



**POARI MĀTAURANGA  
ACADEMIC BOARD  
Agenda Papers**

**4 December, 2018**



# agenda

## Academic Board

Tuesday 4 December 2018 at **9.00am**

**Building 183-1045**

Karakia

### **Ngā Kupu Arataki / Preliminaries**

Ngā Whakapāha/Apologies

	<u>Pages</u>
1. Pitopito Kōrero o Ngā Hui/Minutes of the Previous Meeting: Academic Board Meeting 23 October 2018	1-14
2. Academic Board Membership	15
3. Mahia Atu/Matters Arising	16
4. Actions	17

### **Whakaritenga o Tirohanga Whānui / Overview Reporting**

5. Whakawhiwhinga i ngā Tohu Mātauranga/Award of Qualifications	19
6. Academic Quality & External Evaluation & Review 2018 (Verbal Update)	20
7. Academic Board: Ngā hē me te Āpiti whai Ara Pūrongo/ Oversight, Reporting and Tracking:	
(i) New Zealand Qualifications Authority (NZQA) and Institutes of Technology and Polytechnics (ITP) Sector Update	22
(ii) Programme Development Report	23-26
(iii) Monitoring of Degrees at Unitec (Verbal Update at Meeting)	
(iv) Moderation Audit Project Report (Verbal Update at Meeting)	

### **He Ritenga me Ngā Pūrongo / Information Papers**

8. Student Charter	28-29
9. Clarifying NZQAs Requirement to Retain All Student Assessment Material	30-35
10. Academic Board Meeting Dates for 2019	36
11. Rōpū Whakaae Mātauranga/ Academic Approvals Committee Self-Assessment	37-38

### **Whakawhiti Kōrero / Discussion Papers**

12. Missing and Deferred Grades 2015-2017	40-43
13. Teacher Capability Recommendations for 2019	44
14. Semester 1 2018 Programme Evaluation and Planning (PEP)	45-50
15. 2018 Māori Success Strategy	51-91
16. Research Competencies at Unitec	92-96
17. Process for the Allocation of Time to Undertake Research	97-103
18. Moderation Consistency Project	104-109
19. Academic Board Self-Assessment (Discussion at Meeting)	110
20. Renewal Plan (Update at Meeting)	110

### **Ngā Rōpū Tuarua Pūrongo / Subcommittee Reports**

111-115

Subcommittee Chair's Reports have been submitted for the Postgraduate Research and Scholarships Committee, the Research Committee, the Ako Ahimura Learning and Teaching Committee and the Academic Approvals Committee.

21. Academic Approvals Committee  
*Minutes of the meeting(s) of 17 October, 2018*
22. Academic Board Standing Committee  
*Minutes of the meeting(s) of 30 October-1 November and 2-6 November, 2018*
23. Ako Ahimura Learning and Teaching Committee  
*Minutes of the meeting(s) of 15 November, 2018*
24. Postgraduate Research and Scholarships Committee *Minutes of the meeting(s) of 14 November, 2018*
25. Quality Alignment Board  
*Minutes of the meeting(s) of 9 October and 6 November, 2018*
26. Research Committee  
*Minutes of the meeting(s) of 8 November, 2018*
27. Research Ethics Committee  
*Minutes of the meeting(s) of 19 September and 21 October, 2018*

### **Ētahi Kaupapa Anō / Other Business**

28. Examinations - Verbal Update

## **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 23 October, 2018 and the following recommendations from that meeting that were not put because the meeting was inquorate:*

**8. CHANGES TO THE CONDUCT OF STUDENT RESEARCH POLICY AND MASTER GENERIC REGULATIONS**

*That Academic Board approves the changes to the Conduct of Student Research Policy and Master Generic Regulations summarised below:*

Conduct of Student Research Policy				
Sr No	Anomaly	Page No	Item No	Recommendation
1	The Dean: Research and Enterprise	1	4	The Dean Research and Enterprise
2	Supervision of Student Research Guidelines	2	4.1.1>4	Supervision "and Advisement" of Student research Guidelines
3	The Supervision of Postgraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.	2	4.1.2>1	Supervision and Advisement of Student Research Guidelines govern the relationship between the students undertaking postgraduate research and supervisors.
4	The Supervision of Undergraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.	2	4.1.2>2	Supervision Advisement of Student Research Guidelines governs the relationship between the students undertaking Undergraduate research and supervisors.
Masters Generic Regulation				
Sr No	Anomaly	Page No	Item No	Recommendation
1	The maximum period for completion of a postgraduate diploma will normally be 60 months from the date of commencement of study.  In exceptional	3	Enrolment periods > a	The maximum period for completion of a master's degree will be as specified in the Programme Schedule or Programme Regulations and will not normally be exceeding 60 months from the date of commencement

	circumstances, the relevant Academic Authority may agree to an extension of enrolment of no more than 12 months.			of study.  In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment for a specified period as specified in the Programme Schedule or Programme Regulations and normally not exceeding 12 months.
2	Dean: Research and Enterprise/Tuapapa Rangahau	3	Enrolment periods > f	Dean Research and Enterprise/Tuapapa Rangahau
3	Such approval shall be noted in the approvals register of the committee responsible for that programme.	4	Approval of Courses of Study > b	Such approval shall be noted in the approvals register of the relevant Academic Authority.
4	A proposal for a thesis, dissertation, or research project topic must meet the requirements of the Te Miro Ako Ahimura Learning and Teaching Committee	4	Supervision of Theses, Dissertations, and Research Projects > a	A proposal for a thesis, dissertation, or research project topic must meet the requirements of the relevant Academic Authority
5	Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors on the recommendation of the relevant Academic Authority.	4	Supervision of Theses, Dissertations, and Research Projects > b	Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors.
6	The Dean: Research and Enterprise	7	Thesis, Dissertation, and Research Project Examination Regulations > a	The Dean Research and Enterprise/Tuapapa Rangahau (Dean R&E)
7	The Dean Research and Enterprise	multiple	multiple	Dean R&E
8	the Postgraduate Office	7	Thesis, Dissertation, and Research Project Examination > c	Tūāpapa Rangahau
9	.....examiners in order for the thesis to be accepted.....	7	Thesis, Dissertation, and Research Project Examination >	.....examiners in order for it to be accepted.....

			d	
10	the Research Office and Postgraduate Centre	7	Thesis, Dissertation, and Research Project Examination > d	Tūāpapa Rangahau

## 9. ACADEMIC POLICY REVIEW

### ***That Academic Board:***

#### ***1. Approves:***

- ***the commencement of a systematic review of policies and associated procedures along with relevant consultation to ensure they meet Unitec's ongoing requirements; and***

#### ***2. Notes:***

- ***that the review of policies and procedures may result in amendments/changes to those previously approved; and***
- ***that the review may suggest changes to the QMF structure as policy and procedure are refined and potentially collapsed into more effective structures; and***
- ***that any proposed changes to structure or content of Policy and Procedure will be approved by Academic Board; and***
- ***that the initial schedule of policy review (see below) will be undertaken as a priority for the start of Semester 1, 2019 with a full schedule of the remainder collated and forwarded to the next Academic Board.***

## 10. GRADUATING AND 5 YEAR PROGRAMME REVIEW SCHEDULE

### ***That the Academic Board:***

- 1. Confirms the proposed schedule for Graduating and 5 Year Programme Reviews for Degree (and related) Programmes (Level 7 – 10);***
- 2. Notes the arrangements for Programme Review of NZ Certificates and Diplomas (Levels 1 – 6).***

## SUBCOMMITTEE REPORTS

### 13. ACADEMIC APPROVALS COMMITTEE

***That Academic Board receives the Minutes of the meeting(s) of 20-24 and 26 September, 2018.***

### 14. ACADEMIC BOARD STANDING COMMITTEE

***That Academic Board receives the Minutes of the meeting(s) of 3-5 October, 2018.***

### 15. AKO AHIMURA LEARNING AND TEACHING COMMITTEE

***That Academic Board receives the Minutes of the meeting(s) of 27 September, 2018.***

### 16. POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE

***That Academic Board receives the Minutes of the meeting(s) of 2 October, 2018.***

### 17. RESEARCH ETHICS COMMITTEE

***That Academic Board receives the Minutes of the meeting(s) of 15 August, 2018.***



# minutes

## Academic Board

Tuesday 23 October 2018 at 9.00 am  
Building 112-4001

### MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Merran Davis (Chair)	Annette Pitovao	Chris King
Craig Hilton	Debra Robertson-Welsh	Falaniko Tominiko
Marcus Williams	Nick Sheppard	Simon Tries

### HUNGA MAHI/IN ATTENDANCE

Kay Bramley (Head of Business Intelligence Capability Centre)  
Murray Strong (Crown Commissioner)  
Steve Marshall (Programme Development Partner)

### KARAKIA

#### NGĀ KUPU ARATAKI/ PRELIMINARIES

The Chair welcomed members and advised, as the meeting was inquorate, all Agenda items requiring approval will be moved forward to either a Standing Academic Board or Executive Action.

She noted that this was set as the last meeting for outgoing student president, Matalena O'Mara, replaced by incoming student president Helen Vea. Both were unable to attend today. In her absence, the Chair thanked Matalena for her contribution and will send a formal letter of thanks from the Academic Board.

### NGĀ WHAKAPĀHA/ APOLOGIES

***That Academic Board notes the apologies for the meeting.***

Craig Hilton	David Glover	Mark McNeill
Matalena O'Mara	Murray Bain	Vanessa Byrnes
Helen Vea		

**APOLOGIES NOTED**

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

***That Academic Board approves the Minutes of the meeting of 25 September, 2018.***

**MOTION APPROVAL DEFERRED**



## 2. ACADEMIC BOARD MEMBERSHIP

## 3. MAHIA ATU/MATTERS ARISING

- Marcus Williams pointed to the Academic Board Membership list in the Minutes of the last Meeting which has not been updated to reflect an earlier agreement to have a teaching research and staff member added to the membership.

Action: Paula Wilkinson to follow-up with Karen Miller for verification from the transcript and bring it back to the next AB meeting.

- In addition, Marcus advised that he is not the Chair of UREC, which by Statute must have an external Chair. UREC Chair is Dr Maria Humphries-Kil.
- As MindLab is now a PTE, there is no requirement now to have a member on Academic Board.

Action: This will be brought to the next Academic Board

- Chris King informed corrections to 6.0 ACADEMIC QUALITY AND EXTERNAL EVALUATION AND REVIEW 2018, PG. 6 AS BELOW:

Paragraph 3: *Simon Tries has a follow up meeting tomorrow with Will Workman to finalise focus areas, bearing in mind that they may be subject to change.*

Bullet point 3: *Some areas had not been through the Internal Evaluation Review process.*

- Steve Marshall noted that the list under 20. EFFECTIVE SUSPENSION DATES FOR PROGRAMMES UNDER THE UNITEC RENEWAL PLAN required confirmation, with questions remaining around which NZCEL programmes were affected.

Chris King added that clarification was required regarding papers that get taught in the construction pathway that sit under the BAEAL Programme.

Steve confirmed that TKK can assist with finding where courses are centred and will update the list when the final transition plans are confirmed.

Action: Steve Marshall will update the list.

## 4. ACTIONS

Action raised Updated	Action	Responsibility	Status	Action Item #
2018-05-06 Updated 2018-10-23	To bring the finalised work plans to the Academic Board – next meeting.	Dean, Health & Community and Environmental & Animal Sciences	Yet to be completed	1
2018-07-03 Updated 2018-10-23	To provide an update on the response from each area and the Category I Rōpu to the Internal Evaluation Review Report sent to them	Dean, Health & Community and Environmental & Animal sciences	Completed	2

2018-07-03  Updated 2018-10-23	Final report detailing the format and content of the Academic Board Risk Register to be brought to first meeting of Academic Board 2019.  Simon Tries to follow-up with Merran Davis on planned changes.	Chair, Academic Board and Manager, Te Korowai Kahurangi	Yet to be completed	3
2018-07-03  Updated 2018-10-23	To provide an update of outcomes from the Moderation Audit Project Report when the full audit of post-moderation activity that will commence following the end of Semester 1 is completed. Report will be submitted to next Academic Board who will then instruct QAB.	Programme Development Partner Steve Marshall	Yet to be completed	4
2018-07-31  Updated 2018-10-23	For Deans to arrange a meeting with the Chair to discuss a narrative for considering the data from the Student Journey Feedback for Programme Evaluation Plans (PEP)  Nick Sheppard thanked Kay Bramley and her team for the excellent DATA, confirming that this has allowed key themes to be brought into an action plan for 2019.  Debra Robertson-Welsh will report to the next AB	Deans:  H&C and E&AS; CIE; B&E and HT.	Completed    Yet to complete	5
2018-07-31  Updated 2018-10-23	To provide a formal response on progress with PEPs	Deans	completed	6
2018-07-31  Updated 2018-10-23	To advise the Board of the Māori name for the Student Charter document. Will report at the next AB.	Director, Student Success	Yet to be completed	7
2018-08-28  Updated 2018-10-23	To provide regular progress reports about the Review of Semesterised Delivery. To provide update at next AB	Director, Ako	Yet to be completed	8
2018-08-28  Updated 2018-10-23	To provide a paper outlining the rationale for the Renewal Plan and detailing the responses from consultation with various areas. Will provide paper at next AB	Chair, Academic Board	Yet to be completed	9
2018-09-25  Updated 2018-10-23	Manager, TTK to discuss with the Chair about whether an extra Academic Board meeting should be convened to specifically discuss impact statements. Will provide report at next AB.	Chair, Academic Board	Yet to be completed	10
2018-09-25  Updated 2018-10-23	To discuss the timeframe clash on the week beginning 15 October for the mock panels for the EER and the expressions of interest from staff for the new roles created by the Renewal Plan with the Chief Executive and Mary Johnston (Executive Director, People and Safety) and report back accordingly.	Chief Financial Officer	Completed	11
2018-09-25  Updated 2018-10-23	To send the Internal Evaluation and Review Action Tracker to Academic Board members.  Completed.	Head of Academic Quality Enhancement	Completed	12

2018-09-25  Updated 2018-10-23	To investigate and determine which committees should deal with what level of student issue or complaint  Completed.	Anna Wheeler (Manager Resources Library and Learning Commons) for Director, Student Success and Manager, Te Korowai Kahurangi	Completed	13
25 September 2018  Updated 2018-10-23	To send a request to all Heads of Practice Pathway (HOPP) and associated Academic Quality Administrators for those areas that do <u>not</u> have an existing student disciplinary register to provide one after the EER and those that <u>do</u> to send it through as soon as possible.  Two responses had been received and a draft template had been created for Pathways.	Anna Wheeler (Manager Resources Library and Learning Commons) for Director, Student Success	Completed	14
25 September 2018  Updated 2018-10-23	To create an International Improvement and Action Plan in response to the recommendations from the Unitec Internal Evaluation Review of International Student Achievement and Support and the Review of International Function by Arahanga Associates Limited.  Nick Sheppard confirmed this is a centralised living document that will be continually updated.	Acting Director, International	Completed	15

#### Action 4

Simon Tries advised that to date 50% of Semester 1 PEPs have been completed and submitted. The due date was 12<sup>th</sup> October.

The Chair reflected that quite apart from the EER, this is basic academic practice which requires consistent professional accountability.

Members discussed fragmentation as a key concern which contributes to a number of major issues with the delivery of PEPs which includes:

- The establishment of the role of Academic Leader.
- Data not being entered on time due to variation in enrolments which can take 5-7 weeks to process.
- PEPs not being delivered for planned proof reading with no communication from Programme as to reasons or timeline.
- PEPs may be considered an overly big responsibility.

The Chair noted the current move to strengthen the Academic Leader level of management and agreed there is a need for a simple easy process. She stressed, one of the objectives of ATOM is to address potential academic administration bottlenecks, and this needs to be monitored and followed-up.

#### Missing grades

Simon Tries raised the issue of missing grades in the system, around 7000 in 2017, which has an impact on success rates but importantly may also impact the student in terms of not getting their grades. He stressed blank grades is a legacy issue which is being addressed and monitored by Te Korowai Kahurangi, assisted by the recent addition by BI of a missing grades report to the Academic Dashboard. The intent is to have this completed by end November.

Kay Bramley pointed out that there are irregularities in data with figures, at times, not matching those submitted in SDR because grades are entered late.

The Chair commented that a theme has emerged and asked members to consider a positive way forward, to promote actions that will resolve these legacy issues. She pointed to the new committee structure / committee reporting, which could address some of the fundamental accountabilities and inconsistencies. She suggested a workshop early in 2019 be set to look at the Academic Board, Unitec Ako Ahimura and Quality Alignment Board, with regard to clarity around roles, responsibilities, work plans and reporting.

In summary, she identified two issues:

- Quality and accuracy of data
- Capability around understanding and using the data.

It was agreed that Steve Marshall would provide a report contextualising legacy issues at the next Academic Board meeting. Academic Board would then instruct QAB.

Action: Steve Marshall to provide report to next Academic Board meeting.

### Action 13

Simon Tries confirmed he had a discussion with Anna Wheeler who recommended complaints be dealt with as close to the source as possible, as quickly as possible. Further, a committee should not really be involved in terms of dealing with the process, but should be receiving a regular report which tracked outcomes. This report could be bi-annual or annual.

Annette Pitovao advised the Corrective Action Register will be owned by Student Success for now and they will also keep a monitoring eye over the continuous improvement in that register.

## **WHAKARITENGA O TIROHANGA WHĀNUI/ OVERVIEW REPORTING**

### 5. WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ 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\2018-10-23 ABMtq 23 Oct 2018](#)***

**MOTION DEFERRED TO ACADEMIC BOARD STANDING COMMITTEE**

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

Debra Robertson-Welsh highlighted 10 key observations from Arahanga which is published in her Newsletter on the Nest.

1. The teams presented in a much more coordinated and confident way in comparison to the IER conversations (internal evaluation review we did in June this year).
2. The evaluators heard about some really good things happening around Unitec. On the flip side, some of our information could have been presented in a more positive way.
3. Something we are constantly reminding our students that we should do ourselves: make sure you understand the question being asked, or ask for it to be repeated or re-phrased until you understand it, then answer it.
4. Self-assessment evidence and improved outcomes brought about by self-assessment activities was patchy. We need to link our commentary to evidence.
5. A typical opening question might be, "So how are your students doing?" We need to know what success looks like and how we know our students are successful.
6. When using surveys and statistics in response to the questions, be clear about which surveys you are quoting from and know the participation rate. We need to know and own where our data comes from.

7. Graduate outcomes are much more than the graduate data survey results. It could be gaining employment, registration, or a place on a higher level qualification. It could be feedback from employers or teaching staff that our graduates are doing well and adding value.
8. Speak confidently to our evaluative framework. An example of this would be making links to the Tertiary Evaluation Indicators (TEIs) or the Key Evaluation Questions (KEQs). In other words, be clear about what our information links to. I feel a one-pager coming soon...
9. For an 'in progress' example, such as explaining initiatives or activities put in place in response to an identified gap or weakness, emphasise the evidence base (the "why") it gives you confidence of an improved outcome.
10. Linked to the previous point, remember KEQs 3-6 are process-related so an example would be PAQCs being reinstated. We know it will improve matters because it has oversight of academic quality at programme level in alignment with previous programme committees.

In terms of specific feedback about the Academic Board session, Debra noted:

- They wanted to know more about the sub-committees of the Academic Board.
- They talk about the evaluative framework.
- What confidence we have in compliance
- Keep it short and succinct
- Don't repeat what others have said
- Listen carefully to questions
- Questions about achievement
- Trust and culture change is evidence
- Suggested Debra take the lead

Members expressed an interest in meeting for another debrief to provide clarity on who would take the lead in response to questions asked.

Chair agreed that the Academic Board has a responsibility in academic governance and will follow-up with Cathy Tyler to set up a meeting. She expressed confidence that the essential work was being done and formally acknowledged the EER Team – Debra Robertson-Welsh, Chris King, Simon Nash, Simon Tries and those with key leadership roles, Nick Sheppard, Marcus Williams and the TKK team that have provided huge support.

Action: Cathy Tyler to set up meeting for debrief.
--

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

### (i) New Zealand Qualifications Authority (NZQA) and Institutes of Technology and Polytechnics (ITP) Sector Update

Simon Tries advised that the Scholarship Subject List Review is complete. The EER of Te Wānanga O Aotearoa has 5 bullet points which reflect the work that Unitec also has to do. In particular work on consistent collation and analysis of graduate outcomes and across programmes to inform performance.

### (ii) Programme Development Report

Simon Tries gave a brief update and advised that NZQA has asked Unitec to consider withdrawing the Bachelor of Geospatial Science or they will decline it. He acknowledged that it has been through many iterations and has been assessed by the new Academic Approvals Committee.

Steve Marshall noted the New Zealand Certificate in Plumbing and Drainlaying (L4), (124436-1) Training Scheme for the Nursing Competency Assessment Programme, (CAP) (L7), [124344-1] and the New Zealand Certificate in Interior Design (Residential, L5) [124438-1], (Commercial, L6) [124439-1]. have been approved. NZQA has requested further information regarding the application for the Bachelor of Veterinary Nursing.

### (iii) Monitoring of Degrees at Unitec

Simon Tries advised that monitoring of degrees was progressing as planned.

### (iv) Moderation Audit Project Report

This was addressed under Action Item 4.

## **WHAKAWHITI KŌRERO/DISCUSSION PAPERS**

## 8. CHANGES TO THE CONDUCT OF STUDENT RESEARCH POLICY AND MASTER GENERIC REGULATIONS

***That Academic Board approves the changes to the Conduct of Student Research Policy and Master Generic Regulations summarised below:***

Conduct of Student Research Policy				
Sr No	Anomaly	Page No	Item No	Recommendation
1	The Dean: Research and Enterprise	1	4	The Dean Research and Enterprise
2	Supervision of Student Research Guidelines	2	4.1.1>4	Supervision "and Advisement" of Student research Guidelines
3	The Supervision of Postgraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.	2	4.1.2>1	Supervision and Advisement of Student Research Guidelines govern the relationship between the students undertaking postgraduate research and supervisors.
4	The Supervision of Undergraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.	2	4.1.2>2	Supervision Advisement of Student Research Guidelines governs the relationship between the students undertaking Undergraduate research and supervisors.

Masters Generic Regulation				
Sr No	Anomaly	Page No	Item No	Recommendation
1	<p>The maximum period for completion of a postgraduate diploma will normally be 60 months from the date of commencement of study.</p> <p>In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment of no more than 12 months.</p>	3	Enrolment periods > a	<p>The maximum period for completion of a master's degree will be as specified in the Programme Schedule or Programme Regulations and will not normally be exceeding 60 months from the date of commencement of study.</p> <p>In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment for a specified period as specified in the Programme Schedule or Programme Regulations and normally not exceeding 12 months.</p>
2	Dean: Research and Enterprise/Tuapapa Rangahau	3	Enrolment periods > f	Dean Research and Enterprise/Tuapapa Rangahau
3	Such approval shall be noted in the approvals register of the committee responsible for that programme.	4	Approval of Courses of Study > b	Such approval shall be noted in the approvals register of the relevant Academic Authority.
4	A proposal for a thesis, dissertation, or research project topic must meet the requirements of the Te Miro Ako Ahimura Learning and Teaching Committee	4	Supervision of Theses, Dissertations, and Research Projects > a	A proposal for a thesis, dissertation, or research project topic must meet the requirements of the relevant Academic Authority
5	Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors on the recommendation of the relevant Academic Authority.	4	Supervision of Theses, Dissertations, and Research Projects > b	Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors.
6	The Dean: Research and Enterprise	7	Thesis, Dissertation, and Research Project Examination Regulations > a	The Dean Research and Enterprise/Tuapapa Rangahau (Dean R&E)
7	The Dean Research and Enterprise	multiple	multiple	Dean R&E
8	the Postgraduate Office	7	Thesis, Dissertation, and Research Project Examination > c	Tūāpapa Rangahau
9	.....examiners in order for the thesis to be accepted.....	7	Thesis, Dissertation, and Research Project Examination > d	.....examiners in order for it to be accepted.....
10	the Research Office and Postgraduate Centre	7	Thesis, Dissertation, and Research Project Examination > d	Tūāpapa Rangahau

Marcus Williams advised that this is simply a standard review of the Masters Generic Regulations and conduct of Student Research Policy as a consequence of the re-establishment of the Postgraduate Research and Scholarship Committee (PGRSC). He thanked Hamza Qazi (Academic Quality Administrator) who has been assisting with this work.

He noted, over the last few years there have been nomenclature and name changes to committees, that these two documents also reference various entities such as the Postgraduate Office and Research Office and Postgraduate Centre that have long been disestablished

He informed that his title has now changed from Dean to Director, Research and Enterprise| Tūāpapa Rangahau.

**MOTION APPROVAL DEFERRED**

## 9. ACADEMIC POLICY REVIEW

***That Academic Board:***

### ***1. Approves:***

- ***the commencement of a systematic review of policies and associated procedures along with relevant consultation to ensure they meet Unitec's ongoing requirements; and***

### ***2. Notes:***

- ***that the review of policies and procedures may result in amendments/changes to those previously approved; and***
- ***that the review may suggest changes to the QMF structure as policy and procedure are refined and potentially collapsed into more effective structures; and***
- ***that any proposed changes to structure or content of Policy and Procedure will be approved by Academic Board; and***
- ***that the initial schedule of policy review (see below) will be undertaken as a priority for the start of Semester 1, 2019 with a full schedule of the remainder collated and forwarded to the next Academic Board.***

Simon Tries explained that approval was required to re-commence a systematic review of policies, early in the new year. There will be relevant consultation to ensure they meet Unitec's ongoing requirements.

The Chair reflected that the sector Road Map work may provide an indication of those other institutions we may be working more closely with and the potential impact on this work.

**MOTION APPROVAL DEFERRED**

## 10. GRADUATING AND 5 YEAR PROGRAMME REVIEW SCHEDULE

***That the Academic Board:***

- 1. Confirms the proposed schedule for Graduating and 5 Year Programme Reviews for Degree (and related) Programmes (Level 7 – 10);***
- 2. Notes the arrangements for Programme Review of NZ Certificates and Diplomas (Levels 1 – 6).***

Simon Tries confirmed that all of the degrees have monitors in place.

**MOTION APPROVAL DEFERRED**



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

Murray Strong (Crown Commissioner)

At the heart of any academic institution is academic quality together with the provision of the appropriate range and nature of academic programmes, and the range of requirements for different types of learners at different stages of their career.

While we have students at the core the next wrap around is academic quality and programmes offered. The rest of the organisation sits around this and provides the support, drive and the mechanisms required for delivery.

He commented that Academic Boards have a significant amount of sway as required under the Act and noted there are some responsibilities that come with that. He considered the many challenges currently faced and urged all to look beyond the organisation to gather awareness of imminent changes. At a strategic level, this group offers real value in terms of remaining agile and nimble as possible despite some of the systematic impediments that exist.

One real challenge identified was to invest in the areas of specialisation around academic quality and consistency. If there are areas we know we are really good at then it pays to put the right amount of effort, time and investment into that so that the system in its entirety can benefit from that work, specialisation and expertise.

He spoke of investment goals and aims that includes foundation programmes - levels 1,2, and 3 which can start to change lives:

- Especially in the community - 3000 remand prisoners, there is way to bring education into their lives in a very different way
- Cross agency investment is looking interesting with justice, MSD and some MBIE involvement.
- Provides excitement and energy.

He summed up listing five quality principles:

- Having the right level of academic quality and offering
- Having students going through this process ensuring their interests, their enrolments, engagement, application and the rest of the time they spend in the institution is rich and rewarding.
- Financial stability
- Staff capability is mission critical
- Constant communicating.

When we really focus on these things, especially academic quality, we continue to build groups such as Unitec has.

## 12. RENEWAL PLAN (UPDATE AT MEETING)

The Chair advised that while the EER is elevated as a major focus, the Renewal Plan is underway with virtually all the change proposals out now for review.

She acknowledged those impacted by these changes, noting that the academic restructure has currently embarked on to internal recruitment process.

She confirmed Unitec is on track with savings and cash flow which is monitored in a monthly financial plan, noting a first quarterly report for the Crown, Murray Strong and TEC is now due. This is a broad report which includes commentary for TEC and Minister around staff, students' feedback and other information from the rest of the community about Unitec's performance and how it is tracking. Once this has been signed off it will be sent to Wellington when it will be made public.

Members were informed of the planned TEU stop work meeting Thursday 25<sup>th</sup> October to discuss their response to zero pay rise. Unitec's association with TEU is strong with weekly meetings being held. However, the institute cannot afford to extend a pay rise to all staff which the institute would, ethically, be required to do.

In response to a question on the timeframe for communication to the institution around all the various proposals and changes, the Chair advised more conversation and financial tracking is needed before this is shared.

## **NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS**

A Subcommittee Chair's Report was submitted for the Academic Approvals Committee, the Postgraduate Research and Scholarships Committee and the Ako Ahimura Learning and Teaching Committee.

### **13. ACADEMIC APPROVALS COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 20-24 and 26 September, 2018.***

### **14. ACADEMIC BOARD STANDING COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 3-5 October, 2018.***

### **15. AKO AHIMURA LEARNING AND TEACHING COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 27 September, 2018.***

### **16. POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 2 October, 2018.***

### **17. RESEARCH ETHICS COMMITTEE**

***That Academic Board receives the Minutes of the meeting(s) of 15 August, 2018.***

**MOTIONS APPROVAL DEFERRED**

## **ĒTAHI KAUPAPA ANŌ/ OTHER BUSINESS**

Nick Sheppard gave an update on the secondary - tertiary space.

- Our data is starting to roll in for 2018.
- Looks like our straight from school EFTS has increased by 47% since 2017
- 437 enrolments in our secondary school NCEA aligned level 2 and level 3 programmes
- Up from 322 in 2017
- Out of these 437, enrolments 70 are Māori, and 171 are Pacific, including 2 full cohorts of pacific students in 2 of our various pathways.

Nick will put an overview together and bring that to the next Academic Board meeting.

Falaniko Tominiko commended the UPC team and thanked them for their support and partnership.

There being no further business the meeting closed at 10.55 am.

All agenda papers are held at H Drive location: [H:\2. Academic Development\E-Academic Library\2.0 Committees\ACADEMIC BOARD COMMITTEE\Agenda Papers - Individual\2018 Meetings](#)

## **NEXT MEETING DATE**

Tuesday 4 December, 2018 at 9.00 a.m. Building 183-1045

Agenda deadline for the next meeting is 5 pm Friday 23 November, 2018.

Merran Davis (Chair)

**Academic Board Membership 2018**

<b>CHAIR</b>	
Interim Chief Executive and Executive Dean (Academic)	Merran Davis
<b>DEANS</b>	
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
<b>OTHER MEMBERS</b>	
Member of the Executive Leadership Team	Glenn McKay
Member of the Executive Leadership Team	David Glover
Head of Academic Quality Enhancement	Chris King
Head of Practice Pathway as nominated by the Quality Alignment Board	Vanessa Byrnes (Creative Industries)
Head of Practice Pathway as nominated by the Quality Alignment Board	Daniel Fuemana (Construction and Infrastructure)
Manager, Te Korowai Kahurangi	Simon Tries
Director, Student Success	Annette Pitovao
Student nominated by the Student Council	Rosie Stanton
Unitec Student President	Helen Vea
Director, Pacific Success	Falaniko Tominiko
The Mind Lab by Unitec Representative	Craig Hilton
Director, Ako	Simon Nash
Interim Director, International	Nick Sheppard
Academic Teaching Staff Member nominated by the Ako Ahimura Learning and Teaching Committee	To be appointed
Academic Teaching Staff Member nominated by the Ako Ahimura Learning and Teaching Committee	To be appointed

<b>STAFF IN ATTENDANCE</b>	
Head of Business Intelligence Capability Centre	Kay Bramley
Programme Development Partner	Steve Marshall

**AGENDA ITEM 3**

**MAHIA ATU/MATTERS ARISING**

## NGĀ TAUTAPU AROTAKE - ACTIONS FOR REVIEW

Date of Meeting where Action Item was first raised	Item No.	Action	Responsibility	Status
2018-05-06	1	<b>Finalised work plans</b> To bring to the Academic Board meeting of 4 December 2018.	Debra Robertson-Welsh	Yet to be completed
2018-07-03	2	<b>Academic Board Risk Register</b> To provide a final report detailing the format and content of this to the first meeting of Academic Board 2019.	Simon Tries	Yet to be completed
2018-07-03	3	<b>Outcomes from the Moderation Audit Project Report</b> To provide a report on post-moderation activity for Semester 1 2018 to the next Academic Board meeting of 4 December 2018 who will then instruct QAB.	Steve Marshall	Yet to be completed
2018-07-31	4	<b>Data from the Student Journey Feedback for Programme Evaluation Plans (PEP)</b> To provide an update to the next Academic Board meeting of 4 December 2018	Debra Robertson-Welsh	Yet to be completed
2018-07-31	5	<b>Māori name for the Student Charter document.</b> To advise at the next Academic Board meeting of 4 December 2018.	Annette Pitovao	Yet to be completed
2018-08-28	6	<b>Review of Semesterised Delivery</b> To provide regular progress reports.	Simon Nash	Yet to be completed
2018-08-28	7	<b>Renewal Plan</b> To provide a paper outlining the rationale and detailing the responses from consultation with various areas at the next Academic Board meeting of 4 December 2018.	Chair, Academic Board	Yet to be completed
2018-09-25	8	<b>Impact statements</b> To discuss with the Chair about whether an extra Academic Board meeting should be convened to specifically discuss impact statements and report back at the next Academic Board meeting of 4 December 2018.	Simon Tries	Yet to be completed
2018-10-23	9	<b>Academic Board Membership</b> To follow-up on the decision to appoint a teaching research and staff member added to the Academic Board membership. Karen Miller to verify and update membership.	Paula Wilkinson	Completed
2018-10-23	10	<b>Academic Board Membership</b> To review the MindLab membership as they are now an independent PTE and membership is not required and report back to the next Academic Board meeting of 4 December 2018.	Simon Tries	Yet to be completed
2018-10-23	11	<b>Unitec Renewal Plan</b> To update effective suspension dates for programmes.	Steve Marshall	Yet to be completed
2018-10-23	12	<b>Missing Grades</b> To provide a report on contextualising legacy issues to the next Academic Board meeting of 4 December 2018.	Steve Marshall	Yet to be completed
2018-10-23	13	<b>Academic Quality and External Evaluation and Review</b> To set up a workshop or meeting for a debrief.	Cathy Tyler	Yet to be completed

## **WHAKARITENGA O TIROHANGA WHĀNUI / OVERVIEW REPORTING**

## AGENDA ITEM 5

### 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\2018-12-04 ABMtg 04 Dec 2018](#)

**AGENDA ITEM 6**

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



**AGENDA ITEM 7**

**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 – AB December 2018

### Future proofing the NZQF

NZQA is reviewing the New Zealand Qualifications Framework (NZQF) to ensure it remains fit for purpose and supports the future needs of learners, employers, communities and iwi. The NZQF has been in place in its present form for eight years and has provided a solid foundation for New Zealand's high-quality qualifications system.

The four main proposals are:

- Inclusion of a wider range of education products on the NZQF
- Explicitly embedding transferable competencies into the NZQF
- Address technical issues in the NZQF
- Make the NZQF easier to use and more relevant to all New Zealanders.

The consultation document is available at [www.nzqa.govt.nz/about-us/consultations-and-reviews/nzqf-review/](http://www.nzqa.govt.nz/about-us/consultations-and-reviews/nzqf-review/). Feedback closes on 7 December 2018.

*Impact for Unitec: A working group has collated Unitec responses to this proposal for Academic Board consideration at its 4 December 2018 meeting.*

### Further steps forward for micro-credentials

NZQA has further enhanced micro-credentials as part of New Zealand's education and training system by launching a service to evaluate micro-credentials from organisations that are not New Zealand Tertiary Education Organisations (TEOs). This includes employers, government agencies, iwi, community organisations, professional associations and overseas education organisations.

From November, domestic and international organisations that are not recognised as New Zealand TEOs can apply to NZQA to have the equivalency of their micro-credential determined against the New Zealand Qualifications Framework (NZQF). NZQA will, for a fee, provide an equivalency statement showing the credit value and level of the learning.

Employers with training needs now have two options for how they might progress a micro-credential. They can work with a TEO or Industry Training Organisation to deliver the training as an NZQA approved micro-credential, or by having their own micro-credential assessed for equivalency by NZQA.

More information is available at [www.nzqa.govt.nz/about-us/news/further-steps-forward-for-micro-credentials/](http://www.nzqa.govt.nz/about-us/news/further-steps-forward-for-micro-credentials/).

### Draft amendments to the Code of Practice

The Ministry of Education are consulting on proposed amendments to the Education (Pastoral Care of International Students) Code of Practice. Specific feedback is being sought on proposed amendments to ensure that interpretation and implementation of the changes is practicable, and on proposed transition arrangements to ensure that all signatories have the necessary time to implement the changes.

Many of the proposed changes reflect feedback from public consultation in August 2017, and international education agencies' regular engagements with the sector. Other parts of the Code are not being reviewed at this stage.

*Impact for Unitec: A working group with relevant Unitec stakeholders has been formed to collate a response to this proposal.*

## PROGRAMME DEVELOPMENT REPORT

## Sem 1 2019 Commencement

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
NZ Certificate in Animal Welfare Investigations	Environmental and Animal Sciences	58%			Updating programme document in response from request from NZQA for some minor changes.
Bachelor of Geospatial Science	Engineering	50%			Application withdrawn from NZQA. Programme on hold.
Postgraduate Diploma in Applied Practice (Detective)	Police Studies	35%			Declined at AAC. New Programme Team writing the programme documents. No timelines yet
Bachelor of Policing	Police Studies	50%			Responding to RFI from NZQA. RFI will be submitted to AAC once completed

## Sem 2 2019 Commencement

Programme	Practice Pathway	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Veterinary Nursing	Environmental and Animal Sciences	58%			Response to RFI submitted to NZQA on 15 Nov

## 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
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
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

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 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 in Graphic Design & Animation	Creative Enterprise	31/07/2017	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
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
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

## **NGĀ PĀRONGO/INFORMATION PAPERS**



# memo

---

To	Academic Board	Date	October 2018
From	Annette Pitovao Director Student Success Poutama Angitū		
Subject	ĀKONGA ANGITŪ STUDENT CHARTER 2019		

---

Please be updated that the attached final version has been completed with the inclusion of a Te Reo Māori name for the Student Charter which was confirmed by our Pae Arihi, Matua Hare Paniora.

This is the first formal charter which articulates the shared commitment and partnership with our students and their journey of success. We will officially launch the charter in January 2019.

The document was received and approved in principle in July 2018 with the additional requirement to include a Te Reo Māori name.



## ĀKONGA ANGITŪ STUDENT CHARTER

Unitec, Te Whare Wānanga o Wairaka, is passionate about making students' lives better. We care about our students, their wellbeing, their participation and success in study and beyond. Our commitment is founded on the partnership of [Te Noho Kotahitanga](#), which we live through our organisational values.

### As a student I will:

- Apply the essence of Ako – where everyone teaches and everyone learns.
- Act respectfully towards other students and staff – in person and in the digital world.
- Take responsibility for my learning, attendance, assessments and other requirements of my study – plan my other commitments to support learning success.
- Be aware of, and comply with, Student Policies that outline obligations to act with integrity in academic pursuits and more generally within the Unitec community.
- Share ideas for improvements by giving feedback through Student Representatives, or other feedback channels.
- Submit my assessments on time and take a reflective approach to any feedback I am given.
- Be an active partner in the learning experience.
- Ask for help if I need it.
- Recognise that the Unitec Student Council and Student Representatives will act as my elected representative for decision making and partnering with Unitec.

### As Unitec staff we will:

- Apply the essence of Ako – where everyone teaches and everyone learns.
- Create a safe learning environment that encourages and inspires.
- Deliver a student experience that is personal, accessible, real and transformative.
- Value the diversity of our students and actively engage to support an inclusive, flexible and equitable learning environment.
- Provide students with accurate and timely information about programmes and changes.
- Assess student work fairly and in agreed timeframes.
- Be responsive to student questions and improvement suggestions.
- Recognise the Student Council and Student Representatives as partners in decision making.
- Make it easy for students to access information and services that support their learning, wellbeing and success.
- Partner with students to improve programmes and courses, including learning feedback mechanisms

### As the Unitec Student Council, Te Kaunihera Akonga o Wairaka, we will:

- Provide Unitec with valuable insights and feedback from students – ensuring that students are active stakeholders.
- Ensure views expressed are representative of the student body and consult with the entire student body on major decisions.
- Support Unitec to achieve its strategic goals.
- Maintain an understanding of student needs and ensure students have a meaningful voice.
- Provide an opportunity for students to develop leadership skills.
- Help Unitec meet its obligations under Te Noho Kotahitanga.

<b>To</b>	Academic Board	<b>From</b>	Te Korowai Kahurangi
<b>Title</b>	Clarifying NZQAs requirement to retain all student assessment material	<b>Date</b>	26 November 2018

### **Recommendation**

***That Academic Board notes NZQA's exemption from full compliance with Rule 14C.1 of the Quality Assurance (including EER) Rules 2016***

### **Background**

A new record keeping rule was recently added to the NZQA Rules. Rule 14C.1 of the Quality Assurance (including EER) Rules 2016 requires institutions to keep all student assessment materials generated from education or training in which students are enrolled, or full copies of them, for at least 12 months from the date of completion of that education or training. The Rule commences on 23 November 2018.

### **Exemption from NZQA**

Feedback from some ITPs and Wānanga to NZQA indicated that meeting this Rule would incur a significant cost, especially because of the range of programmes offered and the number of students enrolled. Feedback also included requests for a longer transition period and guidance on the Rule, particularly regarding programme monitoring and quality assurance.

Acknowledging measures towards transitioning systems and processes to effectively hold all assessments, NZQA has offered Unitec a time-bound exemption to the full requirements of the Rule, as per the attached notice. The exemption expires on 31 December 2020, unless superseded by any relevant Rule change.

The exemption conditions limit the application of Rule 14C.1 to retaining student assessment materials, or full copies of them, for the fields of study specified in the attached notice. These fields of study are described at a high level (e.g. Level 5 – 9 business programmes) and outline the areas where NZQA proposes to undertake programme monitoring in the coming calendar year. NZQA will provide Unitec with a list of programme monitoring activities for 2020 in the final quarter of 2019. Outside of the fields of study specified in the list of programme monitoring, new risks may emerge and NZQA will provide as much notice as possible, should they require to see assessment material relating to specific new risks.

TEOs are not expected to create new forms of evidence related to assessment. It would be sufficient to retain the marking schedule, including the commentary currently collected as part of such assessments. With regard to retention requirements for multi-year programmes, assessment materials are to be kept for 12 months from the completion of that enrolment:

- student enrolls for the first year – assessments kept for that year plus 12 months
- student enrolls for the second year – second year assessments are kept for that year plus 12 months.

The attached notice sets out the details of the exemption. Exceptions to the exemption (including Business and NZCEL programmes) are detailed in Appendix 1 of the attached notice.

NZQA have been advised of Unitec's agreement to the exemption and its conditions.

## **Agreed exemption condition from full compliance with Rule 14C.1 of the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 - imposed under sections 250A, 251A and 252A of the Education Act 1989**

**Date of notice: 20 November 2018**

### **Purpose**

This notice details the exemption condition that will exempt Unitec Institute of Technology from having to keep, as prescribed by Rule 14C.1 of the *Quality Assurance (including External Evaluation and Review (EER)) Rules 2016*, all student assessment materials for all education and training provided by Unitec Institute of Technology and for the period prescribed (*the Rule is set out below*).

Instead this exemption condition to Rule 14C.1 would require Unitec Institute of Technology to only keep, for the purposes of Rule 14C.1, student assessment materials for education and training of a kind set out in Appendix 1.

For the avoidance of doubt, this exemption condition does not relieve Unitec Institute of Technology from complying with its organisational policies, with the Public Records Act 2005, for internal and external moderation purposes, or with any other record keeping obligations. It also does not relieve Unitec Institute of Technology from its responsibility for keeping kinds of academic records that are not student assessment materials.

To be effective Unitec Institute of Technology needs to agree to this exemption condition and must reply with agreement to this exemption notice.

This document once agreed constitutes notice to Unitec Institute of Technology under sections 250A(5), 251A(2) and 252A(2) of the Education Act 1989 ("the Act") of the agreed exemption condition set out in this notice. The exemption conditions imposed on Unitec Institute of Technology by way of agreement under sections 250A(1) & (3), 251A(1) & (2), and 252A(1) & (2) of the Act.

The NZQA Board has delegated to me the power to impose these agreed exemptions.

### **Background**

NZQA reviews its Rules annually to ensure that they remain current, assist in the mitigation of new risks and enable NZQA to effectively perform its quality assurance functions.

As part of the 2018 Rule changes, NZQA introduced Rule 14C.1 to the *Quality Assurance (including External Evaluation and Review (EER)) Rules*. The Rule states

*14C.1 Institutions (except for PTEs, which have the same retention requirements in the PTE Enrolment and Academic Records Rules) and ITOs must keep all student assessment materials generated from education or training in which students are enrolled at the institution or ITO, or full copies of them, for at least 12 months from the date of completion of that education or training (for the avoidance of doubt this includes assessment materials of education or training provided by sub-contractors of the institution or ITO).*

The explanation for this Rule as set out in the 2018 Consultation Document for the rule change was:

*It is important to ensure that all institutions and ITOs keep adequate academic records, including assessment materials, should they be required by a student or trainee. Assessment material may also be requested and reviewed by NZQA for the purpose of programme monitoring or other quality assurance.*

*PTEs are already subject to this record keeping requirement under Rule 6.2 of the PTE Enrolment and Academic Records Rules.*

NZQA received 85 submissions in response. While a majority of submissions supported the Rule, feedback from Institutes of Technology and Polytechnics (ITPs) and Wānanga indicated that implementing this Rule could be difficult, and more time would be helpful for institutions to become compliant. In response, NZQA allowed a transition period of three months after the Rule came into effect, giving institutions and ITOs until 22 November 2018 to adjust their policies and procedures toward the requirements of the Rule.

NZQA continued to receive feedback that sought guidance on the Rule and clarification on how it would achieve its intent, particularly regarding programme monitoring and quality assurance.

Given the feedback received and acknowledging that some ITPs, Wānanga, and ITOs are transitioning toward the systems and processes to effectively hold all assessments, NZQA considers that it would be useful for these organisations to be advised of the programmes and programme types NZQA intends to monitor.

For ITPs, Wānanga, Government Training Establishments (GTEs) and ITOs agreeing to the exemption condition, compliance with Rule 14C.1 would be limited to keeping student assessment materials for the kinds of education and training set out in Appendix 1 (*this provides you a list of our programme monitoring activities for 2019*). The exemption condition will expire on 31 December 2020 unless it is superseded by a relevant Rule change.

Note, this exemption condition does not relieve Unitec Institute of Technology from any of its other obligations (*legal or otherwise*) to retain those materials. It also does not relieve Unitec Institute of Technology from keeping other academic records.

### **Statutory Setting for Exemption Conditions**

Under section 250A(1) of the Act it is a condition of accreditation that Unitec Institute of Technology will at all times comply with the relevant rules made by NZQA under section 253 of the Act, except to the extent that NZQA exempts Unitec Institute of Technology by a condition on its accreditation, from compliance.

This provision is replicated in section 251A(1) of the Act for conditions on training schemes and in section 252A(1) of the Act for conditions on consents to assess against standards.

Sections 250A, 251A, and 252A of the Act set out the process for NZQA to impose conditions on accreditations, approved training schemes, and consents to assess, including the imposition of exemption conditions by agreement. This letter and notice follows that process.

### **Exemption Condition**

*For the purposes of Rule 14C.1 of the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 Unitec Institute of Technology is exempt from keeping student assessment materials for education and training of kinds other than those set out in Appendix 1.*

*This exemption condition expires on **31 December 2020**, unless it is superseded by any relevant Rule change.*

*For the avoidance of doubt, this exemption condition does not relieve Unitec Institute of Technology of any other obligations (legal or otherwise) to keep those assessment materials (for example, public records obligations, policies of the organisation, national external moderation requirements for unit standards, internal and external moderation purposes) and other academic records.*

### **Next steps**

Please reply to [QAAdmin@nzqa.govt.nz](mailto:QAAdmin@nzqa.govt.nz) and with your agreement to this exemption condition by Thursday, 22 November 2018.

If we do not receive a reply, we expect that Unitec Institute of Technology already has systems in place to fully meet the requirements of Rule 14C.1.

Please note that a summary of this exemption condition will not be published on the NZQA website as they do not relate to provider non-compliance.

Signed for and on behalf of the New Zealand Qualifications Authority by:

A handwritten signature in black ink, appearing to read 'Grant Klinkum', with a horizontal line extending to the right.

Grant Klinkum (Dr)  
Deputy Chief Executive  
Quality Assurance Division  
New Zealand Qualifications Authority

## **Appendix 1**

### ***Kinds of education and training not exempt from Rule 14C.1***

The kinds of education and training for which Rule 14C.1 of the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 will continue to apply (*i.e. for which all assessment materials must be kept*) are:

- *All business and management focused programmes from Levels 5 – 9*
  - *All Level 7 Diploma programmes*
  - *Programmes leading to the New Zealand Certificate in English Language (Level 4)*
- and
- *Additional programmes and programme types that may be identified in response to a specific new or emerging risk. NZQA will provide as much notice as possible.*

## Appendix 2

### LEGISLATIVE PROVISIONS FOR CONDITIONS

#### 250A Conditions on accreditation

1) (1) Every accreditation is subject to the condition that the institution will at all times comply with the relevant rules made under [section 253](#), except to the extent that the Authority exempts the institution, by a condition on the accreditation, from compliance.

2) (2) When granting accreditation to an institution to provide an approved programme, the Authority may impose conditions on the accreditation that are—

- (a) specific to the programme or a particular class of programmes; or
- (b) specific to the institution or a particular class of institutions.

3) (3) The Authority may at any time, with the agreement of the accredited institution, impose new conditions on the accreditation and may amend or revoke any existing conditions.

4) (4) The Authority may, without the agreement of the institution, impose conditions on an accreditation, or amend or revoke any existing conditions, but only if the Authority has first—

- (a) given written notice to the institution of its intentions; and
- (b) given the institution a reasonable opportunity to respond to the notice; and
- (c) considered any submissions made by the institution in response to the notice.

5) (5) When conditions are imposed, amended, or revoked, the Authority must give notice in writing to the accredited institution of the new, amended, or revoked conditions.

#### 251A Conditions of training scheme approval

6) (1) Every training scheme approval is subject to the condition that the institution will at all times comply with the relevant rules made under [section 253](#) except to the extent that the Authority exempts the institution, by a condition on the approval, from compliance.

7) (2) The Authority may impose conditions on a training scheme approval, and for that purpose, [section 250A\(2\) to \(5\)](#) apply as if each reference to accreditation were a reference to a training scheme approval under this section.

#### 252A Conditions of consent to assess against standards

(1) Every consent to assess against standards is subject to the condition that the institution will at all times comply with the relevant rules made under [section 253](#) except to the extent that the Authority exempts the institution, by a condition on the consent, from compliance.

(2) The Authority may impose conditions on a consent to assess against standards, and for that purpose [section 250A\(2\) to \(5\)](#) apply as if each reference to accreditation were a reference to a consent to assess against standards.



# memo

---

To Academic Board Date 4 December 2018

From Simon Tries  
Manager, Te Korowai Kahurangi

Subject Academic Board Meeting Dates for 2019

---

## **Recommendation**

***That Academic Board notes the Academic Board Meeting Dates for 2019:***

Meeting Date	Agenda Deadline	Meeting Venue
<b>13 February</b>	Friday 1 February 5pm	Building 180-2043
<b>13 March</b>	Friday 1 March 5pm	Building 115-1007
<b>3 April</b>	Monday 25 March 5pm	Building 180-2043
<b>8 May</b>	Friday 26 April 5pm	Building 180-2043
<b>12 June</b>	Friday 31 May 5pm	Building 112-4025
<b>10 July</b>	Friday 28 June 5pm	Building 180-2043
<b>14 August</b>	Friday 2 August 5pm	Building 180-2043
<b>11 September</b>	Friday 30 August 5pm	Building 180-2043
<b>9 October</b>	Friday 27 September 5pm	Building 180-2043
<b>13 November</b>	Friday 1 November 5pm	Building 180-2043
<b>11 December</b>	Friday 29 November 5pm	Building 180-2043

Meetings are on Wednesdays from 9am-11am.



---

<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Chair, Academic Approvals Committee
<b>Title</b>	Rōpū Whakaae Mātauranga   Academic Approvals Committee self-assessment	<b>Date</b>	28 November 2018

---

### Purpose

To provide Academic Board with a summary of the findings and resultant actions arising from the Academic Approvals Committee's (AAC) self-assessment.

### Recommendation

That the Academic Board note the Rōpū Whakaae Mātauranga | Academic Approvals Committee's reflection on its operations to-date and the changes being implemented as a result.

### Background

In 3 July 2018 the Academic Board approved the membership and terms of reference for the Rōpū Whakaae Mātauranga | Academic Approvals Committee (AAC). The main purpose of the AAC is to review and endorse (if appropriate) any applications relating to academic provision which require external approval.

The Academic Approvals Committee has since met seven times. The AAC has considered twelve applications with the following outcomes:

Endorsed	3
Endorsed subject to changes being made	5
Requiring resubmission	3
Withdrawn	1

### Self-review summary

At its meeting of 17th October 2018 the AAC reflected on its operation to date with a view to improving the functioning of the committee and its outcomes. The following observations from the Committee are offered:

- The intent of the committee (purpose and function) is good and it has much potential to support quality outcomes both for programme development and delivery
- Members, whilst experts in their respective areas, require additional training to ensure a consistent evaluation against the set criteria

- The separation of the NZQA programme approval and accreditation criteria from the Unitec criteria (i.e., to address Māori and Pacific success) was not appropriate
- The implementation of the AAC and the revised evaluation process without the up-front work with the programme development teams proved problematic
- insufficient time has been available for members to appropriately consider and review applications
- The committee must feedback to programme developers as a single entity rather than as separate members. Providing individual feedback has led to inconsistent feedback.

### **Changes to be implemented**

The following changes are being actioned:

- AAC to schedule regular monthly meetings (dates to be confirmed early 2019)
- A training programme for members to be developed and implemented
- The NZQA criteria to be amalgamated with Unitec requirements
- Te Korowai Kahurangi to work with Te Puna Ako to ensure programme development teams are aware of the programme evaluation and review process and criteria
- The AAC procedure for the evaluation and endorsement of academic provision to be updated
- That when the membership of the committee is updated to reflect the new structure that one academic staff member from each School be appointed to the AAC

## **WHAKAWHITI KŌRERO/DISCUSSION PAPERS**



# memo

To	Academic Board	Date	27 November 2018
From	Simon Tries Manager Te Korowai Kahurangi	Phone No.	Senders Ph Number
Subject	Missing and Deferred grades 2015 - 2017		

## Purpose

To update Academic Board on the progress being made to address Missing and Deferred (DEF) grades in PeopleSoft.

## Recommendation

***That the Academic Board notes the progress made and the ongoing actions to address Missing and Deferred (DEF) grades in PeopleSoft from 2015-2017 and initiates a review of the grading systems currently used for courses and programmes.***

## Background

A number of Missing/DEF grades from 2015 to 2017 were identified following an investigation into a graduation related issue. It is acknowledged that missing grades can have a significant impact on Unitec course statistics, the Single Data Return (SDR) which is provided to the Tertiary Education Commission, and may have a direct impact on students' transcripts.

Once the issue was identified, Te Korowai Kahurangi began an investigation which identified the following number of missing grades for the period 2015 - 2017:

Year	Total
Missing/DEF grades(totals) in 2015	5091
Missing/DEF grades(totals) in 2016	6624
Missing/DEF grades(totals) in 2017	6209
<b>Table of Missing/DEF grades(totals) 2015 - 2017</b>	<b>17924</b>

These results are broken down into the following types

	Type A: Courses for SSTAR and UPC and ITOs	Type B: Courses with No Grading Scheme (NOG/NGA)	Type C: DEF and Missing grades	Total DEF/Missing grades
<b>2015</b>	225	4554	312	5091
<b>2016</b>	2038	4348	238	6624
<b>2017</b>	1952	3817	440	6209

<b>TOTAL</b>	<b>4215</b>	<b>12719</b>	<b>990</b>	<b>17924</b>
--------------	-------------	--------------	------------	--------------

Whilst these figures look alarming, it is important to note that the vast majority of these missing grades are the result of the way that Peoplesoft functions and they appear as 'blanks' where no grade has been entered. These have no effect on the SDR or a student's transcript, and are primarily Type A & B. Some missing grades, such as those noted in the table above as Type C, can directly affect the SDR and can also affect a student's transcript.

### Explaining the types

Type A: Courses for SSTAR and UPC and ITOs

These courses are set-up with the intention that the assessment elements (usually Achievement or Unit Standards) are reported by other organizations outside of Unitec. For example, Secondary Schools, in the case of Star and UPC courses, or ITOs for some contracted delivery and unit standards based legacy programmes.

Type B: Courses with No Grading Scheme (NOG/NGA)

These courses which are by far the majority, are courses which have not required a grade and which are appearing in the system as 'blanks'. These courses are generally short courses with only an attendance requirement and are not part of any formal offering. These courses are usually always excluded from the SDR.

Type C: DEF and Missing grades

These courses have unresolved grades which may have a detrimental effect on both the SDR and Student Transcripts. These are courses that require a grade to be attached in order for a student to be able to complete their course and programme. There are a number of different reasons why there would be a missing Grade, including where a deferral is approved for a period of time, but not resolved with a final grade, and also where a grade has simply not been inputted by a teacher. The *Assessment and Grading Procedures and Regulations (AC2.1)* limits the length of time that a DEF grade can be used, before a final grade must be entered, however there are currently variable systems for tracking DEF grades.

### Progress on resolving grade issues

Te Korowai Kahurangi has been working with Pathways and others to investigate and resolve the identified Missing and DEF grades. The key findings to date are:

Type A: Courses for SSTAR and UPC and ITOs

- 23.5% of DEF/Missing grades are from Type A: SSTAR, UPC and GPGAS courses.
- SSTAR and UPC programmes historically left final grades as blank due to arrangements between Secondary Schools. Schools reported unit standard results upon student's course completion up until 2017. This has been changed in 2018, all grades are now entered on Peoplesoft effective Semester 1 2018.
- GPGAS students who partially completed unit standards within a course will have no final grade entered as they have the option to return over time to complete the rest of unit standards. This is specific to legacy programmes such as the GPGAS and some other legacy unit standards based trades courses.

Type B: Courses with No Grading Scheme (NOG/NGA)

- 70.9% of DEF/Missing grades are from courses with the 'No Grade (NOG)' grade basis, where grades were left blank at the end of course offering.
- Resolve current issues by including a grade value to demonstrate completion
- Review grading basis systems to enable a new scheme to record Complete/Not-Complete

Type C: DEF and Missing grades

- Most DEF grades weren't monitored for follow up upon due specified time frame as stipulated in the DEF Policy.
- DEF grades are being systematically replaced with relevant grades in collaboration with the relevant pathways and programmes.
- Missing grades are being followed up with each programme and pathway to achieve resolution.

**Next steps**

- Te Korowai Kahurangi will continue to work with Pathways and relevant others to resolve all DEF and Missing grades
- Te Korowai Kahurangi will closely monitor PeopleSoft to ensure that there is a grade for every course at the end of each Semester
- Te Korowai Kahurangi will explicitly monitor and report against DEF grades and follow up with Academic Leaders to ensure all DEFs are resolved in accordance with Unitec Policy.

**Summary of actions regarding the outstanding Missing/DEF grades.****2017 Missing / DEF Grades**

	Number of DEF and Missing grades
DEF grades	210
To be confirmed by Pathway	210
Blank grades	5999
To be confirmed by Pathway	221
To be changed to CTG grade	9
To be reviewed by Pathway– ITO related courses	132
To be reviewed by Pathway - Secondary School related courses	1820
Require review of policy (NOG/NGA grading )	3817
<b>Grand Total</b>	<b>6209</b>

**2016 Missing / DEF Grades**

	Number of DEF and Missing grades
DEF grades	38
To be confirmed by Pathway	38
Blank grades	6586
To be confirmed by Pathway	188
To be changed to CTG	3
To be changed to DNC	9
To be reviewed by Pathway - Secondary School related courses	1862
To be reviewed by Pathway - ITO related courses	176
Require review of policy (NOG/NGA grading )	4348
<b>Grand Total</b>	<b>6624</b>

**2015 Missing / DEF Grades**

	Number of DEF and Missing grades
DEF grades	15
To be confirmed by Pathway	9
To be changed to DNC	6
Blank grades	5076

To be confirmed by Pathway	39
To be changed to B-	1
To be changed to CTG	5
To be changed to DNC	244
To be changed to ES	3
To be changed to P	2
To be reviewed by TKK	3
To be reviewed by Pathway– ITO related courses	42
To be reviewed by Pathway - Secondary School related courses	183
Require review of policy (NOG/NGA grading )	4554
<b>Grand Total</b>	<b>5091</b>

---

<b>To</b>	Academic Board	<b>From</b>	Simon Nash, Director Ako
<b>Title</b>	Teacher Capability Recommendations for 2019	<b>Date</b>	27 November 2018

---

### **Purpose**

To maintain momentum on Teacher Capability Development via the current 'badging' or digital credentials system.

### **Recommendation**

---

That the Academic Board endorses the recommendation from the Director Ako for a requirement of a minimum two Teacher Capability badges to be completed by all eligible teaching staff in 2019

### **Rationale**

In 2018 Academic Board approved a requirement for S2 that a minimum of one Teacher Capability Badge be completed by each eligible teaching staff member (eligible teachers are those on contracts of minimum one year and 0.5 FTE. This group are all required to undertake ADEPs).

By end of 2018, I expect approximately 20% of eligible teachers will have fulfilled this requirement. While this is well below the 100% goal, it has occurred at an exceptional time for Unitec, and we can happily point to a high level of awareness of the Teacher Capability project. This was particularly evident in the recent EER event where teaching staff were able to easily explain the Teacher Capability and badging approach and its alignment with EER.

In order to maintain momentum and rather than reduce the expectation, I recommend two badges over two semesters as a minimum.

All the associated systems are now in place, including Teacher Capability and self-assessment as part of ADEPs, a reporting system, and the digital credentials mechanisms.

In 2019, further work will need to be undertaken on the future introduction of a requirement for teaching qualifications and associated APL processes for Teacher Capability badges towards those qualifications.



<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi
<b>Title</b>	Semester 1 2018 Programme Evaluation and Planning (PEP)	<b>Date</b>	29 November 2018

### Purpose

To provide Academic Board with the report on the Semester 1 2018 Programme Evaluation and Planning (PEP) process and outcomes.

### Recommendation

That Academic Board:

- receive the report; and
- note:
  - o the good practice identified and areas in which further support is required; and
  - o the commentary from Quality Alignment Board members
  - o the actions being taken by Te Korowai Kahurangi outlined below

### Commentary

Te Korowai Kahurangi has reviewed the 92 Semester 1 2018 Interim Programme Evaluation and Planning (PEP) reports and provided a summary report to the 27 November 2018 meeting of the Quality Alignment Board (QAB). The report provided highlights, commendations, concerns and considerations regarding the PEP process and outcomes and is appended for Academic Board's consideration.

A prefix has been added to the report provided to QAB which summarises the discussion amongst members present. Te Korowai Kahurangi will begin to integrate relevant points into the 2018 Final PEP process. At the same time, Te Korowai Kahurangi will also begin to more fully consider the 2019 PEP process, in the context of the Cat 1 Rōpū's work and broader institutional needs and make a recommendation to QAB in early 2019.

The date by which the final PEP reports for 2018 are required to be provided to QAB was proposed as 18 April 2019.

The original *Te Korowai Kahurangi: Analysis of Interim PEPs (2018)* report will be distributed to programme teams for consideration and to provide feedback on a future PEP process.

## Notes from QAB meeting of 28 November 2018

The report that follows was discussed in the November meeting of the Quality Alignment Board. It was written in the wake of the submission of 92 Interim Programme Evaluation and Planning documents. Notes from the discussion are recorded below.

Te Korowai Kahurangi is committed to partnering to improve our evaluative capability. We welcome interaction and ideas toward refining this process so that it becomes integral to our life and a truly useful means for helping to continue to improve the educational experience of our students and staff.

- Templates for the PEPs have changed several times in the past three years, as have priorities. This makes it difficult for staff to gauge expectations. Simon Tries noted that change will continue for now as we seek best process. It was agreed the form will look similar for the final 2018 PEPs. A new template will be co-created with QAB in 2019.
- Some programmes have been struggling to get appropriate data. There is also the question of whether the expectation is that every prompt be responded to (*the answer to this is 'no'*).
- It was noted that the questions to the PAQC on the PEP did not align with the KEQ focus and that expectations of the HOPPs should be much clearer, eg how much are they expected to write?
- We need to be clear as to who the audience for the PEPs is. *While it should be a tool for keeping programme improvement a live conversation within teams, written, a PEP empowers a PAQC and HOPP to evaluate the strength and ongoing relevance of its programmes, enables TKK to monitor quality of evaluative capability (mindful of NZQA expectations), and should alert support services and Unitec governance to areas needing response.* The question of where the PEP goes and who is listening and responding to it becomes very important.
- The idea was mooted that the QAB could note particular areas for a year that the PEPs be asked to focus on – for example, student experience, resourcing, staff morale or, for 2019, those identified in the EER – noting things to celebrate as well as areas needing improvement. Data can then be gathered specifically to speak to those. This grew into a discussion around the question of whether we could align our self-evaluation with key frames such as the Unitec Diamond for the purpose of setting priorities/SMART goals looking forward. Is there a way to integrate evaluation in this way, even as it gathers material NZQA needs?
- Encouragement of TKK proactivity was offered. The PAQCs were affirmed, as well as the work of the AQAs. Attendance at such things as monitor's reports was suggested.
- Clearer communication of timelines was requested – a Quality calendar with key dates, sent out in the year prior.
- Two different approaches to evaluating in terms of KEQs were spoken about: in Architecture ALs and their programme teams discussed KEQs 1-3 while the ALs and HOPP worked on KEQs 4-6; Bridgepoint gather teams together, put KEQs up on whiteboards and invite a whole-group brainstorm.
- TPA's 'Course Reporting' was noted as one piece of useful resourcing in terms of improving evaluative capability.
- A question the EER panel asked of Pathway representatives was whether they had read the PEP and monitor's report for the programmes they taught in. Collegial awareness and ownership is expected.
- *TKK aim: PEPs happening at the end of the relevant semester, predicated a simpler, yet rigorous, process. Programme teams meet to review and evaluate, and this discussion – linked to evidence – becomes the PEP. Frequency will be once-a-semester for now but become once-a-year once TKK is confident evaluative capability is growing and becoming consistent across programmes.*

## Te Korowai Kahurangi: Analysis of Interim PEPs (2018)

### Summary

The 2018 Interim PEPs utilised a new template. Workshops were held with Academic Leaders and Heads of Practice Pathway to familiarise them with expectations around evidence-based evaluation. What has been presented across 92 PEPs suggests that the process and our capability in enquiry require further intentional and systemic development if we are to improve in self-evaluation.

### Commendations

PEPs for the Health Sciences pathway are well done with SMART goals carefully diagnosed, documented and updated. Architecture programmes are showing very good evidence of evaluative ability. Both pathways evidence effective feedback loops with students, staff and their wider industry and stakeholder communities, as do Certificates in Business Studies. Creative Industries set and review very good SMART goals, as do Bridgepoint. Postgraduate Programmes and BAHSB/MOST also evidence very good interactive loops and self-evaluation. Meanwhile, a range of programmes are operating initiatives for enhancing communication between students, staff and stakeholders, and academic and pastoral support, which are worth seeding across the system. (See examples on p4).

A number of programmes are engaging in Poutama training and/or investing in different possibilities for raising cultural intelligence for pedagogy and academic and pastoral care with priority groups. Continuing proactivity in this is vital for retention and completion.

### Concerns as TKK evaluates the process<sup>1</sup>

- Many PEPs are overwritten (averaging 27 pages), including pages of data, and/or are descriptive rather than evaluative. Suggested areas for discussion under key headings should be understood as indicative only. How well is the purpose and potential of the PEP being communicated and understood across Unitec?
- That 51% of Semester 1 PEPs arrived after the QAB due date of 12 October (in the August 2018 QAB meeting it was noted that 5 PEPs remained outstanding from 2017) suggests PEPs are more a reporting chore than integral to our life as educators.
- The number of programmes speaking from generic data, more than programme-specific, suggests an intentional culture of owned and well-informed self-evaluation needs further developing.
- A number of programmes seem unaware of how to set SMART goals and thus of their potential for aiding crisp critical assessment of progress and intentions for future improvement.
- PAQC responses suggest that, for many, there is still work to be done in solidifying their purpose and authority.
- Feedback received is raising the question of how best to enable programmes and pathways to evaluate their evaluative capability in ways that promote open and robust conversation in the context of relationship.
- A question has emerged: when programmes note external factors impacting upon them, how and where can their concerns be heard to effect change?

### Considerations for improving the evaluative process

- Move the activity of programme evaluation from an individual (the AL) to the programme staff team, gathering them in facilitated collegial inquiry that, drawing from data and while memories are fresh, seeks to constructively review the semester and set SMART goals to build upon success and address areas needing improvement.

<sup>1</sup> These are not peculiar to 2018. They have been noted in previous years also.

- Seek advice on how matauranga Māori might inform our evaluative process.
- Train facilitators to guide programme conversation so it provides on-point material for the report, which the AL will finalise.
- Collate and locate quantitative and qualitative data separately from the PEP so they focus only on recording evaluation, with brief opening description provided when a programme is new or has been updated. Data becomes an informative resource for collegial evaluation, sitting alongside.
- Review the PEP template. One thought is to move instructions for its completion into an accompanying guide, including examples of evaluative responses.
- When evaluating evaluative capability, invite the programme team (with their HOPP?) to do so together so that this is owned by all.
- TKK collaborate with TPA in designing professional development growing evaluative capability, including running an effective PAQC.
- Determine best process for alerting governance and management to those factors impacting upon programmes needing higher-level decision-making.

---

### TKK observations on self-ratings for 2018's Interim PEPs

**Health Care** PEPs have evaluated themselves from Good to (mostly) Excellent. This is accurate according to the evaluative work presented.

**Social Practice** have evaluated themselves Excellent/Good. Reduction of description would highlight initiatives.

**Community Development** self-evaluate across Marginal-Excellent. Half the PEPs need less description and more evaluative support for this. Attention to SMART goals varies.

**Architecture Pathway** has evaluated their Programmes across a range. Evidence offered in Architecture/Design supports these self-ratings. Landscape PEPs need more programme-specific evidence for their ratings to be accurate.

**Building, Construction and Service.** Self-rating is Good-Excellent. PD needs to be done to ensure the PEPs are effectively diagnosing evidence, to inform the creation of SMART goals. Lack of experience in self-evaluation is in evidence across the Pathway.

**Business Practice Pathway** with some programmes at Good-Excellent has rated others Good-Marginal. Their HOPP is noting the urgent need to progress development for their viability.

**Creative Industries** are self-rating across their PEPs as Good-Excellent. Data supports this; PEPs tend toward descriptive; goals generally are SMART.

**Environmental and Animal Science** self-evaluated at Good. PEPs tend toward Unitec and Pathway level comment and being descriptive at programme level.

**Computer Studies Pathway** has rated themselves Good. *Evaluative* evidence is needed to support this rating.

**Bridgepoint** self-assess at Excellent. Evidence generally supports this, including their noting achievement in KEQs from Marginal-Good. Some description could be removed.

PEPs for **Te Miro** are significantly impacted by disestablishments/non-enrolments and the movement of degrees back into Pathways in 2019.

In the **Engineering Network, Vehicle Systems and Materials** are rating themselves Good-Marginal. Evidence of responsive critical self-reflection as educators needs documenting. **Engineering** (rating Good) provides good evidence but little analysis. SMART goals for both need attention.

*Note: As I, Rosemary, have begun to meet with HOPPs, ALs and AQAs I have been discovering stories that, if told in the PEPs, would have shown more evidence of evaluative capability.*

## Amber lights raised by Pathways

- ➔ **Programme viability.** The Bachelor of Business Studies has been judged by external monitoring to be out of date and needing to find a point of difference if it is to remain viable. Several Business programmes have rated themselves 'marginal' expressing concern about their viability if development is not supported urgently.
- ➔ **Student administration.** Healthcare notes problems with academic administration – particularly in terms of enrolments, enrolment changes, grades, etc – impacting on students accessing Moodle etc and Postgraduate students also note challenges with campus services. Language Teaching students report satisfaction. Consistency in the system and in communication is needed for smoothing experience across programmes.
- ➔ **Resourcing.** Availability of fit-for-purpose building, teaching rooms and technologies are an issue for Architecture, Creative Enterprises and NZCSP. The change of lease on computers from 3-5 years, impacting software capacity, and PowerPoint projectors with insufficient resolution for presenting material are particularly noted by Architecture. Creative Enterprises is also registering the impact of uncertainty as to location and resourcing beyond 2021 on industry relations.
- ➔ **Research.** How to ensure, mindful of current restrictions across Unitec, that academic publishing and presenting standards, as well as numbers of appropriately qualified staff, are maintained so that supervisors remain current and capacity is not lost for research supervision in remaining postgraduate programmes? Adequate space for research (and for personal workspace) is noted as an issue in the Engineering Network.
- ➔ **Trend? Preparedness.** Some comments across PEPs suggest a trend in students arriving/being accepted in Diploma and Bachelor studies without enough basic skills to support them. Testing in the Bachelor of Architecture Studies cohort, for example, indicated an average reading age of 13.<sup>2</sup> It will be important to monitor this over time for the sake of academic and pastoral load, completion and retention, and the work of support services.<sup>3</sup> A question working in the other direction, mindful of the under 25s, is whether pedagogies in common use at tertiary level correlate with and build upon those that students are experiencing in primary and secondary schools.
- ➔ **Trend? Wellbeing.** Certificate in University Preparation, with a large group of under 25s, notes their increasing need for counselling for depression and anxiety.
- ➔ **Marketing.** Further help with programme-specific marketing is being requested by several Pathways, particularly by those with good-excellent results yet currently small or dropping in student enrolment. Emphasis on Unitec-generic brand marketing focuses expertise away from the promotion of programme distinctives, necessary in a student-competitive market. Engineering spoke of errors in PeopleSoft data impacting messaging.
- ➔ Programmes continue to note the stress and impact on morale of restructuring/realignment.

**Note:** A number of programmes were relying on the Graduate Survey for evidence toward KEQ2 (value of outcomes for stakeholders) but that survey only offered Pathway-level data. While they need to be more proactive in gathering information themselves, in the future is it feasible to ask students to identify their programme when completing the survey?

<sup>2</sup> Some programmes at L3 and L4 report no recent use of the NATool or, in one, student resistance to it. The NZCEL PEP notes: 'The ESOL field does not accept that the Tool appropriately assess gains made by students learning English as an Additional Language.' What, therefore, is a best approach?

<sup>3</sup> Could Bridging Education's Skills Review approach be adopted by Pathways for higher qualifications?

## Examples of Good Practice in Programmes

- Environmental and Animal Science has an 'Away Day' every year at which issues informing programme development are discussed, as well as 'broader strategies that enhance student outcomes.'
- Creative Industries has a weekly newsletter noting and celebrating what is happening in their wider community, with students, faculty and graduates.
- Bridging Education requires students to book in a Skills Review session, which identifies literacy and numeracy issues before they begin any study, and enables them to advise for pre-course upskilling or during-course support. They are very proactive in support of priority students.
- NZ Certificate in Retail designed a Home Study Log for guidance and accountability around home study hours. The design is attached to their Sem1 2018 PEP.
- BHS(MI) has a very active feedback loop with students via 6 student reps who meet every 5-6 weeks during the semester with teaching staff, enabling prompt response to suggestions for improvement. They also keep exploring a range of pedagogical methods to meet different learning styles.
- Community Development programmes employ a pre-course peer-moderation process to check that what is planned is to standard and to flag any things to be watching out for.
- A couple of programmes have, or intend to have, a course or pastoral diary for capturing informal feedback. Teachers note comments – critical and good feedback – as it happens in a class and issues as they emerge; this information informs prompt response and is available for recording on CEPs. Trends emerging across a programme can then be noted for PEPs.
- A lecturer in Plumbing, Gasfitting and Draining noted younger students (particularly Pacifica) were struggling with attendance and learning. They were spoken with one-on-one in order to put accountability in place, but were also buddied up with more mature students in the class. Having the support of elder peers is raising the ako standard of the whole group.
- PASS initiative in Electrical Engineering (Peer Assisted Study Sessions) is very much appreciated by students.
- Social Practice appointed two Māori teaching staff and have supported them through Masters level study. This and other initiatives are providing immediate matauranga Māori and whanaungatanga into their programmes, which reflect better the demography of their students (of whom 50-55% are Māori and Pacifica). Meanwhile Architecture have lecturers and students of differing ethnicities and experience offering intentional pastoral, experiential and academic support, including in language other than English to current and prospective students.
- Bachelor of Construction: "our strategy for Pacifica success is Denoted with the acronym IMPACT, Identify, Monitor, Progress, Attendance, Connect and Together." This initiative from the Pacific Success Team is appreciated where it is being applied.
- Interior Design has a high number of industry people inputting to their diploma (30 in semester 1, 2018). This is helping them keep current in content and delivery.
- Certificate in University Prep have many women students (and mostly Pacifica/Maori/Asian), with families, which has put pressure on classes beginning or ending beyond the 9-3pm window, so they came up with the idea of a 'designated drop in time' from 8:30-9am as a creative response. A challenge to this, noted by another Bridgepoint programme (NZCSP), is when lectures are timetabled for 1:30-4:30pm.

<b>To</b>	Academic Board	<b>From</b>	Glenn McKay – Tumu Tauwhirowhiro
<b>Title</b>	2018 Māori Success Strategy	<b>Date</b>	27.11.18

### Recommendation

That Academic Board receives 'The Māori Success Strategy' (2018 – 2021).

### Justification

The Māori Success Strategy has been designed to employ a positive approach to lead and inform the ITP Roadmap. It also provides a framework to give effect to Te Noho Kotahitanga – the partnership agreement between Unitec and Māori. The strategy identifies key Māori success outcomes and provides an action plan to overcome identified barriers.

The strategy was co-developed by Māori staff (Maori Staff Network) and Rūnanga members. It can be viewed as a collective Māori voice and as a result enjoys the full support of the aforementioned groups. Furthermore, the strategy has been endorsed by the Executive Leadership Team.

### Background

Led by the Tumu Tauwhirowhiro Glenn McKay, approximately 40 Māori staff (from across the institution) alongside of Rūnanga members chose to contribute to a two day facilitated wānanga. The hui participants were encouraged to bring their all and encouraged to leave aside their individual programme/work group aspirations in order to concentrate on the strategic picture.

The hui was opened by the Interim CE Merran Davis, supported by the Executive Director for Partnerships David Glover and business analysts. Presentations focused on Unitec's current challenges, the ITP Roadmap, Unitec Maori student success data and the challenges facing the wider Education sector. It was an honest appraisal of fundamental issues that Unitec faces, along with a tono (request) for the hui to provide guidance and support to the overall Unitec renewal plan.

The facilitators of the two-day wānanga worked through a 'mana ōrite' process which ensured all participants had equal voice (regardless of role and or title) as three key questions were posed:

- What does "MĀORI SUCCESS" look like for UNITEC's future?
- What are the "BARRIERS" that limit our ability to achieve "SUCCESS"?
- What are our "ACTION PRIORITIES"?

Following every question, each participant was given the opportunity to provide a statement in response to the question and the opportunity to validate their 'truth' in front of the wider audience. Once the last statement was shared, all responses were then ranked in order by the entire group. This laid the platform for a collective Māori voice in identifying the Māori

success Drivers and Barriers. Day two of the hui, focused on developing action plans to overcome the barriers that had been identified the previous day.

At the conclusion of the two-day wānanga, a working group was mandated, to further develop the strategy into a working draft. The eventual outcomes being a draft Māori Success Strategy and an associated Action Plan.

The draft documents were presented back to the Maori staff network on three different occasions - across both campuses. It was also shared with ELT and following some minor amendments, having spoken to both groups, the strategy was fully endorsed by the Māori staff network with many commenting how they could see themselves throughout the strategy.

The final draft was presented to the Rūnanga (11.09.18) where it gained further endorsement. Similar sentiments were shared by the Rūnanga members who stated they could see their exact words in the strategy. This is a watershed moment for the organisation as the previous Maori strategy (A New Approach: 2017-2027) was rejected by a significant number of Maori staff due to not being involved in the design process.

After being endorsed by the Rūnanga, the strategy was presented to ELT and the extended leadership group to be socialized. After gaining ELT support the strategy was presented and approved by Commissioner Murray Strong on the 24<sup>th</sup> September 2018. Following receipt at Academic Board, the next phase of implementation will require further workshops with key internal (Maori and non-Māori) stakeholders to refine the actions list and collective goals. Thereby ensuring collective ownership of Māori success across the institution. Once this work has been completed, an implementation and communications plan will need to be developed with priority given to key actions - taking into account our current complexities i.e. ITP Roadmap, Financial considerations etc.

## **Contributors**

40+ Unitec Māori staff

Working group – Hare Paniora, Dr. Josie Keelan, Te Urikore Biddle, Renee Peeni, Victor Grbic, Ruth Marsters, Curtis Bristowe and Glenn McKay.

Rūnanga members – Tui Ah-loo, Hare Rua and Daniel Raines

ELT members

## **Attachments**

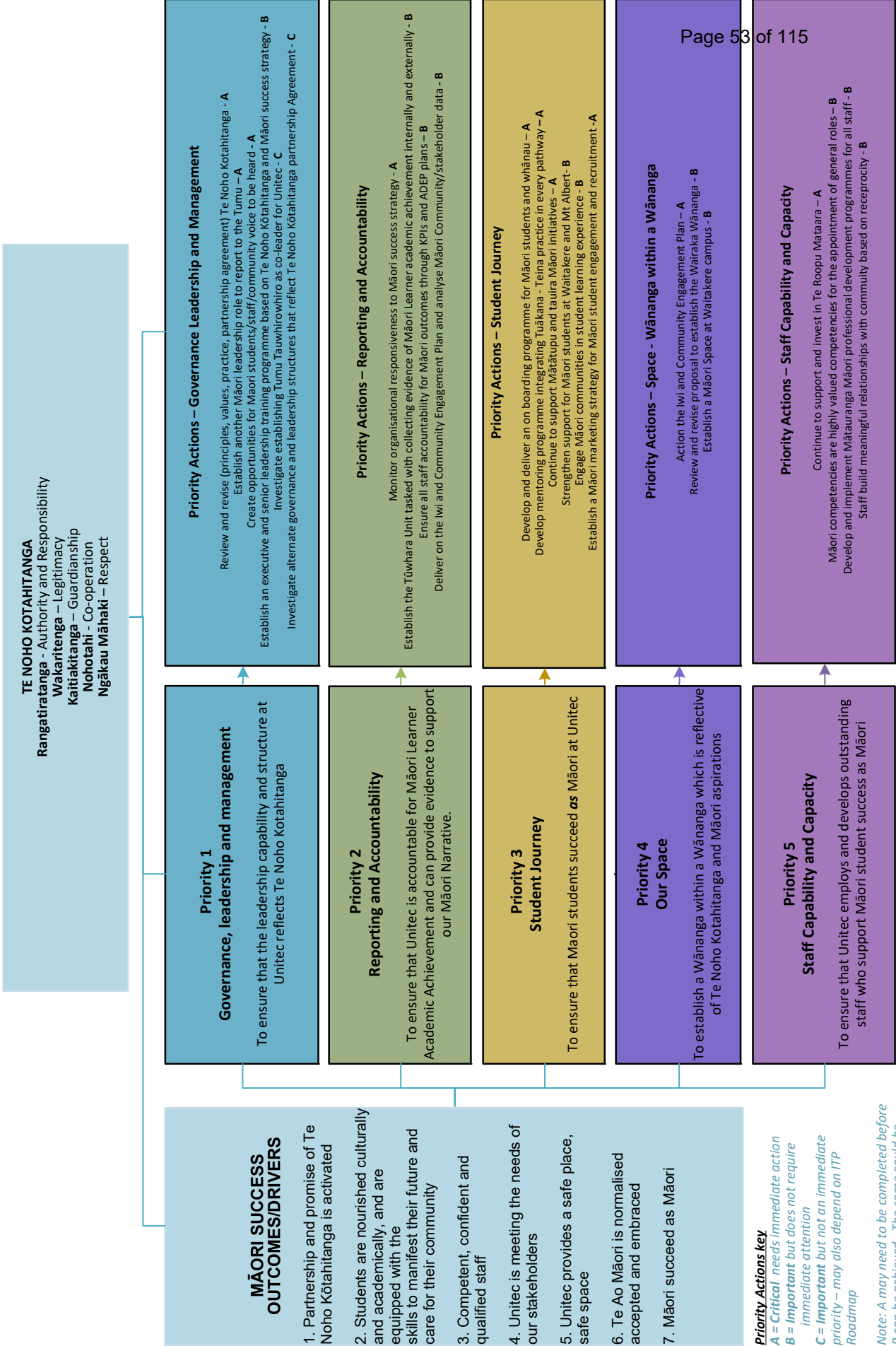
---

**2018 Maori Success Strategy.1page doc**

**2018 Māori Success Strategy Wānanga report**



VISION  
Manaakitia Te Rito  
Sustaining growth and success, fulfilling promise and potential



**Priority Actions key**  
A = Critical needs immediate action  
B = Important but does not require immediate attention  
C = Important but not an immediate priority – may also depend on ITP Roadmap

Note: A may need to be completed before B can be achieved. The same could be said of B and C

# Navigating Māori Success

## Māori Succeeding as Māori

A Unitec Strategy  
2018-2021

## Table of Contents

INTRODUCTION.....	3
The Process .....	4
<b>Māori Success at Unitec – Actioning our Strategy .....</b>	<b>7</b>
What does Māori Success look like at Unitec? .....	7
Prioritised barriers to Māori Success at Unitec.....	8
What are the key priorities and significant influencers? .....	8
Strategic Objectives: Māori Success at Unitec .....	10
What are the key action priorities and significant influencers? ..	10
1. Governance, Management and Leadership .....	10
2. Reporting and Accountability .....	11
3. Student Journey .....	11
4. Our Space .....	12
5. Staff Capability and Capacity .....	13
Unitec – Te Noho Kotahitanga Outcomes .....	14
Next Steps.....	14
Strategic Priority Action plans .....	16
Priority 1 Governance, Management and Leadership .....	16
Priority 2 Reporting and Accountability .....	18
Priority 3 Student Journey.....	19
Priority 4 Our Space – Rangatiratanga.....	22
Priority 5 Staff Capability and Capacity.....	24
<b>Appendices .....</b>	<b>27</b>
Unitec Māori student definition of success .....	27
Barriers to Māori Success at Unitec .....	28
Actions to overcome the barriers to Māori success at Unitec.....	30
Collective expectations from our Wānanga.....	33
Ētahi āwangawanga.....	35
Unitec – Navigating Māori Success Strategy - Agenda .....	36

## Glossary

The Māori Dictionary online has been used to provide English meanings of Māori words.

hapū	sub-tribe
he mihi	greetings, salutation
hui	gathering
iwi	tribe
kaupapa	agenda
marae	precinct
pākehā	non-māori. Usually associated with white New Zealanders of British descent
rūnanga	council
tauirā	student, apprentice
te tuatahi	first
tono	request
tūāpapa	foundation
whakapapa	genealogy
whānau	family
wharehau	meeting house

*Te tuatahi – he mihi, he mihi, he mihi*

First - salutations

*Mauri kaha, Mauri tū, Mauri ora,  
Tihei mauriora*

Be strong, Stand strong, Be fulfilled  
Let there be life

*Tōtara wāhi rua, he kai nā te ahi*

A tree split in two is food for the fire  
speaks to the need to work together

*E kore te upoko mārō e aro*

Stubborn thinking prevents forward  
thinking

*Mai te kore ki te po ki te Ao Mārama*

From the nothingness, to the night to  
enlightenment

*He moana pukepuke e ekengia e te  
waka*

Even a mountainous sea may be  
crossed by canoe (anything can be  
accomplished with determination and  
perseverance)

*Kōtahi te kī, kotahi te kōrero, kotahi te  
wānanga*

A learning space which unites mind,  
body and spirit

*E raka te mauī, e raka te katau*

To be skilled with both hands

to be skilled with both hands

## INTRODUCTION

Our Unitec Māori Success Strategy is built on the unique strengths of the institution. Unitec will be fully cognisant of its purpose, its uniqueness and of who we serve. We have an understanding that we will return to a place of financial sustainability to support the strategic objectives that will activate the partnership of Te Noho Kotahitanga as a lead into the renewal of Unitec.

We will employ a positive opportunity approach to lead and inform the ITP Roadmap for Unitec. We will identify and invest in our strengths. We will invest in research and development opportunities to deliver on a mix of provision that serves the community, and strengthens the industries in Tamaki Makaurau and the greater Auckland region.

We are confident that a partnership approach with the Rūnanga (Council), and our local community and iwi (tribal) leaders will help set a Quality Agenda and framework to instill a confidence in Unitec to deliver students who are nourished culturally and academically, and are equipped with the skills to manifest their future and care for themselves and their iwi and community.

The Unitec Māori Success Strategy provides a framework to give effect to Te Noho Kotahitanga. The principles of Te Noho Kotahitanga have guided not only the way this strategy has been developed but also the aspirations of a community and iwi that guide it and the actions contained within it. The success of this strategy lies in the recognition that to achieve the outcomes we must change our actions and make change collectively in the spirit of Te Noho Kotahitanga.

The founders of our Māori presence within the history of Unitec is one of building solidarity of heart, of vision and of aspiration and action. Survival is a reality within the context of what Unitec is currently facing both internally and externally. Internally the need to review and restructure given our financial

situation; externally the restructuring of the ITP sector as a result of falling enrolments and financial debt ITPs are facing. The Minister of Education has required the sector undertake a major review.

Our attitude emanates from that of our ancestors. As a whānau (extended family) collective within Unitec we embrace the opportunities, that ironically, survival presents. We are focussed on building solutions that seek to serve our tauira (students), our communities, Iwi and other key stakeholders. We are positive this strategy (our voice) will remain relevant despite the outcome of the ITP Roadmap.

Through a renewal of shifting our mindset on the opportunities that our future presents, we the staff have joined our insights, visions and aspirations towards the renewal of Unitec as a leading cog in the national transformation of the ITP sector and as a renewed NZ Tertiary sector.

We are not led by ‘who is right’ rhetoric but on the value of “what is right”. We believe the vision we will share is centred first and foremost on the most important stakeholder in our institution, our students - “te tīmatanga me te whakamutunga” – the beginning and the end of our mission.

## The Process

Te Tuatahi – He mihi, he mihi, he mihimihi!<sup>1</sup> Led by Glenn McKay, 30 Māori staff and student representatives from across Unitec chose to contribute to a two day facilitated conversation and process with the outcome being ideas for the draft of a Māori Success Strategy. Each hui (gathering) participant shared their expectation and aspiration for Māori success<sup>2</sup>. The hui participants were encouraged to bring their all to the two day hui. Not only as Unitec staff, but as whānau, hapū (sub-tribe), community leaders, and experts. The hui was

<sup>1</sup> See the Glossary for the translation

<sup>2</sup> See appendices

blessed with the presence of Rūnanga representatives, along with a presentation from the Interim CEO, and her team on the current state of Unitec. It was an honest appraisal of fundamental issues that Unitec faces, along with a tono (request) for the hui to provide guidance and support to the overall Unitec renewal pathway.

We enacted an indigenous people's process built on the wisdom of generations of indigenous leaders through the ILIS system (Indigenous Leaders Interactive System™) that allows all participants to contribute as equals in identifying:

- What does “MĀORI SUCCESS” look like for UNITEC's future?
- What are the “BARRIERS” that limit our ability to achieve “SUCCESS”?
- What are our “ACTION PRIORITIES”?

We then worked through a process outlined for the day that helped the participants in the hui work through the key issues and aspirations. The ILIS structured dialogue system provides for a communal perspective when developing a vision for the future and an action plan for making that vision a reality – through consensus.

It is a system of dialogue that identifies success indicators, challenges, and creates action scenarios that:

- Enhances a collective voice
- Seeks collective wisdom
- Simplifies the ideas
- Identifies relationships of influence – being strategic!
- Keeps it simple

Through:

- Identifying common values
- Sitting in a circle
- Structuring the dialogue so that everybody has a voice
- Consensus decision making

Whānau participated in the process through a “mana ōrite” process that enabled voices of ALL whānau who participated to be heard. This was followed by decisions as a collective to identify a clear vision and actions to overcome

barriers to achieve this vision. This plan has now been completed and is formally presented herewith to the Commissioner and Executive Leadership for approval. The voice of a section of the people who see the opportunities and excitement of the future look forward to having the opportunity to talk to this report and are fully committed to the potential success of this strategy.

### Te Noho Kotahitanga

Unitec's partnership document, Te Noho Kotahitanga, was created in 2001 to express Unitec's commitment to the Treaty of Waitangi.<sup>3</sup> It incorporates five principles that were developed to underpin Unitec's goals and are a values based guide to Māori and Pākehā working in the spirit of partnership as originally conceived by the Treaty of Waitangi. Te Noho Kotahitanga is a key influence in this strategy in that the strategy is a "unique" Unitec response; it is everyone's responsibility as a collective in making the changes we envisage for our future.

The principles that underpin the work in this refreshed Māori Success Strategy are:

- Rangatiratanga
- Wakaritenga
- Kaitiakitanga
- Whakakotahitanga
- Ngakau Mahaki

The ILIS process along with the core values of Te Noho Kotahitanga form the tūāpapa (foundation) for the following Māori Success Strategy outcome.

<sup>3</sup> See Appendix 1 for the te reo Māori and English versions of Te Noho Kotahitanga.



## Māori Success at Unitec – Actioning our Strategy

### What does Māori Success look like at Unitec?

Each participant was asked to come up with 3-5 idea statements, one idea per statement to share and be written up and placed on the whiteboard. They were asked to be succinct and simply share the idea without explanation. The trigger question was shared and the team generated 24 idea statements<sup>4</sup>.

The opportunity was given to the authors of the statements to clarify what they meant. Each idea was honoured and there was no debate or response given to the idea. However members were encouraged to ask clarifying questions so that everybody could fully understand the meaning of the statement that was shared by the author. Such a process can be very difficult to undertake as at times one may want to respond to an idea, or debate its validity. What is important here is that the author of the idea is understood, and from there, as a team, we can create solutions that can address the complexity of the barriers.

The hui participants were then asked to choose the top 4 successes that were most important to them (in order of 1-4) and the top 7 of the combined 'most important' were chosen. They are:

- Partnership and promise of Te Noho Kotahitanga is activated
- Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community
- Te Ao Māori is normalised accepted and embraced “I see me”
- Māori succeed as Māori at Unitec
- Competent, confident and qualified staff
- Unitec is meeting the needs of our stakeholders
- Unitec provides a safe place, safe space

<sup>4</sup> Please see appendices for the full list

The following success indicators were chosen as the major themes to guide the thinking of Māori Success at Unitec.

**Mauri Kaha**

**Mauri Tū**

**Mauri Ora**

**Tihei Mauri Ora<sup>5</sup>**

## Prioritised barriers to Māori Success at Unitec

The trigger question to begin the dialogue was:

### ***What are the challenges to achieving Māori success at Unitec?***

Again, each of the hui participants was asked to come up with 3-5 idea statements; one idea per statement to share and be written up and put on the whiteboard.<sup>6</sup> The whānau then choose their top five prioritised ideas that were most important to them individually. They chose five prioritised barriers, each with a numerical value. Their most important barrier they gave a value of 5, their second, a value of 4, all the way to their fifth choice, that was given a value of 1. The ideas were added up and the six that had the most votes were used to create a tree placing the idea that had the most votes at the bottom.

### What are the key priorities and significant influencers?

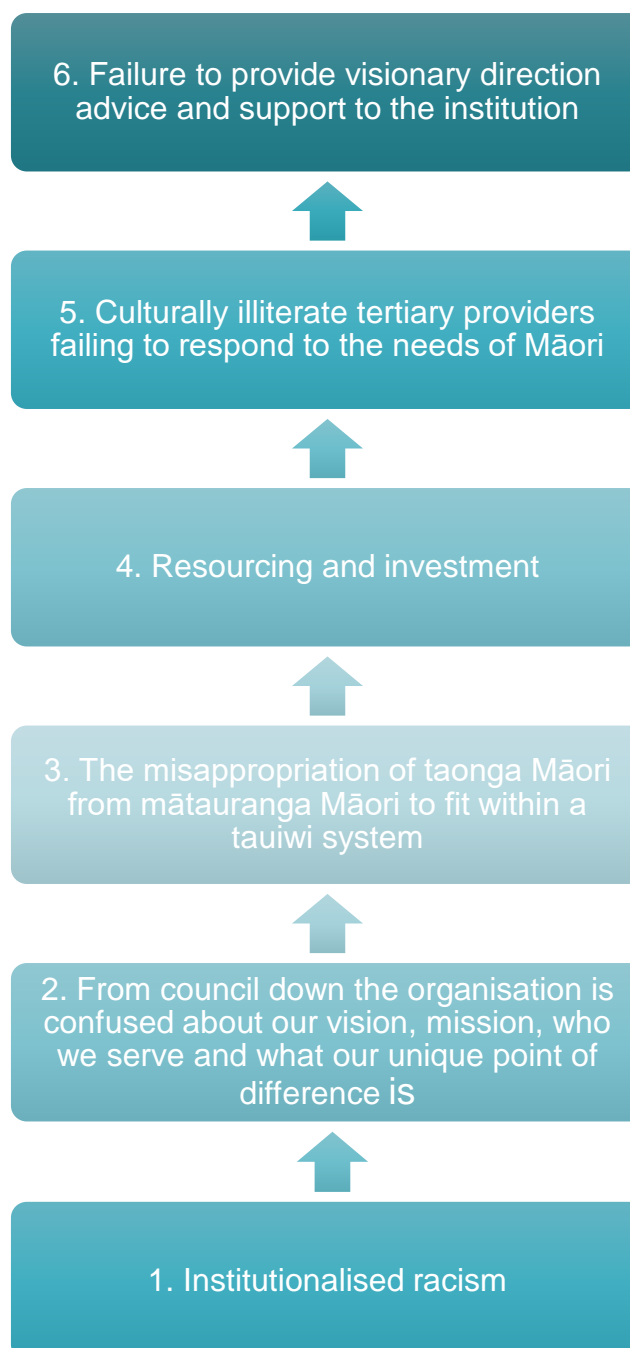
The hui participants then discussed the influencing relationships between the ideas. This was an opportunity to further explore the ideas and discuss which ones had the most influence. For instance, if we were able to significantly overcome the issue of confusion around our vision and mission would that then significantly help us in overcoming the issue of resourcing and investment? However the most focus of the discussion was around identifying the two root issues to overcome – *Institutionalised Racism* and *“From Council down, the organisation is confused about our vision, mission, who we serve and what are*

<sup>5</sup> Please see Glossary for meaning

<sup>6</sup> Please see appendices

*unique point of differences*". The following tree of meaning and influence was created that states the root issues that need to be addressed. The root issue sits at the bottom of the table.

*Tōtara wāhi rua, he kai nā te ahi<sup>7</sup>*



<sup>7</sup> See glossary for meaning

## Strategic Objectives: Māori Success at Unitec

The hui participants were encouraged to write actions that would overcome the challenges and/or contribute to Unitec success. Although the whānau had identified a prioritised list of barriers for focus, any actions were encouraged to be shared and not at the exclusion of the other barriers that had been discussed and voted upon.

60 action ideas were generated and the following themes and actions were produced:

- **Governance Management and Leadership**
- **Reporting and Accountability**
- **Student Journey**
- **Space**
- **Staff Capacity and Capability**

### What are the key action priorities and significant influencers?

The key action priorities and significant influencers were then themed and actions ordered. These could then be constructed into a strategic priority for Unitec with an action plan attached.

From this the following were constructed::

#### 1. Governance, Management and Leadership

*E kore te upoko māro e aro!*<sup>8</sup>

- Capture, review and revise Te Noho Kotahitanga
  - Organise and implement a refreshed Te Noho Kotahitanga partnership agreement and practice at Unitec
  - Ensure Te Tiriti o Waitangi is also a founding document of this institution
  - Speak Te Noho Kotahitanga beyond its Pākehā<sup>9</sup> abbreviations

<sup>8</sup> See Glossary for meaning

<sup>9</sup> See Glossary for meaning

- Deliver an Executive and Senior Leadership team training programme based on the Māori Success Strategy
- Ensure Te Noho Kotahitanga is apparent through the whole learning journey of students and staff
- Create a Co-Leadership and Co-Governance structure for Unitec
- Te Tumu Tauwhirowhiro co-leads Unitec
- Establish another Māori leadership role reporting to the Tumu
- Investigate alternative co-governance and leadership structures

## 2. Reporting and Accountability

*Mai te kore ki te po ki te Ao Mārama<sup>10</sup>*

- Establish a role or group that is tasked with collecting outside the box evidence of Māori Learner Academic Achievement at Unitec and across Aotearoa
- Track our graduates so we know what Māori success looks like
- Hold people leaders personally accountable for Māori outcomes by building Māori KPIs into their ADEPs
- Ensure engagement with Mātauranga Māori at Unitec upholds its taonga status
- Create a suite of compulsory competencies for staff leading, teaching and engaging with mātauranga Māori taonga and programme content
- Te Reo Māori to be made compulsory for staff
- Accountability, responsibility report in relation to Māori aspirations
- Prioritise equity for Māori at Unitec even if inequitable practices are required.

## 3. Student Journey

*He moana pukepuke e ekengia e te waka<sup>11</sup>*

<sup>10</sup> See Glossary for meaning

<sup>11</sup> See Glossary for meaning

- Targeted Marketing approach for Māori – Marketing and Recruitment
- Define our values proposition for tauira Māori
- Develop and deliver an on-boarding experience for tauira and their whānau
- Duplicate mentoring programme integrating tuākana-teina practice in every pathway
- Engage Māori communities in student learning experience
- Provide more support for Mātātupu<sup>12</sup> and tauira Māori initiatives

#### 4. Our Space

*Kōtahi te kī, kotahi te kōrero, kotahi te wānanga*<sup>13</sup>

##### *Establish a wānanga within a wānanga*

- Review and revise proposal to establish Wairaka Wānanga
- Create a Māori resource unit
- Establish an internal Te Hono o te Kahurangi<sup>14</sup> Unit
- Establish buy in from Ministry of Education and Unitec to reinvest in Pūkenga<sup>15</sup> as a teaching and learning centre so it becomes a natural progression for our tauira e.g Whai Ake<sup>16</sup> and academic pathways
- Provide a dedicated mauri ora (conscious) teaching space at Waitakere
- Be highly visible at kaupapa<sup>17</sup> Māori events
- Create logo and rebrand to include Te Noho Kotahitanga
- Graduations are held at the marae (precinct)
- Ensuring Māori classes are taught in the wharehūi (meeting house) and therefore accessible

<sup>12</sup> Māori students association at Unitec

<sup>13</sup> See glossary

<sup>14</sup> <https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/>

<sup>15</sup> Building 171

<sup>16</sup> Unitec scholarship programme based on the tuakana teina principle.

<sup>17</sup> agenda

- Nurture relationships between strategic partners, community groups, hapū and iwi.
- Whakaora anō te Whare Pora<sup>18</sup>

## 5. Staff Capability and Capacity

*E raka te mauī, e raka te katau*

### *Invest in our cultural Capital*

- Employ more Māori and te reo Māori speaking staff
- Māori competencies highly valued in general roles – not just Māori specific ones
- Provide more Māori ADL roles funded by the institution
- Establish Māori specific role in Marketing
- Commit and invest in significant and enduring visibility in the Māori community
- Review the Terms of Reference and revitalise Te Rōpu Mataara to help with implementation of the strategy

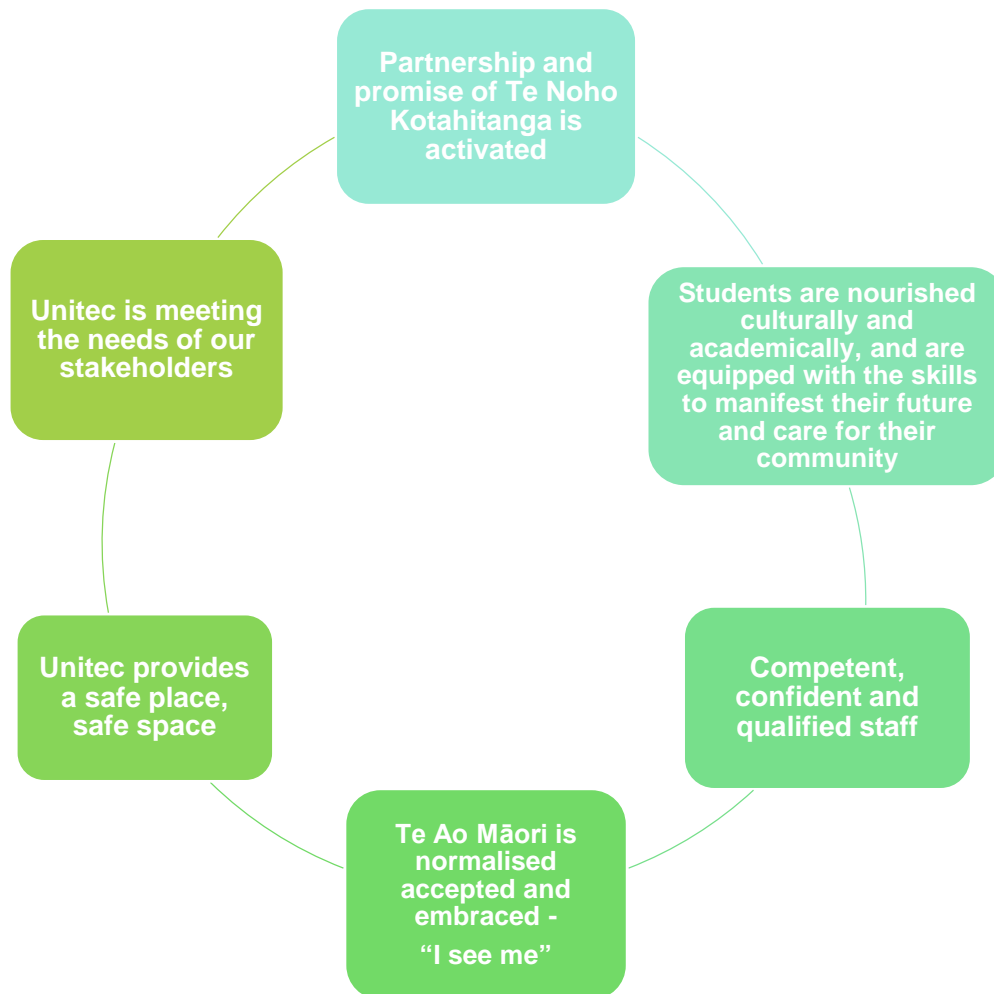
### *Invest in our Cultural Capacity*

- Provide cultural Te Noho Kotahitanga sessions for service groups
- Provide for new staff, compulsory training with all Te Rito suite and Te Reo, and Te Noho Kotahitanga
- Ensure that there is Māori input at all planning hui at all levels of the organisation
- Staff build meaningful relationships with iwi

<sup>18</sup> Reinstate the Weaving School

## Unitec – Te Noho Kotahitanga Outcomes

The following outcomes have been established as a result of careful and deliberate analysis of their potential impact, identification of possible challenges and acceptability of time, place and the people to drive the work. It just so happens that the most important successes that were identified by the whānau – now provide the fundamental thought for the high level outcomes for Māori Success at Unitec:



These outcomes are written in a way to resonate across Unitec. That this work is led by Māori staff and taurira representation is right for this time.

## Next Steps

A champions group was identified to keep the renewal strategy in the minds of the staff and lead out the implementation.



Sponsor: Glenn McKay  
Champions: Dr. Josie Keelan, Te Urikore Biddle, Renee Peeni, Victor  
Grbic, Ruth Marsters, Curtis Bristowe  
Monitoring: Tūwhara should it be established

The Renewal Team will meet regularly to progress with the strategic priorities.  
The following section is the first draft of a plan to monitor and measure the  
successful implementation of the strategic priorities.

## Strategic Priority Action plans

### Priority 1. Governance, Management and Leadership: *E kore te upoko mārō e aro*

Unitec/Our Māori Success Strategy is built on the unique strengths of the Institution. Unitec will be fully cognisant of its purpose, its uniqueness and of who we serve. We have an understanding that we will return to a place of financial sustainability to support the strategic objectives that will activate the partnership of Te Noho Kotahitanga as a lead into the renewal of Unitec. We are confident that a partnership approach with the Rūnanga, and our local community and iwi leaders will help set a Quality Agenda and framework to instill a confidence in Unitec to deliver Tairā who are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community.

<b>Actions</b>	<b>Lead Group</b>	<b>Timeframe</b>	<b>Outcome</b>
Review and revise (principles, values, practice, partnership agreement) Te Noho Kotahitanga.	Ako Ahimura Mātauranga Māori (AAMM) Te Roopu Mataara (TRM)	A	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated and strengthened.</li> <li>Te Ao Māori is normalised accepted and embraced “I see me”.</li> </ul>
Establish another Māori Leadership role to report to the Tumu Tauwhirowhiro	Executive Leadership Team (ELT) Tumu Taiwhirowhiro	A	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated and strengthened.</li> <li>Te Ao Māori is normalised accepted and embraced</li> </ul>
Create opportunities for Māori student/staff/community/iwi voice to be heard.	ELT Tumu Tauwhirowhiro	A	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Te Ao Māori is normalised accepted and embraced</li> <li>Māori succeed as Māori</li> </ul>

Actions	Lead Group	Timeframe	Outcome
			<ul style="list-style-type: none"> <li>• Unitec provides a safe place, safe space</li> <li>• Unitec is meeting the needs of our stakeholders</li> </ul>
Establish an Executive and Senior leadership training programme based on Te Noho Kotahitanga and the Maori success strategy	AAMM Tumu Tauwhirowhiro Rūnanga	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Competent, confident and qualified staff</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>•</li> </ul>
Investigate establishing Tumu Tauwhirowhiro as co-leader for Unitec	Commissioner Rūnanga ELT TRM	C	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Māori succeed as Māori</li> <li>•</li> </ul>
Investigate alternate governance and leadership structures that reflect Te Noho Kotahitanga partnership agreement	Tumu Tauwhirowhiro	C	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>

## Priority 2 Reporting and Accountability: *Mai te kore ki te pō ki te ao mārama*

Unitec, Te Whare Wananga o Wairaka is responsible and accountable for Māori Learner Academic Achievement and can provide evidence to support our Māori Narrative.

*“Prioritise equity for Māori at Unitec, even if inequitable practices are required”*

<b>Actions</b>	<b>Lead Group</b>	<b>Timeframe</b>	<b>Outcome</b>
Monitor organisational responsiveness to Māori Success Strategy.	Tūwhara/ Te Korowai Kahurangi (TKK) Whole of organisation	A	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Te Ao Māori is normalised accepted and embraced</li> <li>Māori succeed as Māori</li> </ul>
Establish the Tūwhara Unit tasked with collecting evidence of Māori Learner Academic Achievement internally and externally	AAMM, TKK	B	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>Te Ao Māori is normalised accepted and embraced</li> <li>Māori succeed as Māori</li> </ul>
Ensure all staff accountability for Māori outcomes through KPIs and ADEP plans	QAB, PAQCs, HR - People and Capability	B	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Competent, confident and qualified staff</li> </ul>

<b>Actions</b>	<b>Lead Group</b>	<b>Timeframe</b>	<b>Outcome</b>
			<ul style="list-style-type: none"> <li>Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>Unitec is meeting the needs of our stakeholders</li> </ul>
Deliver on the Engagement plan and analyse Maori community/stakeholder data	Student Success	B	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Unitec is meeting the needs of our stakeholders</li> <li>Te Ao Māori is normalised accepted and embraced</li> </ul>

### Priority 3 Student Journey: *He moana pukepuke e ekengia e te waka*

To guide and support student aspirations for success

<b>Actions</b>	<b>Lead Group</b>	<b>Timeframe</b>	<b>Outcome</b>
Develop and deliver an on-boarding programme for Maori students and whānau:  <i>Initial Contact</i> <i>Post-enrolment - support available</i> <i>Check-in points</i>	Tumu, Student Success	A	<ul style="list-style-type: none"> <li>Partnership and promise of Te Noho Kotahitanga is activated</li> <li>Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>Unitec is meeting the needs of our stakeholders</li> <li>Unitec provides a safe place, safe space</li> </ul>

Actions	Lead Group	Timeframe	Outcome
Develop mentoring programme integrating tuākana and teina practice in every Pathway	Student Success, AAMM	A	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Māori succeed as Māori</li> <li>• Unitec provides a safe place, safe space</li> </ul>
Continue to support Mātātupu and tauria Māori initiatives	Mātātupu, Student Success, Marae	A	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for self and community</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> <li>• Unitec provides a safe place, safe space</li> </ul>
Strengthen support for Māori students at Waitakere and Mt Albert	Student Success	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> </ul>

Actions	Lead Group	Timeframe	Outcome
			<ul style="list-style-type: none"> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>
Engage Māori communities in student learning experience	Academic units, Recruitment, AAMM, Industry Workforce	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>
Establish a māori marketing strategy for Māori student engagement and recruitment	Marketing Māori Marketing Advisory Group	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Te Ao Māori is normalised accepted and embraced</li> </ul>

#### Priority 4 Our Space – Rangatiratanga: *Kotahi te kī, kotahi te kōrero, kotahi te wānanga*

Actions	Lead Group	Timeframe	Outcome
Action the iwi and community engagement strategy	Tumu	A	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as māori</li> </ul>
Review and revise proposal to establish the Wairaka Wānanga (ako and research) <ul style="list-style-type: none"> <li>◦ Include structure, business plan and implementation</li> </ul>	Tumu, Ako Ahimura MM	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Competent, confident and qualified staff</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>



Actions	Lead Group	Timeframe	Outcome
Establish a Māori space at Waitakere campus.	Tumu, Marae, Student Success	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>

## Priority 5 Staff Capability and Capacity: *E raka te mauī, e raka te katau*

Actions	Lead Group	Timeframes	Outcome
Continue to support and invest in Te Rōpū Mataara	ELT	A	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Competent, confident and qualified staff</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>
Māori competencies are highly valued competencies for the appointment of general roles	ELT People and Capability	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Competent, confident and qualified staff</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Te Ao Māori is normalised accepted and embraced</li> </ul>
Develop and implement mātauranga māori professional development programme for all staff	Tumu AAMM Marae	B	<ul style="list-style-type: none"> <li>• Partnership and promise of Te Noho Kotahitanga is activated</li> <li>• Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community</li> <li>• Competent, confident and qualified staff</li> <li>• Unitec is meeting the needs of our stakeholders</li> <li>• Unitec provides a safe place, safe space</li> <li>• Te Ao Māori is normalised accepted and embraced</li> <li>• Māori succeed as Māori</li> </ul>

Actions	Lead Group	Timeframes	Outcome
Staff build meaningful relationships with community based on reciprocity	AAMM Te Rōpū Mataara Tūāpapa Rangahau	B	<ul style="list-style-type: none"><li>• Partnership and promise of Te Noho Kotahitanga is activated</li><li>• Unitec is meeting the needs of our stakeholders</li><li>• Unitec provides a safe place, safe space</li><li>• Te Ao Māori is normalised accepted and embraced</li><li>• Māori succeed as Māori</li></ul>

Note:

- A. Critical – needs immediate attention and demands action
- B. Important but doesn't immediate action. Can be completed in 6 – 12 months but may need A completed first. Also depends on what is happening in the organisation.
- C. Important but nothing we can do right now sometimes due to A and B needing to be completed. Also depends on what is happening in the organisation.

*Mā mua ka kite ā muri mā muri ka ora ā mua*<sup>19</sup>

<sup>19</sup> See Glossary for meaning

## Appendix 1: Te Noho Kotahitanga

Taken from the Unitec intranet.

### English

#### ***I – Authority and Responsibility***

Unitec accepts the principle that Māori have authority over and responsibility for all teaching and learning relating to the Māori dimensions of knowledge.

#### ***II – Legitimacy***

Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefit of all.

#### ***III – Guardianship***

Unitec accepts responsibility as a critical guardian of knowledge.

#### ***IV – Co-operation***

Unitec affirms that a spirit of generosity and co-operation will guide all its actions.

#### ***V – Respect***

Unitec values each partner's heritage and customs, current needs and future aspirations. Māori and Pākehā working together within Unitec.

### Te Reo Māori

#### ***I – Rangatiratanga***

E whakarite ana te Whare Wānanga o Wairaka ki te putake ake o te rangatiratanga o te Māori me ngā matauranga Māori.

#### ***II – Wakaritenga***

E whakarite ana te Whare Wānanga o Wairaka ki te mana o tena, o tena, ki te noho kotahi, ki te puaki i tona ake reo, ki te whakamahi i ngā rawa mo ngā iwi katoa.

#### ***III – Kaitiakitanga***

E whakarite ana te Whare Wānanga o Wairaka ki te kaitiakitanga o ngā taonga matauranga.

#### ***IV – Mahi Kotahitanga***

E whakarite ana te Whare Wānanga o Wairaka kia tau he ngakau mahaki i roto i ngā mahi katoa.

#### ***V – Ngakau Mahaki***

E whakarite ana te Whare Wānanga o Wairaka ki te whakanui i ngā taonga tuku iho o ngā ao e rua, a hiko ki mua. Ko te Māori me te Pākehā e mahi tahi ana mo Te Whare Wānanga o Wairaka.

## Appendix 2

### Unitec Māori student definition of success

1. I see me (23)
2. Continuation of Te Reo Māori
3. Pohiri process at Unitec - Te Noho Kotahitanga (1)
4. Mauri Tu
5. Mauri Kaha
6. Mauri Ora
7. Tihei Mauri Ora
8. Wairaka (8)
9. Activation of partnership - Ahiteretere (22)
10. Rangatiratanga (9)
11. Compulsory te reo in primary schools to conversation level (1)
12. Normalised accepted & embraced (24)
13. Te Noho Kotahitanga workshops (1)
14. Self-discovery (9)
15. Hei raukura mo te wananga o Wairaka (10)
16. Maximise potential (9)
17. Safe place safe space (20)
18. Graduation pohiri town hall (6)
19. Māori are making Unitec their destination (11)
20. Their whanaungatanga has been rejuvenated to the extent that the whanau has become a stronger support unit for all of its members (7)
21. Tautoko (3)
22. Māori programmes should have their own tino rangatiratanga (4)
23. To reinvest in pukenga as a teaching & learning kura through MOU (6)
24. Māori succeeding as Māori (25)

## Barriers to Māori Success at Unitec

1. Institutional racism (31)
2. Resistance to change
3. Tension between survival and sustain.. of governance and the leadership and their imperative
4. Non Māori colleague reneging on the treaty partnership responsibilities (4)
5. Tick box mentality 11)
6. Mauri mate
7. Lack of systemic cohesion
8. E kore te uku i piri ki te rino
9. Māori you are not the only people here at Unitec
10. True engagement
11. Changing mindsets and behaviours within ourselves and our colleagues (4)
12. The misappropriation of taonga Māori from mātauranga to fix within tauwi systems(25)
13. Resistance to things Māori(6)
14. Ageism (tuākana/teina)
15. Organisational complexity
16. Departmental silos and broken operational procedures
17. Ourselves (8)
18. The whanau (6)
19. Resources & investment (22)
20. Ka kitea te ngakau, ka kitea ngā whatu (8)
21. Working in isolation
22. Te Tiriti relationships rather than partnership (4)
23. Achieving buy in
24. From council down the organisation is confused, vision, mission, who are we here to serve & what our unique point of difference is (42)
25. Unrelenting change
26. Lack of will
27. Consultation feels like tokenism (10)
28. Not prioritising properly
29. Māori initiatives are too expensive (1)

30. White streaming of services within the institution
31. Lack of expertise & grounding – language-ing/ understanding
32. Failure to provide visionary direction advice and support to the institution  
(17)
33. Lack of expertise and grounding languaging understanding (4)
34. Lack of cultural competency at council level
35. Failure to understand the changing workforce demographic of Tamaki
36. Culturally illiterate tertiary providers practice intergenerationally violence by  
failing to respond to the needs of Māori intergenerational (21)
37. Failure to acknowledge learner as an expert
38. Totara wāhi rua he kai nā te ahi (16)
39. Implementation not consultation (1)
40. Inability to see nothing is lost but everything is gained (2)

## Actions to overcome the barriers to Māori success at Unitec

1. Establish buy-in from MOE and unitec to reinvest in Pukenga as a Teaching and Learning Centre so it becomes a natural progression for our tauira i.e Whai Ake and Academic Pathways
2. Targeted marketing approach for Māori
3. A 30 day curated onboarding experience
4. Employment of more Māori staff
5. Duplicate Whai Ake in every pathway
6. Invest in our cultural capacity
7. Ensuring Te noho Kotahitanga is apparent through the whole learning journey
8. Accountability, responsibility report in relation to Māori aspirations
9. Executive leadership team and head of pathway training programme based on the Māori success strategy
10. Change the name
11. Establish a wānanga within a wānanga
12. Create a Māori research unit
13. Establish an internal Te Hono o te Kahurangi Unit
14. Te Tumu Tauwhirowhiro co-leads Unitec
15. To have evidence and initiate the process of safe space and safe place
16. Organise, discuss and implement (Te Noho Kotahitanga)
17. Prioritise equity for Māori at Unitec even if inequitable practices are required
18. Tracking our graduates so we know what Māori success looks like
19. Co-leadership and Co-governance
20. To revitalise the whare pora within a wānanga framework
21. Mai te kore ki te pō, ki te ao mārama. To create a suite of compulsory competencies surrounding mātauranga Māori
22. Fire and hire
23. Contractual commitment to having visibility in the Māori community
24. Rongoā Māori
25. Ensure that there is Māori input at all planning hui, at all levels of the organisation



26. To implement more Māori programmes in all the networks, rather than tokenistic papers with Māori content
27. Establish another Māori leadership role under the Tumu
28. Build a relationship with Unitec and Waipareira to assist our Waitakere campus
29. 30 day on-boarding for staff
30. Revitalise Te Rōpu Mataara to help with implementation of the strategy
31. Define our values proposition for Tauira Māori
32. Compulsory Te noho Kotahitanga session for service groups
33. For new staff, compulsory training with all Te Rito suites, te reo and Te Noho Kotahitanga
34. Tauira Māori parity
35. Marketing and recruitment
36. Ensure our Waitakere Māori students are provided adequate resources which supports their success. Mt Albert is not the only campus
37. Highly visible at kaupapa Māori events
38. Parity for Māori staff
39. Confirming the role of Māia (or not)
40. Ensuring Mātauranga Māori classes are taught in the whare and therefore accessible
41. Tino Rangatiratanga
42. Ensure engagement with Mātauranga Māori at Unitec upholds its taonga status
43. To speak Te Noho Kotahitanga beyond its Pākehā abbreviations
44. E kore te ūpoko māro e aro!
45. More reo Māori speaking staff
46. Māori specific role in Marketing
47. Wairuatanga
48. A dedicated Mauri ora teaching space at Waitakere
49. Te Reo Māori to be made compulsory and for our community accredited papers as well
50. To eradicate casualisation
51. To establish a role or group that is tasked with collecting outside the box evidence of Māori achievement

52. Taha wahine, taha tāne
53. Capture, review, revise Te Noho Kotahitanga
54. Ensure the Te Tiriti o Waitangi is also a founding document of this institution
55. More support for Matatipu and tauira Māori initiatives
56. Hold people leaders personally accountable for Māori outcomes by building Māori KPIs into their ADEP
57. Graduations are held at the marae
58. Our logo and brand represent Te Noho Kotahitanga
59. More Māori ADL roles funded by the institution
60. Establish a Puna Reo/Kohanga Reo

## Collective expectations from our Wānanga

- Capture Māori definition of what success looks like for Māori moving forward
- The future of Maori here at Unitec
- We need to collectively to own this process
- How we can better whakawhanaunga
- It's about the tauira – reconnect across the institute and need to make strong connections again.
- Te Noho Kotahitanga is the whāriki – how can we enhance Te Noho Kotahitanga to take us into the future? How can we noho kotahi as one and weave in all the threads to truly noho Kotahi?
- Expectation that will work towards Māori academic achievement – in Maori success, students often get lost
- A framework that enacts our purpose and definition for our students
- Clear direction, foundation and expectation of kaimahi and for our students, that they pay for and deserve
- Be good to see everybody; regroup, review direction, focus on resources allocation.
- Improve Maori student engagement
- Noho Kotahitanga was not clear. How are the philosophies embedded through practice?
- Allow ourselves to be facilitated through the process, with an outcome of shared responsibility. Ma te mahi ngatahi!
- Coming together was a great achievement. Open to be what will be facilitated.
- Looking forward to understand the collective needs of tauira to inform a strategy accordingly
- That we all support a place for Māori students, that we are seen, and we know where we want to go
- To find out how I can contribute to programme development and improvement
- Great hui due to the number of whānau who are here. Māori men are suffering in places like this especially young Māori men

- Matariki Hāpuapua: Te Timatanga o te tau hou Māori Reference to Kiluewa Hawaii (renewal) He wahanga kia piripiri i te wahanga o te tau. (Pouahi ahi – te wananga te whakawhitiwhiti whakaaro). Anga whakamua. Language and culture is normalised through tikanga ethically
- We need to have this regularly.
- Look backward to go forward. Prefer to go to Te Noho Kotahitanga – interested in strategy and reclaiming our space here as Māori
- Learn more to contribute to Māori success
- “Cultures in Aotearoa” as a compulsory programme.
- Reinvesting in Pukenga and become a teaching centre once again
- Feel a responsibility to support students struggling to pay fees
- To uphold a collective voice and direction for Maori. Stay mindful of strategy and direction we take
- Here today for Bachelor of Social practice and that our strategy considers tauira out west.
- In terms of Strategy ensure we leave a good legacy for our mokopuna.
- I’m a product of the last success strategy. Hope we have learnt from the past and make better moving forward.
- Was here in 1992 and entered Te Whare Pora with Kahu Te Kanawa. Korero is to continuing to work on our collective mahi to support the whenua. Manaaki te Pa Harakeke and work to coordinate collective efforts and repair maintain systems of the water ways.

## Ētahi āwangawanga

- Our concern is that this mahi goes nowhere!
- How do we get to trust the leadership/ management team to enact the plan that we have constructed?
- How do we establishment trust between us (Māori staff) and the leadership of the institution?
- It appears we will have a strategy and a plan for Maori success however it appears there is no Pakeha success strategy?
- We provide a safe space for the Pākehā leadership however their needs to be a Pākehā success strategy?
- This is what we are expecting from Management so please don't waste this mahi
- The realisation of the strategy does not materialise comes to fruition over time
- Some low hanging fruit
- Include specific targets and hold all levels accountable
- There was no appointment of Māori leadership in the past
- Resourcing and Investment (Appointments however no resources to enact mahi)

## Unitec – Navigating Māori Success Strategy - Agenda

Māori Success Strategy – 20 June 2018			
Time	Activity	Facilitator	Venue
8:45am	Karakia / Whakataua	Hohepa Renata	Wharenuui
9:00am	Wā Whakawhānaungatanga	Katie Cherrington + Bentham Ohia	Wharenuui
10:00am	Paramanawa		Whare kai
10:30am	<ul style="list-style-type: none"> <li>Setting the Scene</li> <li>Environmental Scan</li> <li>ITP Road Map – What's happening?</li> <li>Unitec - Current state</li> <li>Vision for Unitec</li> </ul>	<ul style="list-style-type: none"> <li>Kay Bramley</li> <li>TEC Representative or David Glover</li> <li>Interim CE – Alastair Carruthers</li> <li>Interim CE</li> </ul>	Wharenuui
12:30	Kai o te ranui		Whare kai
1:00pm	Purpose and vision – What does Māori success look like? Maori staff	Katie Cherrington + Bentham Ohia	Wharenuui
2:00pm	Paramanawa		Whare kai
2:30pm	What are the challenges to achieving Māori success?	Katie Cherrington + Bentham Ohia	Wharenuui
4pm	Karakia	Hohepa Renata	Wharenuui

Maori Success Strategy – 21 June			
Time	Activity	Facilitator	Venue
8:45am	Karakia / Whakatau	Hohepa Renata	Wharenuui
9:00am	(Small group work)  Identifying the Unitec values – what do they mean? How are they expressed? <ul style="list-style-type: none"> <li>• In your work</li> <li>• In your personal life</li> <li>• In your community</li> </ul> Create a whakatauki/saying/proverb	Katie Cherrington + Bentham Ohia	Wharenuui
10:00am	Paramanawa		Whare kai
10:30am	Identifying the key Strategic Priorities for Māori Success	Katie Cherrington + Bentham Ohia	Wharenuui
12:30	Kai o te ranui		Whare kai
1:00pm	Action Planning	Katie Cherrington + Bentham Ohia	Wharenuui
2:00pm	Paramanawa		Whare Kai
2:30pm	Presentation of action plans	Katie Cherrington + Bentham Ohia	Wharenuui
4pm	Karakia	Hohepa Renata	Wharenuui



# memo

---

To	Academic Board	Date	6 September 2018
CC			
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Research Competencies at Unitec		

---

Please find attached a proposed set of Research Competencies for research active staff members at Unitec. These competencies would sit alongside Unitec's teaching and leadership competencies, all of which are designed to formalise and guide staff members' professional development (PD) trajectories in these key areas.

In the immediate term, the Research Competencies will help facilitate the informed completion of the 'Develop' quadrants within staff members' ADEPs. Blended Professional Development courses, workshops and master classes are available, which in conjunction with the Research Competencies ultimately establish a set of expectations and continuous development options for research at Unitec.

These Research Competencies have undergone a development process involving the Director of Ako Teaching and Learning, the Organisational Development Consultant, Unitec's Research Committee (URC), the Pathway Research Leaders, interested staff through these Research Leaders and key Tuapapa Rangahau staff.

The Research Competencies were ratified in their current form by the URC at its 9 August 2018 meeting.

**Recommendation;** that the Academic Board approves the Research Competencies.



## Unitec Research Competencies

The competencies outlined below are intended to help research active staff recognise their existing research competencies, and build on these in a process of continuous development. Each competency is associated with appropriate PD offerings or activities.

Unitec's competency-based approach to professional development ensures we focus our efforts on the specific skills, knowledge and behaviours that we know will support our people to deliver on our kaupapa. The competencies below, which apply specifically to research active staff, sit alongside and complement Unitec's [Leadership Competencies](#) (which apply to all staff at Unitec) and [Teaching Competencies](#) (which apply to all teaching staff at Unitec). For more information on these check the [Professional Development](#) pages on the Nest.

The research competencies allow for continuous improvement for staff members at any level of research development and expertise. There is no expectation that any given staff member will meet all the performance criteria listed, or excel in every competency. Nor is every competency relevant for all research active staff members (n.b., they are listed in rough order of priority). Rather, this supportive tool is to be used primarily to inform ADEP conversations and goal-setting (for research components of the 'D' – 'Develop' – in ADEPs). Note as well that PD activities supporting work towards competency achievement will vary by staff member and discipline/s. It is acknowledged that the formal PD options listed below constitute a partial and growing suite of opportunities at Unitec. Some PD options can serve more than one competency; the detail can be explained in one's ADEP.

An associated self-assessment tool, based on Pohatu's Mauri Model, will be developed to allow staff members to identify their strengths and areas for further development as they relate to Unitec's Research Competencies.

Development of research competencies can be used to support staff members' applications for academic advancement/promotion. At a later date, systems for documenting competency achievement may be designed to allow for 'badging', or micro-credentialing.

### Research Competencies

Core competencies	Performance criteria	Possible indicators that criteria have been met	Examples of development opportunities
I can...		<i>These bullet points are intended to be descriptive rather than prescriptive.</i>	Note that as per the ADEP 70:20:10 model, development opportunities can comprise on-the-job learning (up to 70% of development activities), partnering/mentoring with peers and others (20%), or formal PD (10%). Examples of each are listed below, per competency.
Embrace research that acknowledges Te Tiriti o Waitangi and	Partner/consult with Māori as appropriate when embarking on a research project	<ul style="list-style-type: none"> <li>Knowledge and practice of tikanga in research engagements with Māori</li> </ul>	Formal PD options: <ul style="list-style-type: none"> <li>'Non-Māori researchers engaging Māori' course (pending)</li> </ul>

the principles of Te Noho Kotahitanga	Keep informed of and embrace Māori research insights and perspectives as well as tikanga regarding engagement with Māori	<ul style="list-style-type: none"> <li>Familiarity with literature in your field/s and topic area/s covering Māori research insights, perspectives, methodologies and findings</li> <li>Informed incorporation of contexts and impacts in relation to Māori communities within research proposals, ethics applications and outputs</li> <li>Appropriate partnering with Māori throughout research projects, from the conceptualisation and design phases through to dissemination (e.g. via research team formation, cultural consultation)</li> <li>Aiming to build research capacity within Māori communities, supporting Māori research practice to be self-determining</li> </ul>	<ul style="list-style-type: none"> <li>Kaupapa Māori research workshop</li> </ul> <p>Example of on-the-job learning: writing a literature review for a research project encompassing Māori knowledge and priorities</p> <p>Example of partnering/mentoring: liaising with Māori staff member/s in your Pathway on these topics</p>
	Fully acknowledge Māori ownership of research when appropriate, as well as Māori intellectual and cultural property in research projects, including co-authorship when Māori cultural contributions to new knowledge apply		
	Articulate the impact of research projects on Māori communities		
	Ensure that project findings are disseminated and/or applied in such a way that they are accessible and useful to Māori participants and stakeholders		
Improve teaching and learning via research knowledge or activity	Contribute to research-informed curricula and teaching	<ul style="list-style-type: none"> <li>Awareness of current research activity in one's field or area of teaching expertise (e.g., via pursuit of a post-graduate qualification, participation in relevant research fora)</li> </ul>	Formal PD options: <ul style="list-style-type: none"> <li>'Successful Postgraduate Supervision' course</li> </ul>
	Advance student research	<ul style="list-style-type: none"> <li>Embed current research (for example one's own research) that contributes to the profession's body of knowledge within curricula</li> </ul>	<ul style="list-style-type: none"> <li>'Planning to Publish' workshop</li> </ul> <p>Example of on-the-job learning: membership on postgraduate proposal approval committee</p>
	Engage in mentor/mentee (staff) relationships which enhance research-informed curricula and teaching	<ul style="list-style-type: none"> <li>Supervision or mentoring of student research</li> <li>For eligible staff: meeting applicable criteria for contributing to a Unitec programme's 'green', or improving, Research Productivity Traffic Light status (via dissemination of ROMS-eligible research outputs, which thus serves as an indication that one's teaching – at degree level and higher – is research-informed).</li> </ul>	<p>Example of partnering/mentoring: working with Te Puna Ako to embed research into your teaching through effective pedagogy</p>

			<ul style="list-style-type: none"><li>• Involvement in team research projects which 'lift' or sustain a Unitec degree programme's Research Productivity Traffic Light status (to, or as, 'green')</li></ul>		<ul style="list-style-type: none"><li>• Active involvement in research projects, e.g. as an investigator, data analyst, artist, author, designer</li><li>• Production and dissemination of research outputs, including intellectual property (e.g. securing a patent)</li><li>• Realising innovative outcomes from applied research, e.g. influencing governmental or regulatory policy, business practice or process.</li><li>• Preparing a successful research ethics application</li><li>• Contributions to research environments not covered elsewhere in this document (see the Research Contribution Type Guide on the ROMS homepage for examples)</li></ul>	Formal PD options: <ul style="list-style-type: none"><li>• 'Planning to Publish' workshop</li><li>• 'Turbocharge Your Writing' workshop</li><li>• Writing retreat participation</li></ul> Example of on-the-job learning: co-authoring a research article Example of partnering/mentoring: working with a research mentor to develop or extend your research capability
Contribute to new knowledge generation and/or research-based innovation	Contribute to research projects	Transfer new knowledge to community/industry groups	Disseminate research findings	Develop innovative solutions from new knowledge		
Partner research activity with industry/community stakeholders	Liaise actively with industry/community partners around their research needs and interests	Engage in research activity that addresses industry/community priorities	Enable or create research-based and externally partnered innovation, entrepreneurship, commercialisation, or practice improvement		<ul style="list-style-type: none"><li>• Awareness of industry/community research needs, interests and requirements, including any specific cultural competencies when required</li><li>• Engagement and collaboration with the Pacific Centre and the Pacific Research Fono for Pacific research projects and/or professional development in the research space.</li><li>• Development of consultancy and contract research management skills</li><li>• Engagement in research teams or contributions to research environments involving industry/community partners</li><li>• Engagement in research uptake and impact outside the academy (e.g., design and delivery of new tools, creative</li></ul>	Formal PD options: <ul style="list-style-type: none"><li>• 'Managing a Research Contract' course</li><li>• 'Writing a Successful Grant Application' course</li><li>• Writing retreat participation</li></ul> Example of on-the-job learning: liaising informally with stakeholders about problems that need to be addressed via research activity Example of partnering/mentoring: meeting with your Network Research Partner or the Research Partner – Enterprise to scope potential industry-engaged research projects

			works, practices or products; entering into a commercialisation agreement with a company)	
Lead the growth of research activity	Earn a reputation with external bodies for high levels of research engagement	<ul style="list-style-type: none"> <li>Improving research project development and grant-writing skills</li> <li>Identifying and leading responses to externally-funded research opportunities</li> <li>Securing contestable grants or consultancy contracts for research projects</li> <li>Submitting a competitive PBRF portfolio</li> <li>Mentoring staff members' research activity (extending beyond enhancing research-informed curricula and teaching)</li> <li>Building and/or leading research teams</li> <li>Organising research hui, conferences or symposia, or being invited to contribute to research conferences or committees</li> </ul>		<p>Formal PD options:</p> <ul style="list-style-type: none"> <li>'Writing a Successful Grant Application' course</li> <li>'Managing a Research Contract' course</li> <li>Writing retreat participation</li> </ul> <p>Example of on-the-job learning: membership on a Unitec research committee engaged in thought leadership</p> <p>Example of partnering/mentoring: meeting with Tuapapa Rangahau's Senior Grants Advisor to scope potential funding sources for a research project</p>
	Generate research revenue in order to grow research activity			
	Spearhead or organise new research ideas/projects			



# memo

To	Unitec Academic Board	Date	23 <sup>rd</sup> November 2018
From	Marcus Williams Director Research and Enterprise	Phone No.	021 401 965
Subject	Process for the allocation of time to undertake research		

Attached is a process map and related documents which outline the procedure for allocating research time to degree staff and others.

This approach was identified and unanimously approved by the Senior Academic Leadership Team in September of 2018 and feedback was sought from the Unitec Research Committee at the November 8<sup>th</sup> meeting and from Unitec Research Leaders and Heads of Practice Pathways following the meeting.

The primary points of feedback from those consulted were that;

1. the process needed flexibility during the year
2. the process was time consuming
3. Heads of Schools, in collaboration with their staff, should be allocating time
4. a process devised in one of the Networks was superior and should be used instead.

These points of feedback were considered and incorporated as appropriate.

This process is based on the existing resource allocation of 20% or 0.2 of the total degree staff FTE at Unitec. Staff will be allocated time to undertake research based on verified performance and particularly for new and emerging researchers, the staff member's Research Plan. NB this does not mean that all staff get 0.2 and there will also be resource put aside for non-degree teaching staff who are performing to a nationally recognised level of productivity.

The key principles underscoring the development of this draft are;

- 1 – *That the process is informed by evidence of research productivity*
- 2 – *That the process is co-creative, between the Research Director and Heads of Schools*
- 3 – *That the process provides flexibility to accommodate change*
- 4 – *That the process provides highly productive, non-degree staff, time-resource to research.*

The Unitec Research Committee will undertake a review of the process after one year and submit any necessary recommendations for improvement to the Academic Board

**Recommendation;** that the Academic Board approve the process for allocating research time.

# MY RESEARCH PLAN

Please enter your answers to the following questions where indicated by the grey area. These areas will expand to accommodate whatever length answer is provided.

## Researcher Details

Name:

Email:

Ph/ext:

School I primarily teach/supervise on:

Programmes I teach/supervise on:

## Main Goals

*How would you identify yourself as a researcher? (Developing, Established, Expert).*

*What is your main research or innovation aspiration or vision currently?*

*What impact do you aim for your research or innovation to have (social, environmental, cultural, economic or commercialisation)?*

## Following are Unitec's four Research Goals:

*Are you aiming to meet Unitec's Research Productivity Traffic Light criteria (one research) output produced per year, or two across two years, recorded in ROMS)?*

*Are you aiming to gain a PBRF rank (to achieve a competitive research portfolio you will generally need to publish two quality assured outputs per year)?*

*Are you aiming to win an external research grant(s)?*

*Are you aiming to contribute to an Industry Funded research projects(s)?*

*Other?*



---

## My Research Projects

Please describe your research project(s) for 2018 focusing on activities requiring significant use of your time and any assistance needed.

### Project One

Proposed Research/Innovation Activity (activities might involve research design, proof of concept, forming the research team, industry partnership, data collection, analysis, write up, project management)

*Short summary of project*

*Other project team members*

*Is there scope to involve students?*

*How will this research inform your teaching?*

*Industry / community partnerships*

Research professional development needs. See the [Research Profess Dev suite](#).

Mentor / Mentee relationships

Planned research output(s). See [Unitec’s Research Output Guide](#).

Requests for financial support. See [Unitec research funding options](#).

Planned external funding sources (if applicable)

Research voucher possibilities (joint funded projects with industry/community)

Milestones

July 2018	
Dec 2018	
2019	

---

**Project Two (if applicable)**

Proposed Research/Innovation Activity (activities might involve research design, proof of concept, forming the research team, industry partnership, data collection, analysis, write up, project management)

Short summary of project

Other project team members



*Is there scope to involve students?*

*How will this research inform your teaching?*

*Industry / community partnerships*

*Research professional development needs. See the [Research Profess Dev suite](#).*

*Mentor / Mentee relationships*

*Planned research outputs. See [Unitec's Research Output Guide](#).*

*Requests for financial support. See [Unitec research funding options](#).*

*Planned external funding sources (if applicable)*

*Research voucher possibilities (joint funded projects with industry/community)*

*Milestones*

July 2018	
Dec 2018	
2019	

## ADEP Section

After completing the Research Plan, please then summarise your main research goals and plan for 2018 in this ADEP summary section. This summary can then be added to your ADEP to enable you to track progress and discuss any issues with your line manager throughout the year. If you are experiencing barriers to achieving your research goals your pathway Research Leader and Tuapapa Rangahau Network Research Partner can assist.

**ACHIEVE** (name your main research goal(s) and plan here)

**DEVELOP** (list any research development needs here, referring to the [\*Research Professional Development suite\*](#))

**ENJOY** (name the research activities you really enjoy here)

**PARTNER** (add industry or community partnered research relationships here)

---

Research Partners assess staff performance based on the four Unitec Research Goals

**Industry Funded Projects**  
**Productivity**  
**Quality Assured Research Outputs**  
**External Research Income**

Individual Research Plans are also considered, especially when productivity is low and professional development is the main focus, facilitating beginner researchers with the time to start from zero base.

**Productivity Assessment:** This will be based on evidence, in relationship to the Unitec Research Goals. The grades will be: Developing, Established and Expert.

**Individual Research Planner:** Individual staff research objectives are agreed with the line manager on the appended Unitec template and managed through the ADEP.

Research Partners allocate a Research Productivity Rating (see Research Productivity Rating template) NB – in instances where all four goals are being exceeded by a school, it may choose to allocate time independently.

Research Director (RD) reviews recommendations, allocates a provisional time allowance, and sends these in confidence to Head of School (HoS) and Research Leader (RL).

HoS and RL feedback is integrated into the model which then articulates in to the Workload Calculator. Changes which occur during the year can be responded to by the HoS and reported to the RD.

This process includes non-teaching and sub degree staff. Identified through ROMS, sub-degree staff researching to a level that would warrant submission of a PBRF portfolio would be also assessed.

The Research Director negotiates with the Head of School or unit about an appropriate research time allocation for sub-degree staff that meet the standard.

# Process for Research Time Allocation

Based on an institutional resource for time to undertake research of 0.2 of the total degree teaching staff a Unitec

**Industry Funded Projects** (research and enterprise projects funded to any extent, by industry including businesses and community groups)

**External Research Income** (a fiscally expressed measure of progress for an externally funded research or enterprise project)

**Productivity** (progress toward every degree programme at Unitec being Green lit in the Research Productivity Traffic Light)

**Quality Assured Research Outputs** (approved research publications and creative outputs, which have been peer reviewed or commissioned)

## Pan Institutional Research Goals

<b>To</b>	Academic Board	<b>From</b>	Simon Tries Manager, Te Korowai Kahurangi
<b>Title</b>	Moderation Consistency Project	<b>Date</b>	26 <sup>th</sup> November, 2018

### **Purpose**

The Moderation Practice Compliance project gathered data and evidence of compliance for moderation practices across the academic portfolio. Processes for tracking progress of moderation practice against moderation planning are now firmly in place however the quality of the outcomes that result from Moderation are not so easily tracked. This memo proposes to shift the focus from tracking compliance to evaluating the quality of the outcomes of moderation for teaching and learning.

### **Recommendation**

**That the Academic Board:**

***a. Receive the results of Moderation Practice compliance for Semester 1, 2018.***

***b. Refer to the Quality Alignment Board, the responsibility to maintain an ongoing controlled watch on moderation practices within programmes including:***

- ***monitoring moderation compliance;***
- ***establishing remediation plans for non-compliance;***
- ***regular reporting on trends and issues to Academic Board.***

***c. Refer to Programme Academic Quality Committees, the responsibility to monitor compliance for moderation practice within courses and programmes including:***

- ***ensuring that effective moderation practices are taking place;***
- ***ongoing evaluation of the quality of outcomes for course improvement;***
- ***ensuring improvement plans are implemented;***
- ***reporting outcomes regularly to Quality Alignment Board.***

### **Rationale**

The results of the 2017 moderation audit were reported to Academic Board in February 2018. Te Korowai Kahurangi have recently completed a final audit of compliance for Semester 1, 2018 which has been undertaken through the results reported in Programme Academic Quality Committee [PAQC] minutes and Programme Evaluation and Planning (PEP) reports.

The moderation audit process has assisted in gaining institutional improvements in Moderation Practice, which include:

- Improved planning tools and progress reporting resulting in 100% completion of planning requirements for Semester 1, 2018
- Compliance of Internal Pre-moderation activity for Semester 1, 2018 at 92% against plan
- Compliance of Internal Post-moderation activity for Semester 1, 2018 at 81% against plan
- Improved tracking for moderation compliance through monitoring in PAQC minutes and via Course Evaluation and Planning (CEP) reports and PEP Reports

- Improved oversight and support of Unit Standards moderation practices as evidenced by significant improvement in results

Other improvements that have resulted from the systemised approach to moderation planning and compliance include:

- Improved forms and templates resulting in ease of completion by all participants
- Teacher capability activities including workshops and moodle on-line learning courses enjoying a strong uptake by staff groups and increasing the capacity of staff to better participate with confidence in quality moderation activity
- Introduction of US11551 and other learning 'badges' as a part of the teacher capability project resulting in a growth in staff capability to participate at all levels of the moderation process
- Some improved quality of outcomes of moderation for course and teaching improvement as evidenced via an enhanced CEP reporting pilot scheme
- Close monitoring of cross crediting to the award unit standards in legacy programmes where standards were spread across a range of course work. This practice has ceased for all new programmes, however a small number of completions from expiring programmes are still filtering through.

Moderation planning for 2019 has extended the plan to cover a three year period. Any courses that were not included in 2018 have been distributed accordingly to ensure that a plan exists to ensure that each course is both Internally and Externally moderated within the agreed cycle. The planning and execution of Moderation for each Programme will be reported through the PAQC.

Any variations to the plan will be noted and the course reassigned as required. This may be as a result of a course requiring moderation because of a major change, or through a specific request. Any changes to the Moderation plan will be monitored to ensure that courses do not fall out of the system and that they are duly moderated within the agreed cycle.

### **Next Steps**

Moving forward, it is the quality of outcomes of moderation practice for course and teacher improvement that needs to be the focus. This can only take place at the course and programme level and requires robust quality support systems. Academic Leadership and Teaching staff must share an understanding of the value of receiving feedback via the moderation process, and using the feedback for improvements of student outcomes through both course and teacher improvement.

To assist this activity, CEP reports, which were recently mandated as compulsory following each cycle of course delivery, have specific sections which gather evidence for the following:

- compliance against the planned moderation activity
- evaluation of outcomes of moderation
- planned actions for improvement of course and/or teaching

This course level evidence is available for evaluation by both teachers and their academic leader managers. The results of which may be consolidated into a general overview in the PEP to give a programme wide perspective. Together both the CEP and PEP allow the PAQC to report on both the compliance and quality of Moderation Practices.

### **Attachments**

---

Moderation Tracking Semester 1, 2018.

Pathway	Prog	% of Pre Completed	% of Post Completed	External Moderation	Comments
VSM	BAT	100%	74%		None Scheduled for Sem 1, 2018
VSM	NZCAE	100%	0%	2	All Full year courses, post moderation is carried out through the year. FT 2 courses are sent off to UCOL for external moderation 23/11, response due Feb 2019
VSM	NZCLA	100%	0%		All Full year courses, post moderation is carried out through the year.
VSM	NCAEE	100%	0%		All Full year courses, post moderation is carried out through the year.
VSM	NZCME	100%	100%	8	Externally moderated by an independent external party. The moderation was undertaken in June 2018 and a moderation report has since been received.
Bridging Education	CUP				*CUP uses Massey Programmes and does not use Unitec's Moderation processes. This is generally an end of year process.
Bridging Education	NZCSC	78%	94%	3	Art & Design Pathway completed
Bridging Education	NZCSP	50%	50%		None Scheduled for Sem 1, 2018
Languages	NZCE2	100%	100%		None Scheduled for Sem 1, 2018
Languages	NZCE3	100%	100%		None Scheduled for Sem 1, 2018
Languages	NCEA3	100%	100%		None Scheduled for Sem 1, 2018
Languages	NZCE4	100%	100%		None Scheduled for Sem 1, 2018
Languages	NZCE5	100%	100%		None Scheduled for Sem 1, 2018
Languages	BA	50%	0%		Programme Closing
Languages	CLT	0%	100%		Programme Closing
Languages	CLI	100%	100%		Awaiting Response to External Moderator's Report
HealthCare	BHSMI	100%	100%		No External in Sem 1
HealthCare	BNURS	100%	100%	4	Sent 4 courses WINTEC
HealthCare	BN	100%	100%		No External (Expiring Programme)

Social Practice	BSP	100%	100%	15	15 Courses to University of Auckland, feedback received, action taken where required
Social Practice	NCMIHA	98%	100%	4	Careerforce Ito (3), NZQA (1), submitted.
Social Practice	PGDCN	90%	90%	3	3 courses (2018 samples) Laidlaw College, Feedback received, action taken where required
Community Development	BSPT,DSSM	90%	90%		External moderation will be done on 6th December on site
Community Development	BHSD	100%	93%	5	5/6 external moderation completed. For one course lecturer had left, to be moderated at next run.
Community Development	BTECE	94%	94%		External moderation sent in August 2018
Community Development	BASHB	80%	100%		External moderation will be done at end of Sem 2. All courses are post-moderated before grades can be released
Community Development	MOST	80%	100%		External moderation will be done at end of sem 2. All courses are post-moderated before grades can be released
Community Development	Shared courses	86%	100%		None planned for 2018, all courses were externally moderated in 2017.
Creative Industries	BCE	100%	100%	100%	
Creative Industries	BPSA	89%	86%	100%	1 external report not received yet
Creative Industries	DCMIUS	100%	100%	n/a	phasing out (MROQ & rationalisation/renewal plan); does not take new enrolments
Creative Industries	MCP	100%	100%	100%	
Creative Industries	MDESIN	n/a	n/a	n/a	project based programme
BCS	Bcons	100%	100%		1/3 of courses to be external moderated per year end Sem 2 and going forward.
BCS	GDCPM	100%	100%		1/3 of courses to be external moderated per year end Sem 2 and going forward.
BCS	NZDAT	100%	96%		December 2018 – National Moderation Event
BCS	NZDC	100%	96%		March 2019 – National Moderation Event

BCS	NZCC	100%			Sem 1 post mod will be done at the same time as sem 2 courses. On 3rd of December 2018, there is an external moderation event in collaboration with eight other NZ tertiary providers.
BCS	NZCCT	100%	100%		On 3rd of December 2018, there is an external moderation event in collaboration with eight other NZ tertiary providers.
BCS	NZCCM	100%	100%		On 3rd of December 2018, there is an external moderation event in collaboration with eight other NZ tertiary providers.
BCS	CPGFT	100%			Full year courses, post moderation is carried out through the year.
BCS	NCDRN	100%			Full year courses, post moderation is carried out through the year.
Engineering	BETMG	84%	50%	100%	Post and external moderation planned for next 5 years through IPENZ
Engineering	NZCEE	100%	100%	100%	As this is a new programme - All courses to be post/ external moderated in S2, 2019
Engineering	NZDE	100%	100%	100%	Post and external moderation planned for next 5 years through NZBED
Engineering	NZDS	100%	Nil	Nil	Planned to external moderation in Sem 1/2, 2019
Business	BBS suite	100%	97%	100.00%	
Business	BIC /GDEC	0%	0%	33.33%	Programme Closing. No evidence presented for Internal mod. 2 courses sent externally but no reports yet
Business	MBUS /PGDBUS	100%	100%		3 courses offered are thesis and ENR courses so not moderated
Business	MIC /PGDIC	0%	0%		Programme Closing. No evidence presented for Internal mod.
Business	MAP (PA)	90%	90%		None Scheduled for Sem 1, 2018
Business	NZDB5	100%	100%	100.00%	
Business	NZDB	100%	100%		None Scheduled for Sem 1, 2018. Group external moderation pending 2019
Business	NZCR	100%	100%		None Scheduled for Sem 1, 2018
Business	NZCRE	100%	100%		All 12 Unit Standards associated with the course has been moderated
Computer Science	NZCIT	100%	100%	NA	None in 1182: all scheduled for 1184



Computer Science	BCS		85%	91%	100%	4 BCS courses externally moderated ISCG5401, ISCG5421, ISCG6401, ISCG7400
Computer Science	GDCMP		65%	100%		Not externally moderated this sem.
Computer Science	PGDCG & MCOMP		85%	91%	100%	4 Mcomp/PGDCG courses externally moderated ISCG8029, ISCG8038, ISCG8050, ISCG8052
Architecture	BAS		100%	100%	29%	Still awaiting return of some materials
Architecture	MARCP		100%	100%	38%	Still awaiting return of some materials
Architecture	BLA		100%	100%		None Scheduled for Sem 1, 2018
Architecture	MLA/MARCH		100%	100%		None Scheduled for Sem 1, 2018
Architecture	NZDL		100%	100%		None Scheduled for Sem 1, 2018
Architecture	DID		100%	100%	100%	
Te Miro	MEDM		100%	100%	100%	
Te Miro	MAP (ex-Mindlab)		83%	83%	0%	0/2 completed for External Mod
Te Miro	PGDAP		83%	83%	0%	any students enrolled in this prog will do the same courses as MAP except for mindlab
Te Miro	PGCAP		83%	83%	0%	any students enrolled in this prog will do the same courses as MAP except for mindlab
Te Miro	GDHE		100%	100%		None Scheduled for Sem 1, 2018
EAS	BASCI		89%	89%		None Scheduled for Sem 1, 2018
EAS	NZCAM		100%	0%		All 8 courses are year long courses (SA/SB)
EAS	NZCAC		100%	25%		3 courses are year long courses (SA/SB)
EAS	CANWI		100%	0%		All 4 courses are year long courses (SA/SB)
EAS	NZCAT		100%	20%		4 courses are year long courses (SA/SB)
EAS	NZDVN		100%	33%		4 courses are year long courses (SA/SB)

**AGENDA ITEMS 19 & 20**

**Academic Board Self-Assessment (Discussion at Meeting)**

**Renewal Plan (Verbal Update at Meeting)**

## **SUBCOMMITTEE REPORTS**

### **RECOMMENDATIONS**

- ❖ **Academic Approvals Committee**  
That Academic Board receives the Minutes of the meeting(s) of 17 October, 2018.  
Simon Tries (Chair)
- ❖ **Academic Board Standing Committee**  
That Academic Board receives the Minutes of the meeting(s) of 30 October-1 November and 2-6 November, 2018.  
Merran Davis (Chair)
- ❖ **Ako Ahimura Learning and Teaching Committee**  
That Academic Board receives the Minutes of the meeting(s) of 15 November, 2018.  
Simon Nash (Chair)
- ❖ **Postgraduate Research and Scholarships Committee**  
That Academic Board receives the Minutes of the meeting(s) of 14 November, 2018.  
Marcus Williams (Chair)
- ❖ **Quality Alignment Board**  
That Academic Board receives the Minutes of the meeting(s) of 9 October and 6 November, 2018.  
Debra Robertson-Welsh (Chair)
- ❖ **Research Committee**  
That Academic Board receives the Minutes of the meeting(s) of 15 August, 2018.  
Marcus Williams (Chair)
- ❖ **Research Ethics Committee**  
That Academic Board receives the Minutes of the meeting(s) of 15 August, 2018.  
Nigel Adams (Deputy Chair)



# For Information

---

To	Academic Board	Date	28 <sup>th</sup> November 2018
From	Simon Tries, Chair, Academic Approvals Committee		
Subject	Academic Approvals Committee report		

---

## **Summary for Academic Board**

### Type 1 Programme Changes

The AAC endorsed Type 1 programme changes approved by the Portfolio Rōpū of 13<sup>th</sup> September 2018.

### Review of Academic Approvals Committee Process

The committee reflected on its operation to date with a view to improving the functioning of the committee and its outcomes. Recommendations have been submitted to the Academic Board of 4<sup>th</sup> December for noting.

### Focus on English Training Scheme

This was submitted to the AAC for endorsement on 28<sup>th</sup> November. The motion was carried at a subsequent electronic meeting due to the AAC being inquorate.

### Delivery sites for Construction Site Safety with SiteSafe

This was submitted to the AAC for noting on 28<sup>th</sup> November. The motion was carried at a subsequent electronic meeting due to the AAC being inquorate.

### Programme Improvements sub-committee

The Committee agreed that there was a need for a sub-committee of AAC to approve changes to programmes due to the transition.

### Review of Programme Document templates

The Committee discussed the programme document templates and agreed that TPA will review the templates and provide feedback by the end of January.

### Process for reviewing Requests for Information

The Committee discussed and agreed the process for reviewing requests for information.



# memo

---

To	Unitec Academic Board	Date	15 November 2018
From	Simon Nash Chair Unitec Ako Ahimura	Phone No.	Ext 8165
Subject	Sub-Committee Chair Report – Unitec Ako Ahimura Learning & Teaching Committee		

---

The Unitec Ako Ahimura Sub-Committee has the current main items in its programme of work:

- The UAA is establishing a Unitec-wide position on the introduction, governance and use of micro-credentials ('badges'). Consulting with Unitec staff to inform this position.
- A Working Party is reviewing the existing Unitec Learning & Teaching Strategy, comprising the Living Curriculum, the Poutama, a digital learning strategy, and Learning & Teaching Models.
- UAA is operationalizing a long-standing decision to make compulsory a module on Academic Integrity for all students new to Unitec.
- Beginning work on a new Programme and Course Development Framework to guide academic quality in the design of courses and programmes.



# memo

---

To	Unitec Academic Board	Date	23 November 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Postgraduate Research and Scholarship Committee (PGRSC)		

---

The PGRSC is now fully functional post transformation and all quality assurance systems are back in place, allowing continuous improvement to recommence, which it is.

At the November meeting the committee heard back from the review of the guidelines for *Māori and Community Social and Cultural Responsiveness*, led by Dr Curtis Bristowe and Associate Professor Helen Gremillion. Curtis, who saw these for the first time, was impressed and the review found the guidelines to be robust, with some clarification needed around Pacifica engagement, work to be led by Dr James Prescott.

The work around improving the research ethics application process continues with a report on progress from Associate Professor Helen Gremillion. The next step in this collaborative project between the PGRSC and the Unitec Research Ethics Committee is to scrutinize some case studies of problematic applications.

There was a productive discussion about Level 9 and 10 postgraduate study space options, with the need to exit Penman House and the chair subsequently led a tour for Academic Leaders of the option offered by Mary Johnston.



# memo

---

To	Unitec Academic Board	Date	9 November 2018
From	Marcus Williams Director Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Research Committee		

---

The October 2018 meeting was cancelled due to EER. The November meeting reviewed two new sets of guidelines.

- 1 – A new process for allocating research time to degree staff
- 2 – A process for the distribution of research overheads

The former is presented at the November meeting of the Academic Board for approval.