribution that contributed to this excellent outcome for Unitec. The Chair requested that a paper come back to the Board once feedback was received from INZ and staff.	Not specified	General Manager International	Yet to be completed
5 June 2018; 3 July 2018	6.6; 4.4(i)	Update from International Office [Changes to visas and work rights] (i) Josephine Kinsella advised that the Education (Pastoral Care of International Students) Code of Practice 2016 will change next year and the Ministry of Education has been encouraged to update a number of archaic terms to ensure the Code is current and new guidelines were expected to be out in the next 1-2 months. She will provide an update to the Board about the proposed changes around visas and work rights accordingly at the next meeting.	28 August 2018	General Manager International	Yet to be completed
5 June 2018; 3 July 2018	6.6; 4.4(ii)	Update from International Office [PGCOP mismatch with visa labels] (ii) Josephine Kinsella gave an update about the	Not specified	General Manager International	Completed

		issue around mismatched visa labels in the system where the Postgraduate Certificate of Proficiency (Peoplesoft Student Administration System Academic Program code PGCOP) had been used for undergraduate Certificate of Proficiency students thus causing the mismatch with the visa labels. She said NZQA had allowed the affected students to remain in class and INZ had been very co-operative with Unitec International to achieve a satisfactory resolution. Although, a response from NZQA about this issue had not yet been received, the Chair advised that the Tertiary Education Commission (TEC) was comfortable with the risk litigation and action taken by Unitec to resolve it.			
5 June 2018; 3 July 2018	10; 4.5	<u>Proposed Terms of Reference and Membership for the Quality Alignment Board (QAB) and the Unitec Ako Ahimura Learning and Teaching Committee</u> (i) The Dean, Health & Community and Environmental & Animal Sciences was not in attendance at the meeting to speak to her action item so Simon Tries advised that the work plans had been discussed at recent QAB meetings, work around them was progressing and they would be picked up at the next QAB meeting. Debra Robertson-Welsh will bring the finalised work plans to the next Board meeting.	Not specified	Dean, Health & Community and Environmental & Animal Sciences	Yet to be completed
5 June 2018; 3 July 2018	12; 4.6	<u>Consistency Reviews at Unitec</u> This item was addressed under Agenda Item 10 of this agenda.	Not specified	Manager, Te Korowai Kahurangi	Completed
5 June 2018; 3 July 2018	13; 4.7	<u>Academic Dashboard</u> The QAB Chair was not in attendance at the meeting to update the Board about the outcomes from discussion at QAB about the manner in which Unitec calculates its retention and course completion to ensure it aligns with TEC's methodology.	28 August 2018	Head of Business Intelligence Capability Centre	Yet to be completed

		Kay Bramley advised that Academic Dashboards would be released to all Academic Leaders today for them to review before their training. She noted that no changes had yet been made specifically to the Dashboard to align with TEC's methodology but a change from Main Programme to Academic Programme had been made to provide more accurate data. No changes have been made around retention, however, how to define course completion and retention had been discussed at QAB so the short term mitigation is that staff are aware of the difference in the Dashboard data and the TEC data. The Chair requested that Kay Bramley scope the work that would be required to make the necessary changes to the Dashboard to ensure close alignment with TEC's methodology around course completion and retention calculations and to provide a timeline for the work.			
3 July 2018	5(i)	<u>Academic Quality and External Evaluation and Review 2018</u> The Dean, Health & Community and Environmental & Animal Sciences was not in attendance at the meeting to provide an update on the response from each area and the Category 1 Rōpū to the report sent to them about the Internal Evaluation Review. Simon Tries advised that an Action Plan had been created. Debra Robertson-Welsh will bring a paper to the Board at the next meeting.	28 August 2018	Dean, Health & Community and Environmental & Animal Sciences	Yet to be completed
3 July 2018	5(ii)	<u>Academic Quality and External Evaluation and Review 2018</u> The Chair asked whether the Deans had raised the critical staff retention issue with the Interim Chief Executive as agreed upon at the previous Board meeting. It was advised that the issue had been discussed in the Deans meeting and it was agreed that staff retention should	Not specified	Deans	Completed

		be an ongoing conversation to maintain the best staff. The Chair responded that in the current situation where the institution is being reduced by a fifth, it would not be possible or prudent to advise teams about potential staffing changes. She noted that staff changes are to *roles*, not individuals. During discussion, it was noted that it would be a risk to set the institution up with obligations it cannot meet.			
3 July 2018	6(i)	Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register (i) Risks and Issues Register Simon Tries advised that work on reviewing the format and content of the Academic Board Risk Register had started but was not yet completed. He will compile a report for the Board once work has been completed and requested that in the interim any risks be reported to him.	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed
3 July 2018	6(iii)	Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register (iii) Monitoring of Degrees at Unitec Steve Marshall advised that monitoring was progressing well with the new monitoring schedule in place and we will soon see results via monitor's responses that go to the QAB.	Not specified	Programme Development Partner	Completed
3 July 2018	6(iv)	Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register (iv) Moderation Audit Project Report Simon Tries advised that outcomes will soon come out of the programme evaluation process and he will provide the Board with an update when the full audit of post-moderation activity that will commence following the end of Semester 1 is completed.	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed
3 July 2018	8	2020 Academic Calendar After discussion of this second proposal, it was agreed that still wider	28 August 2018	Operations Manager, Timetabling	Yet to be completed

		discussion about the length of semesters and implications for StudyLink was needed before the calendar could be approved so the motion was withdrawn. Trude Cameron was tasked to lead the further consultation requested and arrange for a paper to come back to the Board accordingly.			
3 July 2018	11	<u>Unitec Annual Research and Enterprise Report 2017</u> The Chair advised that Debra Robertson-Welsh had raised the issue about the importance of postgraduate research degree completion and its financial, as well as academic, contribution to Unitec, with her as requested by Board members.	Not specified	Dean, Health & Community and Environmental & Animal Sciences	Completed
31 July 2018	3.1	<u>Matters Arising [Academic Calendar]</u> Kay Bramley was tasked to run a student survey to get current data about programme delivery at Unitec and to contact Manukau Institute of Technology and Otago Polytechnic to see how they address variations in delivery. The working group (Kay Bramley, Teorongonui Josie Keelan, Simon Nash, Chris King and Trude Cameron) will report its findings to the Board accordingly.	28 August 2018	Head of Business Intelligence Capability Centre Head of Business Intelligence Capability Centre, Dean, Learning and Teaching (Mātauranga Māori), Director – Ako, Head of Academic Quality Enhancement and Operations Manager Timetabling	Yet to be completed Yet to be completed
31 July 2018	8(i)	<u>Student Journey Feedback Report</u> To arrange a meeting next week with Deans to discuss a narrative for considering this data for PEPs. She requested a verbal update on progress at the Board's August meeting and a formal response at its 25 September meeting.	6-10 August 2018	Chair	Yet to be completed
31 July 2018	8(ii)	<u>Student Journey Feedback Report</u>	28 August 2018	Deans	Yet to be completed

		The Chair requested a verbal update on progress with PEPs at the Board's August meeting.			
31 July 2018	8(iii)	The Chair requested a formal response at the 25 September Board meeting.	25 September 2018	Deans	Yet to be completed
31 July 2018	9	Student Charter Consult with all staff about a name for the charter document.	28 August 2108	Director, Student Success	Yet to be completed
31 July 2018	20	Amendments to NZQA Rules Provide an update about resourcing required to meet the new record keeping requirements.	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed

WHAKARITENGA O TIROHANGA WHĀNUI/ OVERVIEW REPORTING

5. **WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS**

Moved: Murray Bain
Seconded: Teorongonui Josie Keelan

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location: H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-07-31 ABMtg 31 Jul 2018

That Academic Board awards the Bachelor of Computing Systems qualification to Student ID# 1396339 (Tabled Paper).

MOTIONS CARRIED

6. **ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018**

Chris King advised that an NZQA panel would be attending an External Evaluation and Review (EER) pre-scoping visit at Unitec on 22 August where they will talk about their approach to the EER and to Unitec's approach to Key Evaluative Questions 5 and 6. He said that although it was a pre-scoping visit Unitec needs to have a well prepared scope matrix proposal for the meeting. He said ten focus areas need to be identified and they need to include a mix of old and new programmes across all networks and levels, a cross section of high performing programmes, programmes that have improved performance and possibly programmes that have tried improvements but are still not performing well. Debra Robertson-Welsh has prepared a report detailing actions and outcomes to date.

The Chair advised that a request to NZQA to defer the EER was awaiting a response. She said the appointment of the Crown commissioner now meant that one crown entity was dealing with another crown entity so it was no longer sensible to have an EER. TEC has given its support for an EER deferment and Unitec can provide substantive supporting evidence for the proposal from a number of sources, such as, Arahanga involvement in the Internal Evaluation Review (IER), a decrease in the number of breaches and the implementation of comprehensive action plans. However, the key point to reference is that the IER identified Unitec as a potential Category 3 organisation and it could be argued that the Renewal Plan could have a negative impact on Unitec and public confidence in Unitec.

The Chair advised that the Board would need to discuss the implications if the EER was deferred to ensure that the good work continues and momentum is not lost.

During discussion, the following points were raised:

- The work we are doing is not being done just for the EER but because it is best practice.

- The involvement of non-academic staff in the EER may be addressed under the Governance and Management strand.

- Priority groups will potentially be separate focus areas because in the last EER they were conflated and it was difficult to articulate to NZQA about the individual areas.

- When the focus areas are identified leaders and appropriate administrative support will be determined.

- The EER visit is on 5 November and the focus areas should be known in early September.

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

(i) <u>New Zealand Qualifications Authority (NZQA) and Institutes of Technology and Polytechnics (ITP) Sector Update</u>
Simon Tries advised that in the past learning outcomes have not always been mapped to the graduate profile and so work is needed to ensure that they do. It is imperative that the required learning hours are met because in previous TEC audits those organisations identified as not meeting the required learning hours had to pay back funding.

During discussion, Members raised the following points:

- The National Certificate in Educational Achievement (NCEA) will move examinations online from 2020 so we need to think about the implications of moving away from paper based examinations.

- Learning hours are available in the Dashboard and student handbooks include guidance for students about their obligation to meet the required number of study hours.

- Learning must be structured and includes not just classroom time but <u>all</u> learning.

After discussion, it was agreed that this piece of work should not be done now but in 2019 depending on outcomes from the sector review.

(ii) <u>Programme Development Report</u>
Steve Marshall advised that there was a significant update to the Expiring Programmes table to show expiry dates and the programmes highlighted red were programmes with imminent expiry dates. He noted that this information had been disseminated to all relevant committees to ensure that no students are adversely impacted by the expiration of a programme.

(iii) <u>Monitoring of Degrees at Unitec</u>
Steve Marshall advised that monitoring was progressing well with the new monitoring schedule in place and we will soon see results via monitor's responses that go to the QAB.

(iv) <u>Moderation Audit Project Report</u>
Simon Tries advised that outcomes will soon come out of the programme evaluation process and he will provide the Board with an update when the full audit of post-moderation activity that will commence following the end of Semester 1 is completed.

8. STUDENT JOURNEY FEEDBACK REPORT

That Academic Board accepts the Student Journey Feedback Report for information and that this high level data is used as appropriate to demonstrate our understanding learnt through tracking the student journey.

Kay Bramley advised that the Student Journey Feedback Report was a summary for the Board that included data about brand positioning, on-boarding, student advocacy, course evaluation and graduate success. She introduced Melanie Miller and Bob Stewardson, Insights Business Partners from the Business Intelligence team to speak to the paper.

Bob Stewardson advised that they wanted to compress student information so they identified the touch points throughout the student journey. Data is gained in various ways including a brand tracker that goes out to the market that talks to potential students and an orientation survey to get students' thoughts on enrolment. The biggest part of the student journey is the study journey and the goal is to deliver data to programme level. A course evaluation was completed recently and although successful, a higher student response rate is needed. He gave a brief overview on the following areas:

Brand Positioning:
- Unitec brand awareness has dropped over the last four years with intending students and influencers. Despite this, consideration and first choice measures have remained relatively stable.
- Unitec current positioning does not differentiate us clearly from other ITP's, and although the Think/Do campaign showed high awareness at 54%, it left a muted impression of Unitec.
- The risk is to us is further decline in awareness leading to an impact on consideration for Unitec.
- There is opportunity with our renewal to rebuild and position our brand in a more differentiated way than in the past.
- There has been a lot of media chatter from external sources about Unitec's current position but the majority has been positive.

On-Boarding:
- New students to Unitec have noted an increase in satisfaction with the enrolment process since Semester 2 2017.
- A positive enrolment process is key to ensuring new students feel supported and positive about their decision to study at Unitec.

Student Advocacy:
- Our Net Promoter Score (NPS) is stable compared to 2017. It is currently 4 compared to 3 in 2017.
- There is great variation between the pathways.
- Perceptions of disorganized administrative processes and inconsistent experience with teachers drives NPS negatively.
- Continued focus on uncovering and addressing student issues will assist in maintaining a positive momentum for NPS.

Course Evaluation:
- Semester 1 2018 saw the first round of a consistent process for course and lecturer evaluations.
- Satisfaction with all courses overall is 7.8 out of 10.
- Positive experience with teachers is a driver of this score.
- Social practice received the highest ranking at 8.7

Graduate Success:
- As with the student NPS we have seen a decline over time, however this seems to have halted for 2017 graduates.
- 74% of our graduates are in paid work, with 80% of those saying their employment is related to their qualification (up from 2016 by 2%).
- Areas to watch and monitor through student evaluations are teaching effectiveness perceptions, meeting learning needs as well as student support. Positive changes to these will impact our graduate perceptions and their positive advocacy towards Unitec once they graduate.

Melanie Miller noted that alumni are missing from the report and they will be contacting alumni in the next few weeks to collect this data.

During discussion, the following points were raised:

- Are there plans for the focus groups about how to collect relevant information because the IER noted that we relied heavily on surveys and did not provide enough evidence to prove that outcomes had been achieved?

- How does the Board plan to respond to this data?

- Programme Evaluation Plans (PEP) could be utilised to identify at programme level what is usable and it would be useful for teams to see the data prior to completing their PEPs that are due on 10 September.

- Academic Quality Advisors have detailed data that can be accessed now.

- Do other areas at Unitec collect data? Marketing also collects data from students who request contact through the NPS and triages it to relevant areas at Unitec but the Student Journey Feedback Report is the only holistic data on the brand student journey that provides an in-depth overview.

- Data for priority groups is available via separate presentations and could be incorporated into the Student Journey Feedback Report.

- We should capture actions and plans for non-academic areas in the same way.

After discussion, it was agreed that the Business Intelligence team present the Student Journey Feedback Report to Heads of Practice Pathway, Deans, Senior Academic Leadership Team, Student Success leaders and the August Leadership group hui.

The Chair advised that she would arrange a meeting next week with Deans to discuss a narrative for considering this data for PEPs. She requested a verbal update on progress at the Board's August meeting and a formal response at the September meeting.

NGĀ PŪRONGO/INFORMATION PAPERS

9. STUDENT CHARTER

Moved: Josephine Kinsella
Seconded: Simon Nash

That Academic Board approves the Student Charter.

MOTION CARRIED

Annette Pitovao spoke to the paper and thanked Verity Jade for all her work done to finalise the Charter. She said the Charter it is a tripartite agreement between students, staff and student council that builds understanding of responsibilities through a triangulated partnership.

During discussion, the following points were raised:

- The student responsibilities should come before the staff responsibilities. Staff were put before students because the staff's commitment to students is the priority and the writer tried to align the process with the teacher capability framework and our performance review process.

- The statement 'Apply the essence of Ako – where everyone teaches and everyone learns' should also be included for students.

- The name of the charter should be changed to make more of the staff promise. It was advised that the wording came from the consultation with Arahanga Associates as best practice and went through the internal consultation process.

- The draft charter formed part of the student representative training where students provided feedback so students were well consulted.

After discussion, it was agreed that all staff should consulted about the name of the document and Annette Pitovao was tasked with this action.

10. CONSISTENCY REVIEWS AT UNITEC

That Academic Board notes:

- *the approach to prepare for and engage in consistency reviews, effective immediately, to ensure Unitec can demonstrate its graduates consistently meet their qualification outcomes;*
- *that the evidence required for consistency reviews needs to be collected for each cohort of graduates for each New Zealand qualification.*

MOTION CARRIED

Simon Tries advised that to date issues with gathering data have been looked at on a case-by-case basis and this approach will be used to create a more sustainable process in future.

During discussion, the following points were raised:

- This is a good approach as it aligns with the recommendation from the previous EER about the need to obtain more knowledge about student outcomes.

- Kay Bramley is discussing the alumni data issue next week as currently there is a gap between information from the graduate survey and what is needed at programme level.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

11. REVISED ACADEMIC POLICY FRAMEWORK

Moved: Simon Tries
Seconded: Marcus Williams

That Academic Board:

Approves:

- o *the policies and procedures noted below under Academic Policy Framework for Approval, including associated delegations where indicated within policy documents; and*
- o *the disestablishment of the policies noted below Policies to be Disestablished.*

Notes:

- o *That this is the first stage of a two stage process to develop a simple but comprehensive academic quality framework.*

- o *That the revised policies and procedures will be fully updated upon approval (i.e., Approval Document Details, Amendment History, Related/Reference Documents, Definitions, etc. as well as a final format).*

- o *That a Glossary of Academic Terms is planned to sit alongside the academic policies and form an integral part of the Academic Policy Framework*

- o *That further relevant delegations will be outlined and brought to the Board's consideration at a future date.*

Policy Number	Policy Name	Procedure Name	Additional document	Status
AC 1.0		Academic Development and Approval Policy		Some significant changes
AC 1.1		Qualification and Programme Development and Approval Procedure		no substantive change
AC 1.1.1			Curriculum Development Guidelines	no substantive change
AC 1.2		Programme Regulations Procedure		no substantive change
AC 1.2.1			Certificate Generic Regulations	unchanged
AC 1.2.2			Diploma Generic Regulations	unchanged
AC 1.2.3			Bachelor Generic Regulations	unchanged

Policy Number	Policy Name	Procedure Name	Additional document	Status
AC 1.2.4			Graduate Certificate Generic Regulations	unchanged
AC 1.2.5			Graduate Diploma Generic Regulations	unchanged
AC 1.2.6			Postgraduate Certificate Generic Regulations	unchanged
AC 1.2.7			Postgraduate Diploma Generic Regulations	unchanged
AC 1.2.8			Masters Generic Regulations	unchanged
AC 1.3		Short Course, Training Scheme and Vocational Pathway Procedure		minor changes
AC 1.4		Change and Improvement Procedure		minor changes
AC 1.5		Approval of Delivery Sites Procedure		no substantive change
AC 1.6		Collaborative Arrangements Procedure		no substantive change
AC 1.7		Consent to Assess Assessment Standards Procedure		no substantive change
AC 1.8		External Stakeholder Engagement Procedure		no substantive change
AC 1.9		Academic Timetabling Procedure		no substantive change
AC 1.10		Suspension and Withdrawal of Academic Provision Procedures		no substantive change
AC 2.0	Assessment, Moderation and Grades Policy			minor changes
AC 2.1		Assessment and Grading Procedures and Regulations		no substantive change
AC 2.2		Assessment in Te reo Māori Procedure		no substantive change
AC 2.3		Assessment of Prior Learning Procedure		no substantive change
AC 2.3.1			Assessment of Prior Learning Guidelines Staff	unchanged
AC 2.4		Credit Recognition Procedure		no substantive change
AC 2.5		Examinations Regulations		unchanged
AC 2.6		Student Appeal Procedure		unchanged
AC 2.7		Moderation of Assessment Procedure		minor changes
AC 3.0	Programme Completion and Awards Policy			no substantive change
AC 3.1		Senior Scholar Award Procedure		unchanged
AC 3.2		Award of Honorary Degrees Procedure		unchanged
AC 4.0	Conduct of Research Policy			no substantive change
AC 4.1		Research Centre Procedure		no substantive change
AC 5.0	Conduct of Student Research Policy			unchanged
AC 6.0	Research Ethics Policy			unchanged
AC 7.0	Academic Evaluation, Review and Improvements Policy			Some significant changes
AC 7.1		Student Evaluation of Courses and Teaching Procedure		no change
AC 7.2		Review of Academic Provision Procedure		Some significant changes
AC 7.2.1			Programme Review Guidelines	unchanged
AC 7.2.2			Stakeholder Engagement Event Handbook	unchanged
AC 7.3		Monitoring of Degrees Procedure		minor changes

Policies to be disestablished
- Academic and Programme Management Policy
- Academic Integrity Policy
- Academic Timetabling Policy
- Assessment and Feedback Policy
- Assessment in Te Reo Maori Policy
- Assessment of Prior Learning Policy

- Award of Honorary Degrees Policy
- Collaborative Arrangements Policy
- Credit Recognition Policy
- Curriculum Design Policy
- Examinations Regulations Policy
- Internal Academic Evaluation Procedure
- Moderation of Assessment Policy
- Monitoring of Degrees Policy
- Procedure for the Conduct of Appeals
- Programme Evaluation and Reporting Policy
- Programme External Stakeholder Engagement Policy
- Programme Review Policy
- Qualification and Programme Approval Policy
- Research Centres Policy
- Senior Scholar Award Policy
- Short Course, Training Scheme and Vocational Pathway Policy
- Student Evaluation of Courses and Teaching Policy
- Withdrawal of Unitec Programmes Policy and Procedure
- Writing and Amending Programme Regulations Procedure.

Simon Tries advised that this work was to restructure how policies are reviewed so that they are fit for purpose. He said that it was difficult at the moment to make any substantial changes due to actual and potential institutional changes so the changes to policy statements had been kept to a minimum.

During discussion, the following points were raised:

- It was a good idea to take a considered approach because often structures and processes are connected with policies, guidelines and regulations and unless well consulted, can cause confusion and ambiguity.

- Concern was expressed that awareness around the option for students to submit assessment in te reo Māori may be diminished with the disestablishment of the Assessment in Te Reo Māori Policy especially now that a significant number had submitted their assessments in te reo Māori. It was noted that submissions in te reo would be monitored to ensure this did not eventuate.

- The aim was to develop a single set of student regulations that include everything a student needs to know to study at Unitec.

- If a disestablished policy has been changed to a procedure, the procedure will sit under the parent policy and the policy owner will be notified of the change accordingly.

- Generic programme regulations have caused confusion with programme specific regulations and a proposal to disestablish them will be made at a future date.

12. DRAFT SELF-ASSESSMENT REPORT

Moved: Simon Tries
Seconded: Nick Sheppard

> **1) That Academic Board provides feedback on the draft Self-Assessment Report.**

> **2) That, once the above feedback has been incorporated, the final Self-Assessment report is approved by the Category One Rōpū and endorsed by Academic Board Standing Committee before being sent to NZQA.**

MOTION CARRIED

Chris King extended his thanks to staff for their feedback and advised that the Self-Assessment Report was like a PEP but at an institutional level where weaknesses need to be identified and plans for improvement implemented.

The Chair noted that it is important for the Board to look closely at the report and provide comprehensive feedback, so it can be used as evidence for the EER that there have been less breaches and that new breaches have been notified to TEC, showing Unitec's increased maturity with self-assessment.

13. REFLECTING ON THE PURPOSE OF ACADEMIC BOARD (DISCUSSION AT MEETING)

The Chair flagged that tomorrow the Tertiary Education Union (TEU) was releasing a TEU commissioned evaluation report titled 'Blind Faith Deconstructing Unitec 2015-2017'. The report is a very strongly worded view of neo-liberalism in education and is very critical of Unitec. As Interim Chief Executive, she would be responding to the report and workshops will be run after the discussion to discuss outcomes.

The comments are from a small sample of which 21 are TEU members and 20 are former Unitec staff members all of whom are anonymous. She will take an overall position of agreement with the majority of the conclusions and recommendations with the exception of unsubstantiated comments about The Mind Lab by Unitec. The report calls out the Academic Board specifically as to what it knew and what its role was and this highlights that Academic Board has a role in the Renewal Plan.

14. RENEWAL PLAN (UPDATE AT MEETING)

She advised that four staff briefings about the Renewal Plan will be run next week and she requested feedback from Board members as representatives of their areas and as members of Academic Board. She said Unitec is trying to build a new constructive relationship with TEU and she hopes that this launch will been seen by TEU as a symbolic moment in time to move forward differently.

During discussion, the following points were raised:

- The Academic Board was sidelined by the leadership team at the time and the NPS from staff was ignored in many leadership meetings and its release delayed.

- Were there any changes to leadership now that the Board no longer reported to Council? The Chair advised that the Crown Commissioner, Murray Strong advised that it was business as usual and he wanted the Chief Executive to be the one point of contact to avoid confusion at the executive level. He was keen to attend Academic Board quarterly, to have more general engagement with staff and shares the view that we need to work as constructively as possible with TEU and other partnerships.

- A suggestion, from a health issue point of view, that the Interim Chief Executive appoint an Acting Academic Board Chair to free her from the burden of chairing was made and she advised that it was something the Board may wish to consider.

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS

A Subcommittee Chair's Report was submitted for the Research Ethics Committee.

15. ACADEMIC BOARD STANDING COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 10-12, 17-20 and 25-27 July, 2018.

16. AKO AHIMURA LEARNING AND TEACHING COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 31 May and 5 July, 2018.

17. QUALITY ALIGNMENT BOARD

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

18. RESEARCH COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 12 July, 2018.

19. RESEARCH ETHICS COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 16 June, 2018

20. AMENDMENTS TO NZQA RULES (TABLED PAPER)

Moved: Simon Tries
Seconded: Simon Nash

That Academic Board notes the new amendments to NZQA rules, implications, and discusses the plan for implementation of these changes across relevant areas at Unitec.

1. *NZQF Programme Approval and Accreditation Rules 2013, including Rule 18*
2. *Directory of Assessment Standards Listing and Operational Rules 2011*
3. *NZQF Qualification Listing and Operational Rules 2016*
4. *Private Training Establishment Registration Rules 2013*
5. *NZQF Industry Training Programme Approval Rules 2012*
6. *Industry Training Organisation Prescribed Quality Assurance Requirements Rules 2015*
7. *Quality Assurance (including External Evaluation and Review (EER)) Rules 2016*
8. *Student Fee Protection Rules 2013*
9. *NZQA Offshore Programme Delivery Rules 2012.*

MOTION CARRIED

Simon Tries advised that most updates were minor and only one change to record keeping criteria would impact Unitec. He advised that Sean Connelly (Records and Information Management Specialist, Information Management Services) was involved with determining resourcing to meet the change requirements and he was seeking clarification from NZQA about a potential conflict with the Institutes of Technology and Polytechnics General Disposal Authority and the agreement we have with Archives New Zealand. He will provide an update to the Board at the next Board meeting.

ĒTAHI KAUPAPA ANŌ/ OTHER BUSINESS

There being no further business the meeting closed at 11.14am.

Agenda papers are available on the H Drive at the following location: H:\2. Academic Development\E-Academic Library\Committees\ACADEMIC BOARD COMMITTEE\Agenda Papers - Individual

NEXT MEETING DATE

Tuesday 28 August, 2018 at 9.00a.m. Building 182-1003

Agenda deadline for the next meeting is 5pm Monday 17 August, 2018.

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

Merran Davis (Chair, Academic Board)

Academic Board Membership 2018

CHAIR	
Interim Chief Executive and Executive Dean (Academic)	Merran Davis
DEANS	
Bridgepoint Network	Nick Sheppard
Business, Enterprise and Technology Network	Murray Bain
Construction, Infrastructure and Engineering Network	Mark McNeill
Health & Community and Environmental & Animal Sciences Network	Debra Robertson-Welsh
Research and Enterprise	Marcus Williams
Teaching and Learning (Mātauranga Māori)	Teorongonui Josie Keelan
OTHER MEMBERS	
Executive Director, Student Experience	Glenn McKay
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - Bridgepoint	To be appointed
Head of Practice Pathway Representative - Creative Industries	Vanessa Byrnes
Head of Practice Pathway Representative - Construction and Infrastructure	Daniel Fuemana
Manager, Te Korowai Kahurangi	Simon Tries
Director, Student Success	Annette Pitovao
Student nominated by the Student Council	Rosie Stanton
Unitec Student President	Matalena O'Mara
Director, Pacific Success	Falaniko Tominiko
The Mind Lab by Unitec Representative	Craig Hilton
Director, Ako	Simon Nash

STAFF IN ATTENDANCE	
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover

AGENDA ITEM 3

MAHIA ATU/MATTERS ARISING

ACTIONS TABLE

Date of Meeting(s) where Action Item was raised	Agenda Item #	Related Discussion about Action	**Action**	Due Date	Responsibility	Status	Current Agenda reference if applicable
10 April 2018; 8 May 2018; 5 June 2018; 3 July 2018	19; 6.9; 6.3; 4.3	General Business [Immigration New Zealand (INZ) Audit] Josephine Kinsella advised that she had still not received feedback from INZ about Unitec's audit but INZ had advised that Unitec had passed exceedingly well with only a 1.2% error rate which is one of the best results for some time. She thanked everyone for their comprehensive contribution that contributed to this excellent outcome for Unitec. The Chair requested that a paper come back to the Board once feedback was received from INZ and staff.	**To submit a paper about feedback from Immigration New Zealand (INZ) Audit.**	Not specified	General Manager International	Yet to be completed	Agenda Item 9
5 June 2018; 3 July 2018	6.6; 4.4(i)	Update from International Office [Changes to visas and work rights] (i) Josephine Kinsella advised that the Education (Pastoral Care of International Students) Code of Practice 2016 will change next year and the Ministry of Education has been encouraged to update a number of archaic terms to ensure the Code is current and new guidelines were expected to be out in the next 1-2 months. She will provide an update to the Board about the proposed changes around visas and work rights accordingly at the next meeting.	**To submit a paper about changes to visas and work rights in the Education (Pastoral Care of International Students) Code of Practice 2016.**	28 August 2018	General Manager International	Yet to be completed	Agenda Item 9
5 June 2018; 3 July 2018	10; 4.5	Proposed Terms of Reference and Membership for the Quality Alignment Board (QAB) and the Unitec Ako Ahimura Learning and Teaching Committee	**To bring the finalised work plans to the Board.**	Not specified	Dean, Health & Community and Environmental & Animal Sciences	Yet to be completed	Paper not included in this agenda

		(i) The Dean, Health & Community and Environmental & Animal Sciences was not in attendance at the meeting to speak to her action item so Simon Tries advised that the work plans had been discussed at recent QAB meetings, work around them was progressing and they would be picked up at the next QAB meeting. Debra Robertson-Welsh will bring the finalised work plans to the next Board meeting.					
5 June 2018; 3 July 2018	13; 4.7	<u>Academic Dashboard</u> The QAB Chair was not in attendance at the meeting to update the Board about the outcomes from discussion at QAB about the manner in which Unitec calculates its retention and course completion to ensure it aligns with TEC's methodology. Kay Bramley advised that Academic Dashboards would be released to all Academic Leaders today for them to review before their training. She noted that no changes had yet been made specifically to the Dashboard to align with TEC's methodology but a change from Main Programme to Academic Programme had been made to provide more accurate data. No changes have been made around retention, however, how to define course completion and retention had been discussed at QAB so the short term mitigation is that staff are aware of the difference in the Dashboard data and the TEC data. The Chair requested that Kay Bramley	**To scope the work that would be required to make the necessary changes to the Dashboard to ensure close alignment with TEC's methodology around course completion and retention calculations and to provide a timeline for the work.**	28 August 2018	Head of Business Intelligence Capability Centre	Yet to be completed	Agenda Item 14

		scope the work that would be required to make the necessary changes to the Dashboard to ensure close alignment with TEC's methodology around course completion and retention calculations and to provide a timeline for the work.					
3 July 2018	5(i)	Academic Quality and External Evaluation and Review 2018 The Dean, Health & Community and Environmental & Animal Sciences was not in attendance at the meeting to provide an update on the response from each area and the Category 1 Rōpū to the report sent to them about the Internal Evaluation Review. Simon Tries advised that an Action Plan had been created. Debra Robertson-Welsh will bring a paper to the Board at the next meeting.	**To provide an update on the response from each area and the Category 1 Rōpū to the Internal Evaluation Review report sent to them.**	28 August 2018	Dean, Health & Community and Environmental & Animal Sciences	Yet to be completed	Paper not included in this agenda
3 July 2018	6(i)	Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register (i) Risks and Issues Register Simon Tries advised that work on reviewing the format and content of the Academic Board Risk Register had started but was not yet completed. He will compile a report for the Board once work has been completed and requested that in the interim any risks be reported to him.	**To compile a report about reviewing the format and content of the Academic Board Risk Register.**	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed	Paper not included in this agenda
3 July 2018	6(iv)	Oversight, Reporting and Tracking and Academic Quality Compliance Risk Register (iv) Moderation Audit Project Report Simon Tries advised that outcomes will soon come out of the programme evaluation process and	**To provide an update of outcomes from the Moderation Audit Project Report when the full audit of post-moderation activity that will commence**	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed	Agenda Item 8(iv)

		he will provide the Board with an update when the full audit of post-moderation activity that will commence following the end of Semester 1 is completed.	**following the end of Semester 1 is completed.**				
3 July 2018	8	2020 Academic Calendar After discussion of this second proposal, it was agreed that still wider discussion about the length of semesters and implications for StudyLink was needed before the calendar could be approved so the motion was withdrawn. Trude Cameron was tasked to lead the further consultation requested and arrange for a paper to come back to the Board accordingly.	**To provide a paper updating outcomes of wider discussion about the length of semesters and implications for StudyLink and academic calendars.**	28 August 2018	Operations Manager, Timetabling	Yet to be completed	Agenda Item 18
31 July 2018	3.1	Matters Arising [Academic Calendar] Kay Bramley was tasked to run a student survey to get current data about programme delivery at Unitec and to contact Manukau Institute of Technology and Otago Polytechnic to see how they address variations in delivery.	**To run a student survey to get current data about programme delivery at Unitec and to contact Manukau Institute of Technology and Otago Polytechnic to see how they address variations in delivery.**	28 August 2018	Head of Business Intelligence Capability Centre	Yet to be completed	Paper not included in this agenda
		The working group (Kay Bramley, Teorongonui Josie Keelan, Simon Nash, Chris King and Trude Cameron) will report its findings to the Board accordingly.	**To report the findings from the Working Group convened to discuss potential changes to programme delivery at Unitec to provide students with more flexible study options.**		Head of Business Intelligence Capability Centre, Dean, Learning and Teaching (Mātauranga Māori), Director –Ako, Head of Academic Quality Enhancement and Operations	Yet to be completed	Paper not included in this agenda

					Manager Timetabling		
31 July 2018	8(i)	Student Journey Feedback Report To arrange a meeting next week with Deans to discuss a narrative for considering this data for PEPs. She requested a verbal update on progress at the Board's August meeting and a formal response at its 25 September meeting.	**To arrange a meeting next week with Deans to discuss a narrative for considering this data for PEPs.**	6-10 August 2018	Chair	Yet to be completed	Paper not included in this agenda
31 July 2018	8(ii)	Student Journey Feedback Report The Chair requested a verbal update on progress with PEPs at the Board's August meeting.	**To provide a verbal update on progress with PEPs.**	28 August 2018	Deans	Yet to be completed	Paper not included in this agenda
31 July 2018	8(iii)	The Chair requested a formal response on progress with PEPs at the 25 September Board meeting.	**To provide a formal response on progress with PEPs at the 25 September Board meeting.**	25 September 2018	Deans	Yet to be completed	Paper not included in this agenda
31 July 2018	9	Student Charter Consult with all staff about a name for the charter document.	**To consult with all staff about a name for the charter document.**	28 August 2108	Director, Student Success	Yet to be completed	Paper not included in this agenda
31 July 2018	20	Amendments to NZQA Rules Provide an update about resourcing required to meet the new record keeping requirements.	**To provide an update about resourcing required to meet the new record keeping requirements.**	28 August 2018	Manager, Te Korowai Kahurangi	Yet to be completed	Paper not included in this agenda

WHAKARITENGA O TIROHANGA WHĀNUI ⁄ OVERVIEW REPORTING

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\2018-08-28 ABMtg 28 Aug 2018

AGENDA ITEM 6

Corrections to Award of Qualifications

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	13 August 2018
CC	Steve Marshall		
From	Kate Barry Academic Leader Bachelor of Nursing	Phone No.	021581091
Subject	Correction to Award of Qualifications – Bachelor of Nursing		

Recommendation:

That Academic Board approves the following correction to the graduand list approved at the Academic Board meeting of 31st July 2018:

> ➤ ***the removal of Student ID# 1436118 from the graduand list.***

Rationale:

Student ID# 1436118 failed the final re sit assessment in HEAL 7116 Transition to Practice in the Bachelor of Nursing Programme and needs to repeat it in Semester two 2018.

Mitigation Action:

We hope to have Academic Administration support in the future. This will enable all the transcripts to be checked off individually and lists reviewed more thoroughly. We will ask that all the transcripts be printed off and checked.

memo

To	Academic Board	Date	20 August 2018
CC	Simon Tries		
From	Dila Beisembayeva Acting HoPP	Phone No.	0211190934
Subject	Correction to Award of Qualifications – Graduate Diploma in Computing		

Recommendation:

That Academic Board approves the following correction to the graduand list approved at the Academic Board meeting of 31 July 2018:

- ***The removal of Student ID 1487008 from the graduation list***
- ***The removal of Student ID 1450808 from the graduation list***

Rationale:

The final list was not corrected prior to be sent to the AB meeting

Mitigation Action:

AA, ALs and an Acting HoPP have done the full audit again and will do so in future to prevent the same from happening again.

memo

To	Academic Board	Date	22 August 2018
CC	Graduation Manager		
From	Sally Conway	Phone No.	
Subject	**Amendment to Approval to Graduate for students 1497260 & 1129330, Certificate in Language Teaching**		

Recommendation:

That Academic Board approves the following correction to the graduand list approved at the Academic Board meeting of Academic Board 31 July 2018

That the Academic Board removes the following students from the list of eligible Certificate in Language Teaching students, 1182.

- *1497260*
- *1129330*

Rationale:

Students 1497260 and 1129330 were added in error to the graduation list for Certificate in Language Teaching, 1182. They are only eligible for the Certificate in English Language Teaching for Adults (CELTA) qualification.

Mitigation Action:

Academic Quality and External Evaluation and Review 2018 (Verbal Update)

Academic Board: Ngā hē me te Āpiti whai Ara Pūrongo/ Oversight, Reporting and Tracking

(i)   New Zealand Qualifications Authority and Institutes of Technology and Polytechnics Sector Update
(ii)   Programme Development Report
(iii)   Monitoring of Degrees at Unitec (Verbal Update at Meeting)
(iv)   Moderation Audit Project Report (Verbal Update at Meeting)

NZQA and ITP Sector Notes – September 2018

Proposal for additions to approved subjects list for UE

NZQA is consulting with universities and other interested stakeholders to ascertain whether they support proposals to add Psychology and New Zealand Sign Language subjects and standards to the list of approved subjects for University Entrance (the List). The first proposal is from the New Zealand Association of Psychology Teachers, requesting the addition of a new subject of Psychology consisting of five (5) Psychology achievement standards (4 internally assessed, and one externally assessed). The second proposal is from the Ministry of Education on behalf of the schools and other stakeholders, requesting the addition of a new subject of New Zealand Sign Language consisting of four (4) NZ Sign Language achievement standards (all internally assessed).

NZQA has undertaken an initial evaluation of the applications from the New Zealand Association of Psychology Teachers (Psychology) and the Ministry of Education (NZ Sign Language), requesting these additions to the List. NZQA is now requesting feedback on the proposals. More information and the request for feedback is available on the review page here.

Impact for Unitec: A positive impact is expected in relation to the Psychology Achievement standards offered by Unitec Pathways College in the health pathway. UPC staff are included in the communication from NZAPT around this development.

Micro-credentials system launched

NZQA is introducing a micro-credential system as part of New Zealand's regulated education and training system. Micro-credentials are new stand-alone education products intended to enable learners to access specific knowledge and skills in a cost-effective and time-efficient way. They are smaller than qualifications and focus on skill development opportunities not currently catered for in the tertiary education system, and for which there is strong evidence of need by industry, employers, iwi and community. NZQA will consider applications from New Zealand TEOs, including ITOs, for the approval of micro-credentials from 22 August 2018, using amended training scheme rules. At a minimum, micro-credentials will be subject to the same requirements as training schemes or assessment standards and will also be required to:

- be 5 – 40 credits in size
- have strong evidence of need from employers, industry and/or community
- not duplicate current quality assured learning approved by NZQA
- be reviewed annually to confirm they continue to meet their intended purpose.

A separate assessment service will evaluate the content of micro-credentials from international organisations and New Zealand organisations that are not TEOs. NZQA will issue equivalence statements showing the credit value and level of such learning against the NZQF. This service will be available from 31 October 2018. More information is available here.

New record keeping rule for institutions and ITOs

Following consultation on proposed changes to NZQA Rules from 12 March to 27 April 2018, a new rule (14C.1) has been added to the Quality Assurance (including External Evaluation and Review (EER)) Rules which affects institutes of technology and polytechnics, wānanga, government training establishments and industry training organisations. This new rule will come into effect on 22 August 2018. A three-month transition period will be in place to allow an adjustment to polices and processes to comply with this new Rule.

This new rule requires institutes of technology and polytechnics, wānanga, government training establishments and industry training organisations to keep full copies of all assessment materials (including those used by sub-contractors) generated from education or training in which students are enrolled, for at least 12 months from the date of completion of that education or training. Assessment materials include:

- all summative assessments (for example assignments, exams, tests, quizzes, recordings of presentations, evidence collection guides etc.)
- assessment schedules, including marking guides or rubrics (for example evidence and judgement statements)
- marked learner work (for example exams, assignments) including any resubmissions or further assessment opportunities (reassessments).

Impact for Unitec: Unitec must be fully compliant with the new record keeping rule from 23 November 2018. Further clarification has been sought from NZQA to confirm that Unitec's current systems comply with these rules. Initial discussions indicate they do, however, we are waiting on NZQA to confirm some details.

PROGRAMME DEVELOPMENT REPORT
Sem 2 2018 Commencement

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Master of Educational Leadership and Management	Postgraduate	100%			Open for enrollments
Postgraduate Certificate in Educational leadership and Management	Postgraduate	100%			Open for enrollments
Postgraduate Diploma in Educational leadership and Management	Postgraduate	100%			Open for enrollments
NZ Certificate in Language Teaching	Language Studies	100%			Open for enrollments
NZ Certificate in Drainlaying	Building Construction and Services	100%			Open for enrollments
NZ Certificate in Gasfitting	Building Construction and Services	100%			Open for enrollments
NZ Certificate in Plumbing	Building Construction and Services	100%			Open for enrollments
Master of Contemporary Education	Postgraduate	100%			Open for enrollments
NZ Diploma in Information Systems L5	Computer Science	100%			Open for enrollments
NZ Certificate in Exercise	Community Development	50%			NZQA Approved. Pending TEC approval. Start date 1/10/18
NZ Certificate in Sport and Recreation	Community Development	50%			NZQA Approved. Pending TEC approval. Start date 1/10/18
NZ Certificate in Sport Coaching	Community Development	50%			NZQA Approved. Pending TEC approval. Start date 1/10/18
NZ Diploma in Sport, Recreation and Exercise (Multi-Sector)	Community Development	50%			NZQA Approved. Pending TEC approval. Start date 1/10/18
NZ Certificate in Health and Wellbeing (Social and Community Services) (Mental Health and Addiction Support Strand)	Social Practice	65%			NZQA Approved. Pending TEC approval. Start date Sept

Sem 1 2019 Commencement

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Applied Science (Veterinary Nursing)	Environmental and Animal Sciences	58%			Submitted to NZQA
Bachelor of Health and Social Development (Diversional Therapy)	Community Development	77%			NZQA/TEC approved
NZ Certificate in Animal Welfare Investigations	Environmental and Animal Sciences	19%			More work on the document
Bachelor of Geospatial Science	Engineering	38%			Programme Document issues being resolved, delayed
Master of Applied Practice (Police)	Police Studies	23%			Programme Document on hold while Bachelor issues sorted
Master of Counselling (Narrative Practice)	Social Practice	15%			ON HOLD
Postgraduate Certificate in Applied Practice (Police)	Police Studies	23%			Programme Document on hold while Bachelor issues sorted
Postgraduate Diploma in Applied Practice (Detective)	Police Studies	27%			Submitted to the Academic Approvals Committee
Bachelor of Policing	Police Studies	38%			Submitted to the Academic Approvals Committee

Expiring Qualifications

Programme	Practice Pathway	Last date for new enrolments	Last Unitec Semester	Last date for graduation	Last Semester to Graduate
Cert in Home Garden Design	Architecture	30/06/2017	1172	30/06/2019	1192
Dip in Applied Interior Design	Architecture	31/05/2019	1192	31/05/2021	1206
Dip in Landscape Design	Architecture	30/06/2017	1172	30/06/2019	1192
Cert in Applied Technology	Bldg. Const and Services	31/12/2017	1174	1/07/2019	1192
Cert in Carpentry	Bldg. Const and Services	31/05/2017	1172	31/05/2019	1186
Cert in Construction Site Safety	Bldg. Const and Services	30/11/2018	1184	30/11/2020	1202
Cert in Multiskill Building Construction	Bldg. Const and Services	31/12/2016	1164	30/08/2018	1182
Cert in Plumbing and Gasfitting	Bldg. Const and Services	31/07/2017	1172	31/07/2019	1192
Dip in applied technology	Bldg. Const and Services	30/08/2016	1164	30/08/2020	1202
Dip in Applied Technology (Building)	Bldg. Const and Services	30/06/2017	1172	28/02/2019	1186

Course	Department	Date 1	Code 1	Date 2	Code 2
Nat Cert in Carpentry	Bldg. Const and Services	31/12/2017	1174	31/12/2020	1204
Nat Cert in Gasfitting and Drainlaying	Bldg. Const and Services	31/12/2017	1174	31/12/2022	1224
Nat Cert in Plumbing	Bldg. Const and Services	31/12/2017	1174	31/12/2022	1224
NCert Drainlaying	Bldg. Const and Services	31/12/2017	1174	31/12/2022	1224
NCert Drainlaying	Bldg. Const and Services	31/12/2017	1174	31/12/2022	1224
NCert Gasfitting	Bldg. Const and Services	31/12/2017	1174	31/12/2020	1204
NCert Painting	Bldg. Const and Services	28/02/2017	1164	28/02/2019	1184
NDip Architectural Technology	Bldg. Const and Services	31/12/2017	1174	31/12/2019	1194
NDip Quantity Surveying	Bldg. Const and Services	31/12/2017	1174	31/12/2019	1194
Cert in Employment and Community Skills	Bridgepoint	30/08/2017	1174	30/08/2019	1192
Cert in Employment Skills	Bridgepoint	30/08/2017	1174	30/08/2019	1192
Cert in Found. Studies (Level 3): Whitinga	Bridgepoint	31/01/2018	1174	31/01/2020	1194
Cert in Business	Business Practice	31/01/2017	1164	31/01/2019	1184
Cert in Business (Introductory)	Business Practice	31/01/2017	1164	31/01/2019	1184
Cert in Business Admin and Computing L3	Business Practice	31/01/2017	1164	31/01/2019	1184
Cert in Business Admin and Computing L4	Business Practice	31/01/2017	1164	31/01/2019	1184
Cert in Management	Business Practice	31/01/2017	1164	31/01/2019	1184
Dip in Accounting	Business Practice	30/06/2017	1172	30/01/2019	1184
Dip in Business Studies	Business Practice	31/01/2017	1164	31/01/2019	1184
Dip in Professional Accountancy	Business Practice	31/01/2017	1164	31/01/2019	1184
NZ Dip in Business (2yr)	Business Practice	31/12/2017	1174	31/12/2020	1204
NCert Real Estate Salesperson	BUsiness Practice	31/12/2018	1174	31/12/2019	1194
Cert in Community Skills	Community Development	31/12/2017	1174	31/12/2019	1194
Dip in Sport and Fitness Education	Community Development	31/01/2019	1184	31/01/2021	1204
Cert in Computing Systems	Computer Science	31/05/2017	1172	31/05/2019	1186
Cert in Information Technology	Computer Science	31/12/2017	1174	31/05/2019	1186
Dip in Applied Computer Sys Engineering	Computer Science	31/12/2017	1174	31/05/2019	1186
Dip in Computing Systems	Computer Science	31/05/2017	1172	31/05/2019	1186
Dip in Information Technology Support	Computer Science	31/12/2017	1174	31/05/2019	1186
Cert in Communication and Media Arts	Creative Enterprise	31/07/2018	1182	31/07/2020	1202
Cert in Design and Visual Arts	Creative Enterprise	31/12/2017	1174	31/07/2019	1192
Cert in Music (Introductory)	Creative Enterprise	30/09/2019	1194	30/09/2021	1212
Cert in Trad and Contemp. Maori Weaving	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Dip Applied Animation	Creative Enterprise	31/07/2017	1172	24/02/2018	1192
Dip in Contemp. Photography	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Dip in Contemporary Craft	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Dip in Contemporary Music	Creative Enterprise	30/09/2019	1192	30/09/2021	1212
Dip in Design Media	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Dip Digital Media Chrctr Anmtn	Creative Enterprise			24/02/2018	1202
Dip in Graphic Design & Animation	Creative Enterprise	31/12/2017	1172	31/07/2019	1192
Dip in Performance Technology	Creative Enterprise	30/09/2019	1194	30/09/2021	1212
Dip in Product Design Studies	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Dip in Visual Arts	Creative Enterprise	31/07/2017	1172	31/07/2019	1192
Cert in Electrical and Electronic Engineering	Engineering	30/06/2017	1172	30/06/2019	1192
NCert Electrical Eng (Level 2)	Engineering	31/12/2017	1174	31/12/2021	1214
NCert Electrical Eng (Level 3)	Engineering	31/12/2017	1174	31/12/2021	1214
NCert Elec Eng Elec for Reg L4	Engineering	31/12/2017	1174	31/12/2021	1214

Program	Subject Area				
NDip Surveying	Engineering	31/12/2016	1174	31/12/2019	1194
Cert in Animal Care	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Cert in Animal Management	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Cert in Animal Welfare Investigations (L4)	Environmental and Animal Sci.	31/12/2018	1184	31/12/2020	1204
Cert in Animal Welfare Investigations (L4)	Environmental and Animal Sci.	31/12/2018	1184	31/12/2020	1204
Dip in Applied Science	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Dip in Veterinary Nursing	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Dip in Enrolled Nursing	Health Care	30/09/2017	1174	30/09/2019	1192
Cert in Language Teaching	Language Studies	28/02/2018	1174	28/02/2020	1194
Cert in Liaison Interpreting	Language Studies	31/12/2019	1194	31/12/2020	1194
Dip in Chinese Studies	Language Studies	not yet listed		not yet listed	
Dip in German	Language Studies	not yet listed		not yet listed	
Dip in Japanese Studies	Language Studies	not yet listed		not yet listed	
Dip in Spanish	Language Studies	not yet listed		not yet listed	
Dip in Community and Social Work	Social Practice	31/05/2018	1182	31/05/2020	1196
Nat Cert Mental Health and Addict. Support	Social Practice	31/12/2017	1174	31/12/2019	1194
Cert in Higher Education	Te Miro	28/02/2018	1174	28/02/2020	1194
Cert in Auto and Mechanical Engineering	Vehicle Sys and Materials	31/12/2017	1174	31/12/2019	1194
NCert Motor Ind /Auto Elec Eng	Vehicle Sys and Materials	31/12/2017	1164	31/12/2019	1194
NCert Motor Ind/Auto Engin	Vehicle Sys and Materials	31/12/2017	1164	31/12/2019	1194
NCert Mot Ind AutoElec MechEng	Vehicle Sys and Materials	31/12/2017	1164	31/12/2019	1194
NCert Motor Ind/Ent Auto Trade	Vehicle Sys and Materials	31/12/2017	1164	31/12/2019	1194

NGĀ PĀRONGO/INFORMATION PAPERS

To	Academic Board	**From**	International Business Support Manager
Title	Immigration NZ Audit Results International	**Date**	22/8/2018

Purpose
This is to provide the Academic Board with an update on the Immigration Audit of the International Department conducted in May 2018.

Recommendation
That Academic Board notes the results of the Immigration New Zealand Audit and takes note that a plan to ensure ongoing compliance with Immigration New Zealand is maintained with any changes to the International Department.

Background/ Rationale

Under the Education (Pastoral Care of International Students) Code of Practice 2016 and Immigration Act 2009, education providers have a range of compliance obligations to Immigration NZ (INZ), and are required to ensure that students are entitled to undertake the correct programme of study, monitor a wide range of visa conditions, and ensure that students understand their rights and responsibilities around Immigration matters and conditions of their visa's.

Immigration New Zealand regularly conduct compliance audits on tertiary providers on a 3-5-year basis. In 2017 Immigration New Zealand conducted an audit on Unitec's International enrolment data. The results of this audit resulted in Unitec having to make some changes to processes. Unitec were notified in February 2018 that there would be another audit in May 2018.

Results from the 2018 Immigration audit were very successful. Unitec is deemed low risk to INZ. Two reports were sent through to Immigration, one with 1604 students who Unitec deemed as compliant with no issues. Secondly, an exceptions report with 123 students who had to have corrective action taken with Immigration and Unitec.

Results of the audit are detailed below:
1) 1604 students submitted in the first report were matched with INZ's records. There was a 100% match with no issues.
2) 123 students were submitted on the Unitec exceptions report. 104 issues were mitigated with INZ within a 9-day timeframe. This produced an audit results of and an error rate of 1.33% of our total student base for semester 1.
3) 23 student issues were not reported to INZ in under 9 working days, and took between 10-20 working days to be declared and resolved.
4) Workload and resource to the 2 FTE visa team is being looked at by the ATOM project. It is hoped that more resourcing can be allocated to the International Visa Team and better systems implemented which would help to resolve the 1.33% identified in the audit and reduce workload.

UNITEC Institute of Technology

AMS Match?	Nbr of Clients	% of Total
No	0	0.00%
Yes	1604	100.00%
Grand Total	**1604**	**100.00%**

AMS Match?	Apr-18
Unitec Report	1604
Exception Report	123
Grand Total	**1727**

Audit Items - issues identified	Nbr of Clients	% of Total
Audit Report - student count	1604	
Issue identified	-1600	
Exception Report - (UNITEC) - count	123	
Issues Mitigated	-104	
Issue Identified - Percentage of Total	**23**	**1.33%**

Nbr of Clients	Issues Mitigated	Nbr of Clients
Item 1	Issue 1: 9 days or less	20
Item 2	Student advised that he did not attend	5
Item 3	Attendance once arrived in NZ on a valid SV endorsed for Unitec	17
Item 4 (a)	INZ Issue	11
Item 4 (b)	Exception: NZCEL being generic on visa	29
Item 5	Suspended	22
Grand Total		**104**

memo

To	Academic Board	Date	31st July 2018
CC			
From	Marcus Williams Dean, Research and Enterprise	Phone No.	8655
Subject	Postgraduate Research and Scholarship Committee (PGRSC) Membership and Terms of References		

Context

With the disestablishment of the Ako Ahimura Teaching and Learning Postgraduate Committee, the Academic Board ratified the reinstatement of the Postgraduate Research and Scholarship Committee (PGRSC) to ensure that all Level 9 PG programmes and above, comply with Unitec's regulations and guidelines. The PGRSC has previously served in this space for eight years until 2016 and it is also integral to the Conduct of Student Policy, its appended regulations and guidelines.

Below is the Membership and Terms of References for the Postgraduate Research and Scholarship Committee

Membership of the Unitec Postgraduate Research and Scholarships Committee

Chair

Marcus Williams	Dean of Research & Enterprise

Members

Dr Iman Ardekani	Doctor of Computing
Dr Hamid Sharifzadeh	Master of Computing
Dr Sylvia Hach	Master of Osteopathy
Dr Leon Tan	Master of Creative Practice
Emma Smith	Master of Design
Annabel Pretty	Master of Architecture (Professional)
Matthew Bradbury	Master of Architecture (Research), Master of Landscape Architecture
Dr Geoff Bridgman	Master of Social Practice
Alan Lockyer	Masters of Business
Dr James Prescott	Master of International Communication, Master of Applied Practice (Professional Accountancy), Pasifika Representation
Stephanie Sheehan	Master of Applied Practice (Generic and Social Practice)
Martin Bassett	Doctor of Philosophy (Education), Master of Education, Master of Educational Leadership & Management
Hayley Sparks	Master of Applied Practice - Technology Futures, Masters of Contemporary Education, Masters of Teaching and Education Leadership
Curtis Bristowe	Maori Representation
To be confirmed	Student Council Representation
Caroline Malthus	Student Success Representation

Secretary

Hamza Qazi	Academic Quality Administrator

Unitec Postgraduate Research and Scholarships Committee Terms of Reference

The powers and functions of the Unitec Postgraduate Research and Scholarships Committee shall be to:
a) Approve proposals for level 10 theses and oversee the processes of the approval of proposals for level 9 research having 90 or more credits and confirmation of supervisory arrangements (including replacement supervisors);
b) Approve registration of supervisors;
c) Appoint examiners, conveners and adjudicators for level 9 research having 90 or more credits and level 10 research, on the recommendation of the Academic Leader;
d) Consider the reports of examiners and declare and approve the final grade for a level 9 research having 90 or more credits and level 10 research;
e) Award and oversee the administration of Postgraduate Scholarships; and,
f) Seek approval from the Academic Board on changes to the Generic Regulations affecting Postgraduate Programmes.

Recommendation; that the Academic Board acknowledge the Postgraduate Research and Scholarship Committee (PGRSC) Membership and Terms of References.

memo

To	Academic Board	Date	21 August 2018
From	Simon Tries Manager, Te Korowai Kahurangi		
Subject	Changes to Academic Board Membership Roles for 2018		

Purpose

To update the Academic Board Membership for 2018 to reflect recent changes to the Unitec management structure.

Previous Membership Roles

Chief Executive;
Representatives of Senior Leadership Team;
Deans (Innovation & Development, Learning & Teaching, Learning & Teaching (Mātauranga Māori), Research);
Representatives of General Manager's Industry Workforce Development & CS;
Representatives of Heads Of Practice Pathways as nominated by Qualification Alignment Board;
General Manager of Student Experience;
Library Director;
General Manager International;
Unitec Student President and Students nominated by the Student Council;
Representatives of Academic Service Centre;
Additional members co-opted as necessary for a defined period or specific purpose.

Recommendation

That Academic Board approves the updated Academic Board membership roles for 2018:

> ➢ *Chief Executive;*
> ➢ *Representatives of Executive Leadership Team;*
> ➢ *Network Deans;*
> ➢ *Dean, Research and Enterprise;*
> ➢ *Dean, Learning and Teaching (Mātauranga Māori);*
> ➢ *Representatives of Heads of Practice Pathways as nominated by the Quality Alignment Board;*
> ➢ *Director, Student Success;*
> ➢ *Director, Ako;*
> ➢ *Director, Pacific Success;*
> ➢ *Unitec Student President;*
> ➢ *A Student nominated by the Student Council;*
> ➢ *Manager, Te Korowai Kahurangi;*
> ➢ *The Mind Lab by Unitec Representative;*
> ➢ *Head of Academic Quality Enhancement;*
> ➢ *Additional members co-opted as necessary for a defined period or specific purpose.*

Current Membership

CHAIR	
Interim Chief Executive and Executive Dean (Academic)	Merran Davis

DEANS	
Bridgepoint Network	Nick Sheppard
Business, Enterprise and Technology Network	Murray Bain
Construction, Infrastructure and Engineering Network	Mark McNeill
Health & Community and Environmental & Animal Sciences Network	Debra Robertson-Welsh
Research and Enterprise	Marcus Williams
Teaching and Learning (Mātauranga Māori)	Teorongonui Josie Keelan
OTHER MEMBERS	
Executive Director, Student Experience	Glenn McKay
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway Representative - Bridgepoint	To be appointed
Head of Practice Pathway Representative - Creative Industries	Vanessa Byrnes
Head of Practice Pathway Representative - Construction and Infrastructure	Daniel Fuemana
Manager, Te Korowai Kahurangi	Simon Tries
Director, Student Success	Annette Pitovao
Student nominated by the Student Council	Rosie Stanton
Unitec Student President	Matalena O'Mara
Director, Pacific Success	Falaniko Tominiko
The Mind Lab by Unitec Representative	Craig Hilton
Director, Ako	Simon Nash

STAFF IN ATTENDANCE	
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall
Executive Director – Partnerships	David Glover

To	Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Transfer of reporting lines for Programme Improvements	**Date**	21 August, 2018

Purpose

This paper seeks to realign responsibilities for Programme Improvements (NZQA Type 1 changes) from the Quality Alignment Board to the Academic Approvals Committee. This includes changing the name of the Portfolio Ropū to Programme Improvement Committee and updating the committee terms of reference.

Recommendation

That the Board approve:

1. The change of name for the Portfolio Ropū to Programme Improvement Committee;
2. The transfer of reporting lines for the Programme Improvement Committee from the Quality Alignment Board to the Academic Approvals Committee;
3. Transfer of authority for changes to Generic Programme Regulations to the Academic Approvals Committee;
4. Transfer of authority for the establishment of new subject codes in the student management system to the Academic Approvals Committee.

Justification

The establishment of the Academic Approvals Committee [AAC] has established a single point of quality control for ensuring that any application for new or amended academic provision which is required to be approved externally meets relevant external requirements and is aligned to Unitec Strategy and meets Unitec's internal requirements.

The Programme Improvement Committee (previously Portfolio Ropū) is currently a subcommittee of Quality Alignment Board [QAB] and approves Type 1 changes which are reported to NZQA, therefore this committee should be realigned to report to the newly established AAC.

Authority to approve changes to Generic Programme Regulations and to approve the establishment of new subject codes was formally devolved to the QAB in March of 2017 to align with that committee's responsibilities for programme improvements. With the change in terms of reference for the QAB removing that responsibility it is necessary to formally transfer this responsibility to the new AAC.

Attachments

Terms of Reference for the Programme Improvement Committee

Programme Improvement Committee

1. Purpose

The Programme Improvement Committee monitors and reviews all programme improvement applications, and makes recommendations for approval to the Academic Approvals Committee.

The Programme Improvement Committee supports programme teams in the development of improvements to the academic portfolio.

2. Kaupapa

Kaitiakitanga guides the committee regarding improvement developments of academic provision. The committee employs the values of Mahi Kotahitanga and Ngakau Mahaki in its working processes.

The Programme Improvement Committee is accountable to the Academic Approvals Committee.

3. Membership

3.1. Membership of the Academic Approvals Committee shall comprise:

- Chair of Academic Approvals Committee
- One member of Te Korowai Kahurangi
- Additional members co-opted to contribute to the work of the committee

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

3.3. Appointments shall be made at or following the February meeting of the Academic Approvals Committee each year.

4. Terms of Reference

The committee shall have the following terms of reference:

a) To provide a peer review based process that supports programme development teams in the preparation of programme improvement applications;

b) To consider programme improvement applications, including proposals for minor changes to courses, programmes and regulations in accordance with the Unitec Policy and Procedure;

c) To recommend approval to the Academic Approvals Committee.

5. Reporting

Programme Improvements Committee shall report to the Academic Approvals Committee following each meeting.

Document management and Control

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

To	Academic Board	**From**	Simon Tries, Manager
			Te Korowai Kahurangi
Title	Update on Consistency Reviews	**Date**	22 August 2018

Purpose

To provide an update to Academic Board about:
1. the outcomes from two recent consistency reviews that Unitec programmes participated in
2. upcoming consistency reviews and how these are being supported

Background

In May 2018, two Unitec programmes participated in consistency reviews scheduled by NZQA (NZ Certificate in Animal Technology L5 and NZ Diploma in Architectural Technology L6), with three more scheduled for the rest of the year. A further seven programmes are scheduled for reviews during March – June 2019.

The July Academic Board received an update in the form of the overarching approach for the management of upcoming consistency reviews, as follows:
1. Each Consistency Review will be treated as a distinct project.
2. Each project will be jointly led by a Te Korowai Kahurangi quality partner (Manpreet Malhotra) and the relevant Head of Practice Pathway (or delegate) within which the programme sits.
3. Each project will include staff members with a primary or supporting role in collating sufficient evidence, preparing analysis of the evidence in the form of a Self-Assessment Report, and participating on the day of the actual Consistency Review.
4. Responsibilities for collection, collation, communication and analysis of the evidence will be clearly stated for each project appropriate to the programme undergoing the review.

Outcomes of recent Consistency Reviews

The reports for Consistency Reviews for the NZ Cert in Animal Technology (Level 5) and NZ Diploma in Architectural Technology (Level 6) were received from NZQA on 9 August 2018. Key points:
1. Both reports rated Unitec's evidence to demonstrate consistency of graduate outcomes effectively as "Sufficient" (Note that there are only two possible results, "Sufficient" or "Not Sufficient").
2. For each of the two programmes, collection of evidence was ad hoc, with some support provided to the programme teams from Te Korowai Kahurangi in the completion of the self-assessment reports.
3. For each review, 2 reports were received. The first report includes consistency of graduate outcomes for the qualification across all provider programmes that participated in the review. The second report provides feedback on Unitec's performance in the review, and feedback on the evidence provided in the self-assessment report.
4. An error has been identified in the NZQA reports on the NZCAT, alluding to Unitec's delivery of both strands in the qualification, and referring to the need for data on the strands to be kept separate. Unitec, in fact offers only one strand, and NZQA have been advised to correct the error on the reports. There is, however, a learning for those programmes in which we do have strands, to recognise the need for keeping data on the strands separate for effective self-assessment.
5. The report for the NZDAT identifies a lack of feedback from graduates in relation to the graduate profile outcomes, and the need for the employer feedback surveys to be more focused on the ability of graduates to demonstrate that they meet the graduate profile. The report suggests improvements should be implemented soon to ensure effective processes are in place ensure stronger evidence is available for the next consistency review.

Qualification Title: New Zealand Certificate in Animal Technology (Level 5) with strands in Rural Animal Technician, and Veterinary Nursing Assistant

Qualification number: 2490

Date of review: 7 May 2018

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that under supervision, within a vet clinic OR large or mixed practice OR in the field, graduates will be able to assist with interfacing with clients.

In addition to this, graduates of the **Rural Animal Technician strand** in a rural setting will be able to assist with:

  a) Maintaining and performing technical tasks related to animal health, welfare and husbandry;
  b) Dispensing and administering veterinary medicines; and
  c) Collecting, testing and preparing diagnostic samples for dispatch.

In addition to this, graduates of the **Veterinary Nursing Assistant strand** in a veterinary clinic setting will be able to assist with:

  a) Maintaining animal health and husbandry including routine diagnosis;
  b) Caring for hospitalised patients; and
  c) Surgery preparation and anaesthesia.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
AG Challenge Limited	Sufficient
Ara Institute of Canterbury	Sufficient
Eastern Institute of Technology	Sufficient
National Trade Academy Limited	Sufficient
Otago Polytechnic	Sufficient
Southern Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Unitec Institute of Education	Sufficient
Universal College of Learning (UCOL)	Sufficient
Vet Nurse Plus Limited	Sufficient

| Waikato Institute of Technology | Sufficient |
| Wellington Institute of Technology | Sufficient |

Introduction

This 120-credit, level 5 qualification is for people with previous animal handling experience who wish to assist in a veterinary related field or veterinary clinic with either companion or rural animals, or work independently as a rural animal technician.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. Educational organisations presented evidence relating to:

- Programme rigor including photographs and samples of student work, assessment and moderation, real-world teaching and learning and alignment with GPOs.
- Student, graduate and industry feedback
- Graduate destinations and employer feedback.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisations
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Evidence of programme robustness was strong in the majority of submissions. In addition to this all programmes are required to have 240 hours of practice in related settings to ensure students can demonstrate competence in real or realistic settings. Several providers have achieved this by establishing veterinary clinics that operate on commercial lines, and others are closely aligned to one or more veterinary practice. Rural Animal Technicians also work out in the field in a farm related setting.

In general, education organisations could provide more robust evidence from work placement partners, employers and level 6 teaching staff.

Overall the evidence provided by the majority of providers makes a convincing case for this evidence to demonstrate that the graduates match the graduate outcomes at the appropriate threshold. In some cases, the evidence could have been strengthened and extended to cover a wider range of aspects.

Special Focus

This qualification has two strands, namely Rural Animal Technician and Veterinary Nursing Assistant. The qualification comprises 10 core credits and 110 credits specific to each strand. Of the 12 providers of this qualification, two offer both strands, another offering the Rural Animal Technician strand only and nine the Veterinary Nursing Assistant strand. Numbers of graduates per provider varied from 7 to 71 in 2016 and 8 to 53 in 2017.

Below is a summary of provision:

Organisation	Strand Offered	
	Rural Animal Technician	**Vet Nursing**
AG Challenge Limited		✓
Ara Institute of Canterbury		✓
Eastern Institute of Technology		✓
National Trade Academy Limited	✓	
Otago Polytechnic		✓
Southern Institute of Technology	✓	✓
Toi Ohomai Institute of Technology		✓
Unitec Institute of Education	✓	✓
Universal College of Learning (UCOL)		✓
Vet Nurse Plus Limited		✓
Waikato Institute of Technology		✓
Wellington Institute of Technology		✓

Examples of good practice

Most providers made a concerted effort to contact graduates to gather authentic graduate destination data to inform both their self-assessment and the consistency review. One organisation used multiple strategies to gain such feedback including questionnaires, phone and video interviews and a Facebook page. In several cases questions for graduates are aligned with the Graduate Profile Outcomes.

The majority of providers belong to a Cluster Group which provides a forum for discussion as well as cross-moderation and benchmarking.

Self-reflection and areas for improvement were included in a number of reports and presentations evidencing self-assessment capability.

Issues and concerns

While a number of providers had gained feedback from teaching staff of the NZ Diploma in Veterinary Nursing (level 6) progamme, several did not have this evidence. As the majority of graduate's progress to the diploma, this information is significant in determining whether students have the necessary skills, knowledge and attributes to transition into this programme.

Providers should carefully consider what documents are included in their submission, and evaluate their usefulness in providing authentic evidence that graduates are meeting the graduate profile outcomes. For example, a number of organisations provided Education Performance Indicators for the qualification. This data does not provide evidence that graduates are able to apply their knowledge, skills and attributes to the appropriate level in the relevant occupational setting or next programme of study.

Providers should be clear whether they are referring to students or graduates; industry or employers, and should also state who is being referred to as 'stakeholders' as this may include or exclude students.

Providers who offer both strands should provide separate descriptions and data on each. Combing both strands does not provide an accurate enough snapshot of achievement against the qualification GPOs.

Recommendations to Qualification Developer

The organisations had several recommendations for the developer.

a) That the name of the qualification be reviewed as 'Veterinary Nursing Assistant' was not an established role in the industry.

a) The utility of the qualification was questioned as it was becoming evident that students were only gaining employment after completing the level 6 qualification. The vast majority of students completing level 5 were therefore enrolling in the level 6. The separation of these two qualifications needs to be reviewed.

b) The qualification states that graduates would provide assistance under the direction of a veterinarian. It was considered that this was unrealistic as most vets did not provide this direct supervision, which, in most cases, was undertaken by the vet nurses.

c) While the qualification's Strategic Purpose Statement indicated that the graduates would work 'under the direction of a veterinarian', it also stated that graduates of the rural animal technician strand could also 'work independently as a rural animal technician'. This created confusion.

d) A number of the organisations recommended that the gradate outcome 'Graduates will be able to work in client business interface of animal related facility' should be at level 6 and not level 5 as this frequently required the person to provide first line triage which requires advanced knowledge. Also in the rural environment where Rural Animal Technicians would be working, this aspect of the role was very limited in scope and frequency.

Qualification Title: New Zealand Diploma in Architectural Technology (Level 6)

Qualification number: 2416

Date of review: 28 May 2018

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold: The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates of this qualification being able to work independently on small to medium scale building projects and/or under supervision on larger building projects to:

- Apply comprehensive industry knowledge to evaluate design principles for small, medium and large building projects in a design, building or construction related environment.
- Carry out feasibility studies for small, medium and large buildings.
- Establish the clients' requirements, develop and communicate a concept and building design, and prepare approval documentation for a building project in accordance with a clients' brief.
- Evaluate the performance of and select materials and finishes to be used in the building process.
- Prepare, organise and present architectural working drawings for small and medium buildings using manual and digital technologies in accordance with the statutory and regulatory environment.
- Understand the roles, documentation and administrative requirements of the construction industry, apply this knowledge and assist senior personnel through the tender process.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Ara Institute of Canterbury	Sufficient
Eastern Institute of Technology (EIT)	Sufficient
Open Polytechnic	Sufficient
Otago Polytechnic	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Universal College of Learning (UCOL)	Sufficient
Unitec Institute of Technology	Sufficient
Wellington Institute of Technology	Sufficient
Waikato Institute of Technology	Sufficient

Introduction

This is the first consistency for the New Zealand Diploma in Architectural Technology (Level 6). The diploma is a 240-credit qualification that was first approved in January 2015. For the period covered by this review providers identified 139 graduates.

Graduates for the 2015 and 2016 years were students who transferred to the New Zealand qualification with prior learning from the National Diploma that it replaced.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

Evidence provided by education organisations included internal and external moderation, employer and graduate surveys, evidence of delivery of NZQA approved programmes, and internal programme review processes used to quality assure this provision.

How well does the evidence provided by the education organisations demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Across the providers evidence of NZQA approved programmes, designed and delivered to develop the skills, attributes and knowledge in each of the graduate profile statements plus evidence that assessment is at the right level was the strongest evidence that the graduates matched the graduate outcomes at the appropriate threshold. An important component of this evidence was the moderation forum facilitated by the Building and Construction Industry Training Organisation (BCITO) that all providers attended. At this forum each provider's assessments, related to two graduate outcome statements, were externally post-moderated. The forum is an annual process that provides an opportunity for benchmarking the standard of assessment across providers and contributes to national consistency.

Generally, evidence of real-world validity of graduates meeting the graduate profile supported consistency but was less convincing. This was because of the lack of representativeness of graduate and employer feedback and in some cases the information provided did not directly relate to the ability of graduates in relation to the graduate profile. Overall the evidence presented makes a reasonable case that graduates match the graduate outcomes at the appropriate threshold.

Examples of good practice

The annual external moderation meeting organised by the BCITO provides good evidence that graduates of the NZQA approved programmes have been assessed at the appropriate level across the providers. There was good evidence of quality assurance processes of the delivery of approved programmes that lead to the qualification.

Issues and concerns

Generally, knowledge about the performance of graduates in the workplace is an area to be improved. For most institutions the data is not representative because of low response rates

to surveys. Additionally, surveys used by several institutions were not well aligned with the graduate profile, consequently meaningful interpretation of the results is difficult.

Recommendations to Qualification Developer

At several institutions International students gain the qualification. A common comment was that International students found it more difficult to complete the programme and find employment because of language difficulties. The reviewer recommends that the English language entry requirements for International students are reviewed to ensure that the NZQA required minimum requirements for diplomas at level 6 are appropriate for this qualification.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS

memo

To	Academic Board	Date	13 August 2018
CC	David Glover		
From	Kay Bramley And Ksenia Kiykova Business Intelligence	Phone No.	021891691
Subject	Retention and Cohort based qualification completion – Internal EPI reporting and Monitoring		

Purpose:

The purpose of this email is to inform Academic Board of the plan to align our internal Unitec reporting with that of the TEC.

We would like the Academic Board to note that this work will be undertaken with some priority for implementation before Semester 1 2019.

Unitec has historically used its own course retention measure which is not part of TEC EPIs

As we embarked upon an initial investigation, it became obvious that fixing the retention definition, was only part of the work needing to be completed.

This memo therefore outlines the need and implications for us to change our current processes to match the TEC definitions for all of the following, and to enable internal reporting:

- Cohort based retention rates (new definition)
- Progression for Unitec students (no BI reporting currently available)
- Cohort based qualification completion (new definition)
- Participation (refinement of current reporting)
- Successful course completion (needs minor change to match TEC definition)

Recommendation:

1. That the Academic Board (or an agreed sub-committee) agrees on the measures and definitions for internal monitoring and reporting and alignment of those with the official EPI data
2. That the Academic Board identifies subject matter experts (SMEs) to work with BI on this project, who will provide detailed reporting requirements to ensure deliverables are fit for purpose. This group will also identify priorities.
3. That the Academic Board endorses the scope of this work.

Summary:

EPIs are calculated and published by the TEC using our Single Data Return (SDR) data.

Under their new methodology adopted from 2017, the new EPI reports provide information on the following:

- Course completion rate
- Cohort-based qualification completion rate
- First year retention rate
- Progression rate.

Historical EPI measures included course completion rate, EFTS-weighted qualification completion rate, retention rate, and progression rate.

The table below provides a summary of the performance indicators

	Methodology	Internal reporting status
New EPI reports (from 2017)		
Course completion rate	existing (old)	available (Cube, BI portal, Power BI dashboard) minor adjustment needed
Cohort-based qualification completion rate	new	n/a
First year retention rate	new	n/a
Progression rate	new	n/a
Existing EPI reports		
EFTS-weighted qualification completion rate	existing (old)	manual reporting using PeopleSoft extracts
Retention rate (Unitec definition)	existing (old)	n/a
Progression rate	existing (old)	n/a

Although Unitec provides raw data to TEC, no internal reporting and monitoring (with the exception of course completion rates) are available.

Core data sets are a key component to course evaluation. It is critical to our success going forward that actionable course level data is available.

It is a requirement within Unitec to be able to report EPIs by academic programme, pathway or network which differs from official EPI data available, i.e. which is at qualification level or NZSCED.

In addition, Unitec has historically used a 'course retention rate', an internal measure, to track and report on the proportion of the students/EFTS who are retained in study, i.e. those who do not 'withdraw' from a course, in a reporting year.

Having the EPI data available internally, i.e. prior to SDR submission, will allow us to take action where we see issues and potentially improve our performance.

Resource Implications:

BI would aim to have this reporting in place before the January 2019 SDR submission.

This will be a significant piece of work for the BI analyst and BI developer.

We would suggest a staged approach to enable highest priority areas to be completed first (and as defined by the SME's identified through the Academic Board).

This scope of work will need to be balanced with the following BI requirements needed at the same time:

- 2019 EFTS and application tracking including budgets and framework
- Reporting on application / pipeline tasks
- Developing the Executive dashboard
    - Note, there will be some cross between these two pieces of work

The BI team will investigate the practicality of utilizing third party resource through support hours we have with Theta.

Important to note as well, there is an 'overall' Unitec dashboard being be prepared that will encompass academic data as well as other business related measures. The work outlined in this email will populate this dashboard as well as the Academic Dashboard.

To	Academic Board	**From**	Simon Tries, Manager,
			Te Korowai Kahurangi
Title	Change to Academic Dashboard Reporting Cycles	**Date**	21 August 2018

Purpose

This paper presents a rationale for a change to the Academic Dashboard reporting cycle to Academic Board. It provides details of the localized reporting at Course and Programme level that will feed Practice Pathway level reporting.

Recommendation

That the Academic Board approve the move to bi-annual reporting for Network/Practice Pathway Academic Dashboards.

Justification

The Academic Network/Practice Pathway based Dashboard will be enhanced by moving to a bi-annual report cycle as this will align it with the completion of semester-based reporting at both Course level, through Course Evaluation and Planning Reports (CEP) and at Programme level, through Programme Evaluation and Planning Reports (PEP). This will allow HoPPs and Deans to confidently present reliable analysis of data that has been evaluated by programme teams at all levels.

Educational Performance data is now available through the BI Tool and may be summarized by HoPPs and Deans whenever Academic Board wishes to have an update. Continual tracking of compliance elements also allows Academic Board to be kept up to date with progress at any time. Therefore the more concise Dashboards would be better focused on a representation of reliable analysis based on sound data.

Background

The Academic Dashboard, and its quarterly reporting cycle, was approved by Academic Board in late 2017. It was designed to present quarterly updates on key measures of Educational Performance, Academic Compliance and Self-assessment to be used as a basis for evaluation, decision making and continuous improvement by the Board. The process of creating the Dashboard was a combination of performance data provided by Business Intelligence and a manual analysis of compliance and self-assessment data provided by HoPPs. The Dashboard was pitched at Practice Pathways level and was unable to present concise data in the compliance and self-evaluation data because it had no reliable

underpinning data to call upon. Also the quarterly reporting cycle did not align neatly with most available data sets.

Since the introduction of the Dashboard a Course Evaluation and Planning Tool (CEP), which replaces older versions of course reports, has been introduced as mandatory (from Semester 2, 2018) for all courses offered in a semester. This tool reflects on Educational Performance, Academic Compliance and Self-assessment of course outcomes. This complements, and contributes to the recently introduced biannual Programme Evaluation and Planning Report (PEP) which includes evaluation of Educational Performance, Academic Compliance and Self-assessment for each programme at the conclusion of a semester of delivery. These PEPs cover the following cycles:

The End of Year PEP is delivered at the beginning of each year and evaluates the whole of the previous year of delivery.

The interim PEP is delivered following Semester 1 and evaluates the two previous semesters of activity (Summer School, and Semester 1)

The evaluation which supports each each PEP report is intended to be informed by all programme staff and be supported by robust evidence, including CEPs. Together, these two evaluation reports (CEP and PEP) provide reliable data for an Academic Dashboard at Network/Practice Pathway level.

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

Renewal Plan (Verbal Update)

SUBCOMMITTEE REPORTS

RECOMMENDATIONS

❖ **Academic Approvals Committee**
That Academic Board receives the Minutes of the meeting(s) of 6 August, 2018.
Simon Tries (Chair)

❖ **Postgraduate Research and Scholarships Committee**
That Academic Board receives the Minutes of the meeting(s) of 2 July and 7 August, 2018.
Marcus Williams (Chair)

❖ **Quality Alignment Board**
That Academic Board receives the Minutes of the meeting(s) of 14 August, 2018.
Debra Robertson-Welsh (Chair)

❖ **Research Committee**
That Academic Board receives the Minutes of the meeting(s) of 9 August, 2018.
Marcus Williams (Chair)

❖ **Research Ethics Committee**
That Academic Board receives the Minutes of the meeting(s) of 18 July, 2018.
Nigel Adams (Deputy Chair)

memo

To	Unitec Academic Board	Date	27 July 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Postgraduate Research and Scholarships Committee		

The committee were welcomed after the committee had been disestablished for approximately two and a half years. The consistency with which the ALs and Tūāpapa Rangahau had maintained high levels of quality despite this was acknowledged.

The policy, regulations, guidelines, systems and processes utilised by the committee were discussed with a focus on proposals, the dynamic record of key student project data, the Unitec PG Supervision Register and the PG Health and Safety Register.

The outcome of a survey conducted by the Chair prior to the first 2018 committee meeting, indicated inconsistencies across programmes in the academic review of Level 9 proposals. A proposed amendment to the Postgraduate Supervision and Advisement Guidelines was utilised by the Chair as a mechanism for engaging ALs in the purpose and significance of proposals review processes and the committees that conduct them. Details of the constituency and process of Proposals Committees will be required at the next meeting.

Initiated by various ALs, a significant discussion occurred about postgraduate programmes in relationship to the forthcoming review of Academic Portfolios.