agenda

Te Poari Iho
Quality Alignment Board

27 November 2018 at 9.00 am
Building 180, Room 2043

Te Poari Iho | Quality Alignment Board Terms of Reference

1. Purpose
To oversee the institute's quality systems, to identify areas of good practice and areas for improvement and monitor academic quality issues and trends.

2. Kaupapa
Te Poari Iho | Quality Alignment Board work is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Deans and Heads of Practice Pathways.

Te Poari Iho | Quality Alignment Board is accountable to Academic Board for ensuring the management, monitoring and evaluation of the Academic Quality Management System.

3. Membership
    3.1. Membership of the Quality Alignment Board shall comprise:
- a) The Director Ako;
- b) The Dean, Teaching and Learning (Mātauranga Māori) or nominee;
- c) The Dean, Research and Enterprise or nominee;
- d) The Director, Pacific Success or nominee;
- e) The Manager, Te Korowai Kahurangi;
- f) One Network Dean, nominated by the Network Deans;
- g) One Head of Practice Pathway nominated by each Network Dean;
- h) Two senior academics from each Network nominated by the Network Dean;
- i) General Manager, Student Success or nominee;
- j) General Manager, International or nominee;
- k) General Manager Operations or nominee;
- l) Members, mostly drawn from the academic community, co-opted by the Sub-Committee for a term as required; and
- m) Members co-opted by the Academic Board for a term as required.

    3.2. The term of office of appointed members shall be one year.

    3.3. Appointments shall be made to the Committee at or before the February meeting of the Academic Board each year.

    3.4. The Chair of Academic Board shall appoint the Chair of the Committee.

4. Terms of Reference
The Committee shall have the following terms of reference:
- a) To oversee and monitor the application and effectiveness of the Institute's academic quality assurance system, including the provision of advice on the policies and operating procedures that support it.
- b) To evaluate the services that support learning and teaching activities and make recommendations for continuous improvement to the Academic Board.
- c) To provide oversight of the Programme Actions and Quality Committees
- d) To identify good practice within the Institute and promote its dissemination.
- e) To identify common themes of causes for concern within the Institute and make recommendations for their analysis and resolution.

5. Reporting
Te Poari Iho | Quality Alignment Board shall report to the Academic Board following each meeting.

Document management and Control

Academic Board Approval	05 June 2018
Academic Board Minute Reference	2018-06-05 AB Minutes Final, Item 10
Effective Date	05 June 2018
Version	V2.0

Te Poari Iho | Quality Alignment Board Membership

Role	Member Name(s)	Term
Chair	Debra Robertson-Welsh (Dean, Health & Community and Animal & Environmental Sciences)	Until Feb 2019
The Director Ako	Simon Nash	Until Feb 2019
The Dean, Teaching and Learning (Mātauranga Māori) or nominee	Teorongonui Josie Keelan	Until Feb 2019
The Dean, Research and Enterprise or nominee	Emma Skellern (nominee)	Until Feb 2019
The Director, Pacific Success or nominee	Falaniko Tominiko	Until Feb 2019
The Manager, Te Korowai Kahurangi	Simon Tries	Until Feb 2019
One Network Dean, nominated by the Network Deans	Murray Bain	Until Feb 2019
One Head of Practice Pathway nominated by each Network Dean	*Note that this membership role has been filled by co-opted members as detailed below**	Until Feb 2019
Two senior academics from each Network nominated by the Network Dean	Sue Palfreyman	Until Feb 2019
General Manager, Student Success or nominee	Annette Pitovao	Until Feb 2019
General Manager, International or nominee	Kimberley Holden	Until Feb 2019
General Manager, Operations or nominee	Aroha Lewin (nominee)	Until Feb 2019
Members, mostly drawn from the academic community, co-opted by the Sub-Committee for a term as required	*Note that these membership roles have been filled by co-opted members as detailed below**	Until Feb 2019
Members co-opted by the Academic Board for a term as required	* Peter McPherson (Architecture HoPP) Annemarie Meijnen, Jackie Tims (Bridging Education HoPP) Daniel Fuemana (Building & Construction Services HoPP) Kerry Kirkland (Business Practice HoPP) Katie Bruffy (Community Development HoPP) Dila Beisembayeva, Nilufar Baghaei (Computer Science HoPP) Vanessa Byrnes (Creative Industries HoPP) Melanie Ooi (Engineering HoPP) Dan Blanchon (Environmental & Animal Sciences HoPP) Gwen Erlam (Health Care HoPP) Chris King, Sally Conway, Steve Varley (Language Studies HoPP) Craig Hilton (National Academic Director, The MindLab by Unitec) Catherine Hughes (Social Practice HoPP) Martin Bassett (Te Miro Post Graduate HoPP) Maura Kempin (Te Puna Ako Manager) Andrea Thumath (Unitec Pathways College (UPC) Manager) Christo Potgieter (Vehicle Systems and Materials HoPP)	Until Feb 2019

Updated August 2018

Ngā Kupu Arataki | Preliminaries

1.   Apologies

Recommendation:

That Te Poari Iho | the Quality Alignment Board accept the apologies received from:

Maura Kempin (Nikki Sullivan-proxy), Daniel Fuemana, Vanessa Byrnes (Leon Tan-proxy), Emma Skellern, Marcus Williams, Annemarie Meijnen

2.   Minutes of Previous Meetings

Recommendation:

That the minutes of Te Poari Iho | the Quality Alignment Board meeting held on 09 October 2018 be accepted as a true record of the meeting.

Minutes of this meeting follows.

minutes

Te Poari Iho
Quality Alignment Board

09 October 2018 at 9.00 am
Building 180, Room 2043

Mema Poari Tae ā Tinana | Board Members in Attendance

Debra Robertson-Welsh	Dila Beisembayeva	Mark McNeill
Annemarie Meijnen	Emma Skellern	Nick Sheppard
Aroha Lewin	Falaniko Tominiko	Peter McPherson
Chris King	Gwen Erlam	Simon Nash
Christo Potgieter	Jackie Tims	Simon Tries
Dan Blanchon	Katie Bruffy	Sue Palfreyman
Daniel Fuemana	Kerry Kirkland	Vanessa Byrnes

Ngā Whakapāha | Apologies

Andrea Thumath	Maura Kempin	Sally Conway
Annette Pitovao	Melanie Ooi	Steve Varley
Catherine Hughes	Murray Bain	Teorongonui Josie Keelan
Craig Hilton	Nilufar Baghaei	

Kore i tae ā tinana | Non Attendance

Kimberley Holden	Martin Bassett

Hunga Mahi | In Attendance:

Anna Wheeler (proxy)	Helen Stonyer	Wayne Holmes (proxy)
Ana Palacio (secretary)	Nikki Sullivan (proxy)	
Candy Lee (secretary)	Steve Marshall	

Welcome

The meeting was opened with a karakia, and the chair welcomed members.

Ngā Kupu Arataki | Preliminaries

1. **Apologies**
   Moved: Debra Robertson-Welsh
   No Dissension

Recommendation:
That the Te Poari Iho | the Quality Alignment Board accept the apologies for the meeting.

Andrea Thumath	Maura Kempin	Sally Conway
Annette Pitovao	Melanie Ooi	Steve Varley
Catherine Hughes	Murray Bain	Teorongonui Josie Keelan
Craig Hilton	Nilufar Baghaei	

MOTION CARRIED

2. Minutes of Previous Meeting

Moved: Debra Robertson-Welsh
Seconded: Simon Nash

Recommendation:
That the minutes of Te Poari Iho | the Quality Alignment Board meeting held on 11 September be accepted as a true record of that meeting.

MOTION CARRIED

3. Matters Arising

No matters arising.

4. Actions

The following action items were noted in the previous QAB meeting minutes.

Meeting	Item	Action	Owner	Due Date	Status
2018-07-18	11	Programme Evaluation 2018 S1 • Deans to choose one example of excellence in 2017 PEPs to create an exemplar for PEP writing.	Deans	01 Oct	Closed
2018-07-18	12	Academic Dashboard • The current exemplars of target figures and business plans are to be analysed and then the discussion around what the target figures should be is to be brought back to the QAB at a later date by S. Tries.	S. Tries	01 Oct	Under item 12
2018-08-14	QAB0818.03	Degree Monitoring • AQAs to support the HoPPs/ALs with the monitoring process. • Monitor's reports and responses to be submitted to PAQC and QAB.	AQAs HoPP/AL		In Progress On-going
2018-08-14	QAB0818.05	2017 PEPs • HoPPs to submit the outstanding five 2017 PEPs by the 31st of August. • PAQCs to track PEP action plans.	EAS/BCS HoPPs PAQCs	31 Aug	One BCS PEP outstanding.
2018-08-14	QAB0818.06	Programme Evaluation 2018 S1 • HoPPs and ALs to complete the Semester 1, 2018 PEPs with the	HoPPs / ALs	PAQC 28 Sept	In progress

Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

Meeting	Item	Action	Owner	Due Date	Status
		programme teams and submit to PAQC by 28 September and provide final narrative to QAB email address by 12 October.		QAB 12 Oct	
		• Further discussion at the next QAB to determine what the Board's role will be with the PEPs.	QAB	Sep QAB	Closed - Action plans from PEPs to be embedded as standing item at PAQC.
		• TKK Quality Partners will liaise directly with the focus areas for EER to provide support and ensure PEPs are completed.	TKK	5 Oct	Open
		• The Chair to arrange a PEP narrative workshop for the HoPPs.	S. Tries	30 Sep	Complete
2018-09-11	QAB0918.01	Mātauranga Māori (MM) • HoPPs to provide a written report for the MM update at the next meeting. • Secretary to distribute the MM reporting template to members. • M. Ooi to distribute the CIE Māori and Pacific tracking log before the next meeting.	HoPPs Secretary M. Ooi	01 Oct 19 Sept 01 Oct	Under item 6 Under item 6 Complete
2018-09-11	QAB0918.02	Degree Monitor's Report and Responses • TKK to work with the Business Programme Teams to refine the actions based on the feedback received from members.	TKK / K. Kirkland	31 Oct	In progress
2018-09-11	QAB0918.03	Internal Evaluation Review (IER) and Cat 1 update • The Chair to share the IER action plans and link to the self-assessment documentation with the members.	Chair	19 Sept	Under item 10
2018-09-11	QAB0918.04	2018 Semester 1 Student Surveys • Jackie Tims and Catherine Hughes to send in their formative evaluation samples to the Chair for informing the IER and Cat 1 Rōpū.	J. Tims & C. Hughes	21 Sept	Complete
2018-09-11	QAB0918.05	• Industry Advisory Committees registers from HoPPs due at the next meeting.	HoPPs	01 Oct	Under item 11

Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

Kupu Whakaaetanga | For Approval

5.   **Programme Review Schedule 2019-2022**
      Moved: Peter McPherson
      Seconded: Chris King

      Recommendation:
      That Te Poari Iho | the Quality Alignment Board:

      1. *Approves the proposed schedule for Graduating and 5 Year Programme Reviews for Degree (and related) Programmes (Level 7 – 10) subject to any amendments to realign with accreditations;*
      2. *Approves the arrangements for Programme Review of NZ Certificates and Diplomas (Levels 1 – 6);*
      3. *Forwards the schedule of Programme Review activity to Academic Board for confirmation;*
      4. *Recommends to Academic Board the formal review of the Programme Review Policy and Procedure to commence as part of ongoing renewal activity.*

                                                              MOTION CARRIED

S. Marshall noted the proposed Programme Review schedule has been created based on the last known records of Programme Reviews conducted for each programme listed. The schedule for Programme Review of NZ Certificates and Diplomas (Levels 1 – 6) are determined based on aligning to NZQA consistency reviews or aligned to a degree review that is closely connected to the programme.

It was agreed that the schedule of Programme Reviews for Degree programmes should be aligned to accreditation visits to avoid duplications.

> - Board members to contact S. Marshall with any changes to proposed dates and alignment to accreditation visit dates.

Whakaritenga o Tirohanga Whānui | Overview Reporting

6.   **Mātauranga Māori Update (MM)**

      The Board noted the Quality Alignment Board Mātauranga Māori Network Reporting Template_2018.

      During discussion the following points were raised:

      The Chair noted that the template is a progressing point to formalize the current verbal updates of MM within Networks into a written format. However, completing the template on a monthly basis is not feasible and does not add value.

      The template revolves around the analysis of the 6 KEQs which may not be adequately reported on a monthly basis. It was suggested this template would be useful for reporting Network based summaries once to twice a year.

      There are reporting initiatives currently in place through various platforms (i.e. PAQC MM template, Kaihautū Representatives writing Network MM reports and pathway MM champions).

      Members agreed that verbal updates allowed sharing of ideas and is preferable to be continued. Though the focus needs to shift from verbal input to outcomes and recorded systematically regarding the impact it has on the KEQs. It was suggested

a workshop should be conducted at the next Committee meeting to discuss the possible outcomes.

> • The Chair to discuss the Board's feedback on the MM template with Teorongonui Josie Keelan.

Board members further provided an update on MM progress within their Networks:

Computing – A collaboration with a Māori Technology Company and other industry engagement are in progress. Two Māori students have recently secured a paid internship with the company.

Bridging Education – There is continual work on mapping the Poutama tool with the certificate programmes (Level 4 - NZCSP and NZCSC). It has been useful in examining any gaps in the curriculum and staff capability. The pathway is also working with a Student Enrolment Manager in adding an ethnicity column in the pastoral care tracker to identify Māori and Pacific students to enable a closer view of their progress from the beginning of their studies.

Construction Infrastructure and Engineering (CIE) – The Dean (CIE) noted he is working with the Māori and Pacific Trades of Auckland Board on a collegial evaluation of our relationship in preparation for the EER.

Architecture – There is a scheduled staff meeting workshop in reviewing Te Whaihanga videos, an online resource to support professionals engaging with Māori. The Māori Advisory Committee has been reinstated and is due to meet again to establish the terms of reference and the wider scope of the pathway. There is also a MM Master's scholarship and 2 years' internship in the final stages of being redefined.

7. **Pasifika Update**

Networks and Practice Pathways shared an update on their engagement with Pacific in the programmes and professional development engagement.

Business Practice – Staff recently completed a Cultural Competency and Pasifika workshop led by James Prescott. Lecturers have given positive feedback on the workshop noting that they have applied the techniques learnt on their students with great results. There has also been close work with the Academic Leaders of the New Zealand Diploma of Business (NZDB) to incorporate more targeted support for Māori and Pacific students in response to their attendance and assessment success issues.

Environmental and Animal Sciences (EAS) – The pathway has been involved in the teacher's capability course on working with Pacific learners. Staff have recently completed a first workshop.

F. Tominiko noted that a group from CIE has also begun the same badging course. The course is now open to all staff to complete. He also updated members on the previous request for any contributions to the Pacific strategy earlier in the year and that he will be contacting those that had responded to touch base on their progress.

Architecture – Recently there were 17 students that went to Poutasi, Samoa working with the Poutasi Women's Committee and the development trust in developing ideas on projects for their village.

Creative Industries (CI) – Two 2017 graduate short films (Moon Melon and The Boy from Raratonga) has been selected to be screened at the annual Pollywood Pasifika Film Festival in November 2018. Also there were graduates featured on a recent dance show in celebration of the Manukau region called *The Earth Rises* that

screened on TV One showcasing a multicultural performance consisting of Tai Chi and Kapa Haka.

Student Success – In a recent library survey both Māori and Pacific students rated the library's performance highly on the wireless access, help when they need it and face to face enquiries. The gap that was noted by students was the lack of quiet space within the library.

The Chair acknowledged the wide and varied success in both the MM and Pasifika space across the networks.

8. **Degree Monitoring Status**

The Board noted the Degree Monitoring Status summary presented.

S. Tries further clarified that suspended programmes with no students in 2019 will not be required to be monitored but programmes with students in 2019 will continue to be monitored.

Whakawhiti Kōrero | Discussion Papers

9. **Te Poari Iho | Quality Alignment Board Work Plan**

The Te Poari Iho | the Quality Alignment Board notes the 2018 QAB work plan and the following points were raised:

The Chair summarized the proposed QAB 2018 work plan noting that it is a brief structure of the upcoming tasks that should be completed in each month.

It was noted that the PAQC structure may be affected by the renewal plan structure and it will be counterproductive to set PAQC meeting dates for 2019 in November.

The Chair noted moderation compliance reporting is scheduled for February 2019 and raised the question on whether once a year is enough. S. Tries suggested moderation updates should occur twice a year and there only needs to be confirmation of internal and external moderation plans and the status of plans. It is also important to provide updates on the overall value of the moderations conducted in terms of feeding back into the teaching and learning. It was agreed to review moderation plans in February and August 2019.

Student survey outcomes and institutional trends should be received and discussed in the QAB one month after the surveys have been completed and data collated.

A self-evaluation of the QAB Committee's performance is to be added into the work plan and conducted at the last QAB meeting to inform the terms of reference and membership for 2019.

10. **Internal Evaluation Review (IER) update**

The Board noted the IER attachments and during discussion, the following points were raised:

The Chair noted a list of action items derived from issues identified from the IER are tabled. Themes and issues that were commented for over 50% of the focus areas have been accepted as whole institutional actions.

Feedback from the evaluator for the New Zealand Diploma in Business (L5 and 6) and the new NZ Dip Bus (L5) programmes has been put into an action plan and the business pathway is meeting regularly to work through the actions.

The Chair further noted that actions in the actions table are being tracked and progress will be compiled into an evidence folder to present during EER if needed.

11. **Stakeholder Engagement / Industry Advisory Committees**

The Board noted the Stakeholder Engagement memos.

H. Stonyer (General Manager - Industry Workforce Development) acknowledged everyone's efforts in establishing Industry Advisory Committees and provided an update on the Alumni work in progress. An alumni survey has been conducted with low response rates. An institute level report is now available and reports for programmes with a reasonable sample can be made available. Graduate destination reporting with further tracking of graduates is also available. Concerns have been raised on how to manage the Alumni space going forward in terms of employer engagement due to the vast numbers. The Bachelor of Business (BBS) programme currently has 220 graduates being tracked over recent years with 200 employers to engage with. There is currently an initiative in progress to establish a Unitec Business Alumni LinkedIn Group to make tracking of students easier.

12. **Benchmarking Academic Performance**

The Board discussed with the following points:

S. Tries proposed for the institute to utilize EPI data for self-measurement as a standardised benchmarking tool. There are five main measures with proposed targets based on an extrapolation of existing targets. He further proposed a review and adjustment of the traffic light approach scale to be more specific.

It was suggested to implement the same measures for the Maori and Pacific group but to separate the reporting.

There were concerns raised for the high target rate proposed for the Graduates Employed, Studying, or Combining measures and the implications if the overall targets were not achieved.

It was noted that governing boards (i.e. Nursing Council) set targets at a similar level. There is a certain level of pass rates required to maintain accreditation. Though there are issues within the Nursing area where students do not perform well in particular papers and even with adjustments, the completion rate only reaches approximately 70%.

For some programmes, the targets are not realistically achievable and those programmes will be reported as Amber or Red constantly. The risks and demotivation of being continually in Amber or Red status for such programmes were of concern.

There were mixed reviews on the set of proposed measures and members agreed more consideration of individual factors is needed in creating institutional targets.

• S. Tries to review the Benchmarking Academic Performance proposal and bring back to QAB in early 2019.

13. **Self-Review against the Code of Practice**

N. Sheppard (Dean – Bridgepoint) updated members that a final draft of a self-review of International has been completed and will be presented to QAB shortly for discussion and ratification.

A. Lewin noted the various professional development opportunities developed for staff to have a better understanding of the Code of Practice for international students:

- A one-page summary fact sheet on the International Code of Practice will be sent out to every Unitec staff member.

- A 15-minute video has been created on the introduction of the Code of Practice

- A secondary video tailored for front-facing service staff will also be available

- Roadshows are available for teams if needed

- Internal communications will be sent out to key staff with a PowerPoint and upon reviewing the PowerPoint, there is an online form to indicate that you have completed the education information training. This will help to provide evidence that the key staff of the institute has completed the training content.

Pānui | For Noting

14. **2017 Programme Evaluation and Planning (PEP) update**

The outstanding 2017 PEP as at 03 October 2018 for the information of the Board follows.

- New Zealand Certificate in Construction Trade Skills
  Mark McNeill (Dean)
  Daniel Fuemana (HoPP)

15. **2018 Semester 1 Programme Evaluation and Planning (PEP)**

That Te Poari Iho | the Quality Alignment Board note receiving the following 2018 Semester 1 PEPs.

- *Master of Applied Practice (Te Miro)*
- *Master of Educational Leadership and Management (Te Miro)*

16. **Degree Monitor's Report and Responses**

The Te Poari Iho | the Quality Alignment Board note the following Monitor's Report and Reponses received.

- Doctor of Computing (DCOMP) Programme
- Postgraduate Diploma in Computing (PGDCG) & Master of Computing (MComp) Programmes

Pitopito Kōrero | Related Committee Minutes

17. **Te Poari Iho | Quality Alignment Board Subcommittee Minutes**

The Te Poari Iho | the Quality Alignment Board have received and notes the following Programme Academic Quality Committees (PAQC) minutes, from the listed PAQCs.

PAQC Committee	Meeting date	Meeting type
Architecture		
Architecture	2018_07_11	Standard
Interior Design		
Landscape Architecture		
Architecture	2018_08_08	Standard
Interior Design		
Landscape Architecture		
Bridgepoint		
Bridgepoint: Bridging Education, Supported Learning & Police	2018_08_27	Standard
Bridgepoint: Languages		
Bridgepoint: Languages	2018_09_25	Standard
Business		
Business Practice Pathway	2018_07_05	Standard
Business Practice Pathway	2018_08_09	Standard
Community Development		
Community Development	2018_07_02	Standard
Community Development	2018_07_16	Standard
Community Development	2018_08_13	Standard
Community Development	2018_09_10	Standard
Community Development	2018_09_17	Standard
Construction		
Building Construction & Services Practice Pathway - Programme of Studies L3 – L5	2018_07_27	Standard
Building Construction & Services Practice Pathway - Programme of Studies L6 – L7		
Creative Industries		
Creative Industries (DCA)	2018_02_12	Standard
Creative Industries (PASA)	2018_03_19	Standard
Creative Industries (DCA)	2018_03_26	Standard
Creative Industries (DCA)	2018_05_21	Standard
Creative Industries (DCA)	2018_07_05	Standard
Creative Industries (PASA)	2018_07_09	Standard
Creative Industries (DCA)	2018_08_06	Standard
Creative Industries (PASA)	2018_08_06	Standard
Creative Industries (DCA)	2018_09_06	Standard
Creative Industries (DCA)	2018_09_17	Standard
Creative Industries (PASA)		
Creative Industries (PASA)	2018_09_20	Standard
Environmental & Animal Science		
Environmental & Animal Science	2018_06_11	Standard
Environmental & Animal Science	2018_07_09	Standard
Environmental & Animal Science	2018_08_13	Standard
Environmental & Animal Science	2018_09_10	Standard
Engineering		
Engineering Pathway	2018_07_13	Standard
Health Care		
Health Care – Medical Imaging	2018_07_17	Standard
Health Care – Medical Imaging	2018_08_21	Standard

Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

PAQC Committee	Meeting date	Meeting type
Health Care – Medical Imaging	2018_09_18	Standard
Health Care – Bachelor of Nursing	2018_06_13	Standard
Health Care – Bachelor of Nursing	2018_08_28	Standard
High Technology		
High Technology	2018_07_20	Standard
High Technology	2018_08_24	Standard
Social Practice		
Social Practice	2018_06_26	
Social Practice	2018_07_17	
Social Practice	2018_08_07	
Social Practice	2018_09_04	
Te Miro		
Te Miro PG	2018-06-21	
Te Miro PG	2018-07-26	
Te Miro PG	2018-08-23	
Vehicle Systems & Materials		
Vehicle Systems & Materials PAQC	2018_07_13	Standard

18.   Related Committee Minutes

The following committee minutes were noted by the Board.

18.1. Poari **Mātauranga | Academic Board**

That Te Poari Iho | Quality Alignment Board notes the Minutes of the meeting(s) of 25 September, 2018.

18.2. **Rōpū Whakaae Mātauranga | Academic Approvals Committee**

That Te Poari Iho | Quality Alignment Board notes the Minutes of the meeting(s) of 26 September, 2018.

18.3. **Unitec Ako Ahimura Learning & Teaching Committee**

That Te Poari Iho | Quality Alignment Board notes the Minutes of the meeting(s) of 27 September, 2018.

18.4. **Research Committee**

That Te Poari Iho | Quality Alignment Board notes the Minutes of the meeting(s) of 10 September, 2018.

18.5. **Unitec Postgraduate Research and Scholarships Committee (PGRSC)**

That Te Poari Iho | Quality Alignment Board notes the Minutes of the meeting(s) of 04 September, 2018.

Ētahi Kaupapa anō | Other Business

Quality Alignment Board Representatives on Academic Board

Members noted there are many current QAB members that are simultaneous members of Academic Board and can serve as QAB representatives.

Remaining 2018 Quality Alignment Board Meetings

Other events happening alongside the remaining 2018 QAB meeting:

- Tuesday 06 November 2018 – Second day of EER visit.
- Tuesday 04 December 2018 – Cancel or reschedule, clashes with new Academic Board meeting date.

Members agreed to reschedule the next QAB meeting (Tuesday 06 November 2018) to Tuesday 27 November 2018 and to cancel the QAB meeting scheduled on Tuesday 04 December 2018.

There being no other business the meeting closed at 10:48am.

NEXT MEETING DATE

Tuesday 27 November at 9.00 am. Location TBC.

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

_____

Approved: Debra Robertson-Welsh

Chair, Te Poari Iho | the Quality Alignment Board.

ACTION TABLE: for review at next QAB Meeting

Meeting	Item	Action	Due Date	Responsibility	Status
2018-10-09	QAB1018.01	• Board members to contact S. Marshall with any changes to proposed dates and alignment to accreditation visits.	12 Oct	S. Marshall	
2018-10-09	QAB1018.02	• The Chair to discuss the Board's feedback on the MM template with Teorongonui Josie Keelan.		The Chair	
2018-10-09	QAB1018.03	• S. Tries to review the Benchmarking Academic Performance proposal and bring back to QAB in early 2019.	Early 2019	S. Tries	

Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

3.   Matters Arising

4.   Actions

The following action items were noted in the previous QAB meeting minutes.

Meeting	Item	Action	Owner	Due Date	Status
2018-08-14	QAB0818.03	Degree Monitoring • AQAs to support the HoPPs/ALs with the monitoring process. • Monitor's reports and responses to be submitted to PAQC and QAB.	AQAs HoPP/AL		On-going On-going
2018-08-14	QAB0818.05	2017 PEPs • HoPPs to submit the outstanding five 2017 PEPs by the 31st of August. • PAQCs to track PEP action plans.	EAS/BCS HoPPs PAQCs	31 Aug	Complete
2018-08-14	QAB0818.06	Programme Evaluation 2018 S1 • HoPPs and ALs to complete the Semester 1, 2018 PEPs with the programme teams and submit to PAQC by 28 September and provide final narrative to QAB email address by 12 October. • TKK Quality Partners will liaise directly with the focus areas for EER to provide support and ensure PEPs are completed.	HoPPs / ALs TKK	PAQC 28 Sept QAB 12 Oct 5 Oct	Under item 10 Complete
2018-09-11	QAB0918.02	Degree Monitor's Report and Responses • TKK to work with the Business Programme Teams to refine the actions based on the feedback received from members.	TKK / K. Kirkland	31 Oct	Under item 9.1
2018-09-11	QAB0918.03	Internal Evaluation Review (IER) and Cat 1 update • The Chair to share the IER action plans and link to the self-assessment documentation with the members.	Chair	19 Sept	Complete
2018-09-11	QAB0918.05	• Industry Advisory Committees registers from HoPPs due at the next meeting.	HoPPs	27 Nov	Under item 12
2018-10-09	QAB1018.01	• Board members to contact S. Marshall with any changes to proposed dates and alignment to accreditation visits.	S. Marshall	12 Oct	Complete, under item 14
2018-10-09	QAB1018.02	• The Chair to discuss the Board's feedback on the MM template with Teorongonui Josie Keelan.	The Chair		In progress
2018-10-09	QAB1018.03	• S. Tries to review the Benchmarking Academic Performance proposal and bring back to QAB in early 2019.	S. Tries	Early 2019	

5.   2019 QAB Membership and Terms of Reference

A verbal update will be provided at the meeting.

Whakaritenga o Tirohanga Whānui | Overview Reporting

6.   Mātauranga Māori Update

Networks and Practice Pathways to share progress.

7.   Pasifika Update

Networks and Practice Pathways to share progress.

8.   Degree Monitoring Status

A copy of the Degree Monitoring Status Summary November 2018 for the information of the Board follows.

Programame/Qualification Title	Qualification ID	Pathway	Contract expiry date	Contract Expired Year	Estimated Monitor Visit Date in 2018	Monitor name	Monitor email	Visits Status 2018	Final Report Received Date	PAQC Response Approval Date	QAB approval Date Date to be considered by QAB
Bachelor of Applied Science (with majors in Animal Management and Welfare, Biodiversity Management, Science Communication)	CA2359(Also appears as 111615 / 1802 on NZQF)	Environmental & Animal Science	31 December 2019	2019	1,2 October, 2018	Lindsay Jane Skyner	lindsay.skyner@toioihomai.ac.nz	Done	2-Nov-18	No response is received/approved yet	
Bachelor of Applied Science (Human Biology)	CA2254	Community Development	30 August 2019	2019	2-Nov-18	Paul Orrock	Paul.Orrock@scu.edu.au	Done	No Report received yet		
Bachelor of Applied Technology	CA2320	Vehicle Systems	31 July 2018	2018	24, 25 May 2018	Nicky Murray	nicky@ontask.co.nz; nicky@itf.org.nz	Done	18-Jun-18	Presneted in PAQC meeting on 13 july 2018, Agreed to change and present again in 27 Sept PAQC meeting.	Received as QAB agenda item but not approved yet
Bachelor of Architectural Studies	CA2357	Architecture	30 November 2021	2019, 2020, 2021	3-5 December 2018	Maryam Gusheh; Natasha Markahm; Bradley Luke	m.gusheh@unsw.edu.au; natasha@maud.nz; bradleyl@peddlethorp.co.nz				
Bachelor of Arts in English as an Additional Language (EAL)	CA2260	Language	21 December 2018	2018	8-Oct-18	Prof Roger Barnard of Waikato University	Waikato University	Cancelled due to programme Rationalisation	N/A	N/A	N/A
Bachelor of Business	CA2109	Business Practice	30 June 2020	2020	21-22 June 2018	AP Robert Aitken, Leah Watkins	Otago University	Done	13-Jul-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Bachelor of Business (Accounting)	CA2109	Business Practice	30 September 2020	2020	27-Sep-18	Paul Wells	paul.wells@aut.ac.nz	Done	Draft report received pending to factual accuracy		
Bachelor of Communication	CA2171	Business Practice	30 June 2020	2020	26,27 June 2018	Assoc Prof Donald Matheson	University of Canterbury	Done	19-Sep-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Bachelor of Communication (Honours)	CA2232	Business Practice	30 June 2020	2020	26,27 June 2018	Assoc Prof Donald Matheson	University of Canterbury	Done	19-Sep-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Bachelor of Computing Systems	CA2209	Computing	1 May 2021	2021	25, 26 June, 2018	Trevor Nesbit	trevnesbit@gmail.com	Done	Jul-18	Approved by PAQC on 24 August 2018	Received as QAB agenda item but not approved yet
Bachelor of Construction	CA2253	Construction	20 September 2019	2019	June 18th, 2018	Kam Cheng	ARA	Done	6-Aug-18	No response is received/approved yet	
Bachelor of Creative Enterprise	2535	Creative Industries	31 December 2018	2018	24-Sep-18	Nicolette Lee	N.Lee@latrobe.edu.au	Done	12-Oct-18	No response is received/approved yet	Received as QAB agenda item but not approved yet
Bachelor of Engineering Technology (Metro qualification)	CA2381	Engineering	METRO GROUP	METRO GROUP	14-Aug-18	Chis Cook	ccook@uow.edu.au	Done	10-Sep-18	No response is received/approved yet	Received as QAB agenda item but not approved yet
Bachelor of Health Science (Medical Imaging)	CA2054	Health Care	16 October 2019	2019	7-Sep-18	Vicki Pratt	v.pratt@ucol.ac.nz	Done	8-Oct-18	No response is received/approved yet	Received as QAB agenda item but not approved yet
Bachelor of Landscape Architecture	CA2190	Architecture	30 October 2020	2020	30, 31 October 2018	Henry Crothers	henry@landlab.co.nz	Done	No Report received yet		
Bachelor of Health and Social Development (with majors in Health Promotion, Youth Development, and Diversional Therapy (awaited))	CA2395 (Appears as 2968 on NZQF)	Community Development	NZQA Contract	Ongoing	18-Oct-18	Sharon Rydon	sharon.rydon@manukau.ac.nz	Done	No Report received yet		
Bachelor of Nursing	CA2166	Health Care	20 December 2019	2019	20-Sep-18	Glennis Birks	Glennis.birks@wintec.ac.nz	Done	Draft report receivied on 18.11.2018 pending factual accracy		
Bachelor of Performing and Screen Arts	CA2222	Creative Industries	31 December 2018	2018	14, 15 November, 2018	Lisa Warrington	ljvw@earthlight.co.nz	Done	No Report received yet		
Bachelor of Performing and Screen Arts in Production Design and Management	1778	Creative Industries	31 December 2018	2018	14-Jun-18	Michelle Johansson	michelle.johansson@manukau.ac.nz	Done	19-Sep-18	No response is received/approved yet	Received as QAB agenda item but not approved yet
Bachelor of Sport (with majors in Coaching, Management and Physical Education)	CA2255 (Also appears as 109997 on NZQF)	Community Development	31 December 2019	2019	25, 26 October 2018	Assoc Prof Lisette Burrows	lisette.burrows@waikato.ac.nz	Done	No Report received yet		
Doctor of Computing	CA2311	Computing	1 May 2021	2021	5-Jun-18	Dr. Quan Bai	quan.bai@aut.ac.nz	Done	12-Jun-18	Approved by PAQC on 24 August 2018	Received as QAB agenda item but not approved yet
Graduate Certificate in Construction Project Management	113887	Construction	20 September 2019	2019	18-Jun-18	Kam Cheng	ARA	Done	6-Aug-18	No response is received/approved yet	
Graduate Certificate in English as an Additional Language	107591	Language	21 December 2018	2018	9-Oct-18	Prof Roger Barnard of Waikato University	Waikato University	Cancelled due to programme Rationalisation	N/A	N/A	N/A
Graduate Certificate in Professional Accountancy	1798	Business Practice	30 September 2020	2020	27-Sep-18	Paul Wells	paul.wells@aut.ac.nz	Done	Draft report received pending to factual accuracy		
Graduate Diploma in Business	CA2383	Business Practice	30 June 2020	2020	21-22 June 2018	AP Robert Aitken, Leah Watkins	Otago University	Done	13-Jul-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Graduate Diploma in Computing	CA2297	Computing	1 May 2021	2021	25, 26 June, 2018	Trevor Nesbit	trevnesbit@gmail.com	Done	Jul-18	Approved by PAQC on 24 August 2018	Received as QAB agenda item but not approved yet
Graduate Diploma in Construction Project Management	113886	Construction	20 September 2019	2019	18-Jun-18	Kam Cheng	ARA	Done	6-Aug-18	No response is received/approved yet	
Graduate Diploma in Event Communication	CA2378	Business Practice	30 June 2020	2020	26,27 June 2018	Assoc Prof Donald Matheson	University of Canterbury	Done	19-Sep-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Graduate Diploma in Higher Education	CA2188	Postgraduate	29 May 2019	2019	3-Aug-18	Mark Smith	Auckland University	Done	29-Aug-18	No response is received/approved yet	
Graduate Diploma in Professional Accountancy	1797	Business Practice	30 September 2020	2020	27-Sep-18	Paul Wells	paul.wells@aut.ac.nz	Done	Draft report received pending to factual accuracy		
Master of Applied Practice (with majors in Social Practice, Health Science, Clinical Research, Professional Accounting, and Technological Futures)	2479 (Also appears as 2956; Tech Futures appears as 3546 on NZQF)	Postgraduate	30 November 2018	2018	8-May-18	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Done	19-Sep-18	No response is received/approved yet	
Master of Architecture (Professional)	CA2358	Architecture	30 November 2021	2019, 2020, 2021	3-5 December 2018	Maryam Gusheh, Natasha Markahm, Bradley Luke	m.gusheh@unsw.edu.au; natasha@maud.nz; bradleyl@peddlethorp.co.nz				
Master of Business	CA2318	Business Practice	30 June 2020	2020	21,22 June 2018	Dr Leah Watkins	Otago University	Done	13-Jul-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Master of Computing	CA2270	Computing	1 May 2021	2021	8-Jun-18	Dr. Quan Bai	quan.bai@aut.ac.nz	Done	12-Jun-18	Approved by PAQC on 24 August 2018	Received as QAB agenda item but not approved yet
Master of Creative Practice	2588	Creative Industries	30 November 2020	2020	21-Nov-18	Heather Galbraith	h.galbraith@massey.ac.nz				
Master of Design (by Project)	CA2303	Creative Industries	30 November 2020	2020	21-Nov-18	Heather Galbraith	h.galbraith@massey.ac.nz				
Master of Educational Leadership and Management	CA2220	Postgraduate	31 December 2019	2019	10-Nov-18	Susan Lovett	susan.lovett@canterbury.ac.nz	paper based, documents have been sent on 23 Oct. 2018	Report		

Programame/Qualification Title	Qualification ID	Pathway	Contract expiry date	Contract Expired Year	Estimated Monitor Visit Date in 2018	Monitor name	Monitor email	Visits Status 2018	Final Report Received Date	PAQC Response Approval Date	QAB approval Date Date to be considered by QAB
Master of International Communication	CA2257	Business Practice	30 June 2020	2020	26,27 June 2018	Assoc Prof Donald Matheson	University of Canterbury	Done	19-Sep-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Master of Landscape Architecture (by Project)	CA2304	Architecture	30 October 2020	2020	26-Nov-18	Will Thresher	Thresher Urban Design and Landscape Architecture				
Master of Osteopathy	CA2299	Community Development	30 August 2019	2019	2-Nov-18	Paul Orrock	Paul.Orrock@scu.edu.au	Done	No Report received yet		
Master of Teaching and Education Leadership	3776	Postgraduate	NZQA Contract	Ongoing	TBC	Dr Margie Campbell Price	Otago University				
Master of Social Practice	107286	Social Practice	8 October 2019	2019	8-Oct-18	Jude Irwin	University of Sydney	Done	29-Oct-18	No response is received/approved yet	
Postgraduate Certificate in Creative Practice	2589	Creative Industries	30 November 2020	2020	21-Nov-18	Heather Galbraith	h.galbraith@massey.ac.nz				
Postgraduate Certificate in Applied Practice	2481	Postgraduate	30 November 2018	2018	8-May-18	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Done	19-Sep-18	No response is received/approved yet	
Bachelor of Social Practice	CA2224	Social Practice	30 August 2019	2019	11-Jun-18	Jane Maidment	c.adamson@auckland.ac.nz	Done	29-Aug-18	No response is received/approved yet	Received as QAB agenda item but not approved yet
Postgraduate Certificate in Educational Leadership and Management	CA2363	Postgraduate	31 December 2019	2019	10-Nov-18	Susan Lovett	susan.lovett@canterbury.ac.nz	paper based, documents have been sent on 23 Oct. 2018			
Postgraduate Certificate in Social Practice	107288	Social Practice	8 October 2019	2019	8-Oct-18	Jude Irwin	University of Sydney	Done	29-Oct-18	No response is received/approved yet	
Postgraduate Diploma in Creative Practice	2590	Creative Industries	30 November 2020	2020	21-Nov-18	Heather Galbraith	h.galbraith@massey.ac.nz				
Postgraduate Diploma in Applied Practice	2480	Postgraduate	30 November 2018	2018	8-May-18	Kathryn MacCallum	Kathryn.mccallum@gmail.com	Done	19-Sep-18	No response is received/approved yet	
Postgraduate Diploma in Business	CA2319	Business Practice	30 June 2020	2020	21,22 June 2018	Dr Leah Watkins	Otago University	Done	13-Jul-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Postgraduate Diploma in Computing	CA2271	Computing	1 May 2021	2021	8-Jun-18	Dr. Quan Bai	quan.bai@aut.ac.nz	Done	12-Jun-18	Approved by PAQC on 24 August 2018	Received as QAB agenda item but not approved yet
Postgraduate Diploma in Counselling	CA2372	Social Practice	8 October 2019	2019	9-Oct-18	Jude Irwin	University of Sydney	Done	29-Oct-18	No response is received/approved yet	
Postgraduate Diploma in Educational Leadership and Management	109992	Postgraduate	31 December 2019	2019	10-Nov-18	Susan Lovett	susan.lovett@canterbury.ac.nz	paper based, documents have been sent on 23 Oct. 2018			
Postgraduate Diploma in International Communication	CA2264	Business Practice	30 June 2020	2020	26,27 June 2018	Assoc Prof Donald Matheson	University of Canterbury	Done	19-Sep-18	Approved by PAQC on 15 November August 2018	Received as QAB agenda item but not approved yet
Postgraduate Diploma in Social Practice	107287	Social Practice	8 October 2019	2019	8-Oct-18	Jude Irwin	University of Sydney	Done	29-Oct-18	No response is received/approved yet	
Master of Contemporary Education	3790	Postgraduate	NZQA Contract	Ongoing	TBC	NZQA will appoint the monitor					

Whakawhiti Kōrero | Discussion Papers

9.   Degree Monitor's Reports and Programme Academic Quality Committee Responses

9.1.   Bachelor of Business and Graduate Diploma in Business

Recommendation:

That Te Poari Iho | the Quality Alignment Board review the following Bachelor of Business (BBS) and Graduate Diploma in Business (GDipBus) monitor's report and Programme Academic Quality Committee (PAQC) response.

He Tuku Pūrongo mo te taumata

Degree Monitoring Report

Ingoa o te hōtaka

Programme Name: Bachelor of Business (BBS) and Graduate Diploma in Business (GDipBus)

Ingoa o te whare ako

Name of institution: Unitec Institute of Technology

Ingoa o te kaitirotiro
Name of Monitor: Associate Professor, Dr Robert Aitken

Te rā
Visit Date: Thursday 21st and Friday 22nd June, 2018

He Whakataki Introduction

The three year Bachelor of Business (BBS) was introduced in 2001 and has had two previous external monitors' reports (2010 and 2013). There is no evidence of a separate monitor's report for the Graduate Diploma in Business (GDipBuS) which was introduced in 2011.

This Report follows an examination of the formal documentation provided by Unitec and a two-day site visit on the 21st and 22nd of June, 2018 and follows the BBS review conducted in November 2013. Specific reference to the GDipBus is made where significant differences with the BBS are evident and noteworthy. The GDipBus is a one-year programme aimed at providing a business specialisation for non-business students who typically enrol part-time. Strategically, this programme provides a progression pathway for students completing the New Zealand Diploma in Business (NZDB). Students in the GDipBus structure their programme according to particular specialisations and select papers from the BBS.

It is important to note that Unitec has undergone, and, in some cases, is still undergoing significant structural changes to its internal organisation. This process of change is referred to as the 'transformation' in the documentation provided by Unitec. Also, to note is the overall decline in the number of student EFTs. This is largely the result of a change in the MOU with an international partner. In relation to the BBS, one of the most important internal changes is the merging of three departments into one pathway, the Business Practice Pathway and the appointment of a single Head of Pathways. The intention to create a more holistic, integrated and focussed series of programmes is laudable and progress is encouraging. Presently, however, staff are dealing with the consequences of this change and, in particular, the need to re-assess roles and responsibilities. Early signs are that staff are adjusting well to the changes and beginning to identify priorities and clarify expectations. Importantly, staff are supportive of the change and committed to the vision and leadership provided by the Dean and the Head of Practice Pathways.

Ngā hua o te whare ako Current Operation

Ngā putanga o mua Previous Recommendations

The 2013 Monitor's Report made the following recommendations:

External monitoring of programmes and moderation of papers need to be undertaken more regularly and systematically.

There is a need for a transparent workload model

Establish subject advisory committees

Establish an Alumni association

Target research outputs more strategically

Establish communities of practice to identify research agendas

Senior staff should prioritise external grant funding

Establish a senior research mentor

Review appropriateness of learning space facilities

Establish a permanent home for the pathway programmes

Clarify policies, processes and procedures to ensure consistency and compliance.

Develop a strategy with a realistic timeline for the review, rationalisation and development of programmes.

He whakarāpōpoto o ngā whakatau Summary of the Visit

Documents provided

Course Descriptions 2015

BBS Monitor's Report November 2013

Unitec Response to BBS Report November 2014

Programme Evaluation Plans BBS and GDipBus 2017

Programme Documents 2015 V1

Regulations

Summary of Staff Research Publications

Staff Research Plans

Guidelines-degree-monitoring

Monitor Visit Itinerary

Monitoring of Degrees Policy

The visit on the 21ˢᵗ and 22ⁿᵈ of June, 2018 included meetings with the following:

The Dean of Business & Enterprise and High Technology, Murray Bain

The Head of Practice Pathways, (HoPP) Dr Kerry Kirkland

Academic Leaders: Ken Newlands, Alan Lockyer, Denisa Hebblethwaite, Nick Kearns, Ngaire Molyneux, Patrick Dodd.

Te Puna Ako staff: Caroline Malthus and Chris Petrie

Current International student, one Graduate and one GDipBus student

Industry Related Representatives: Jacky McManus, Danni Barnes.

Office of the Chief Executive: Mary Johnston

Quality Assurance: Steve Marshall, Simon Tries.

It also included visits to teaching and learning facilities, academic and administration offices and a campus wide tour.

Ngā panonitanga i te tau kua heke mai nei Programme structure

In its present form, both programmes adequately cover conventional areas of business but are unremarkable and largely undifferentiated from similar offerings by other providers.

While the suite of papers is relatively extensive, it is dated and represents an emphasis on traditional elements of and approaches to business. For example, an emphasis on the central importance of the product, conventional methods of distribution and traditional sales management techniques rather than notions of value, experiential marketing, consumer agency and the importance of

relationships. Accounting systems, especially triple-bottom line approaches could also feature more prominently. The contemporary and increasing emphasis on sustainability does not feature prominently in the programmes.

It is not clear how the BBS programme enables the development of specialist areas of expertise by following dedicated recommended pathways as is expected of an industry-focussed qualification. The digital papers, which are very industry focussed, could provide the basis for developing and making more explicit the programme's commitment to providing graduates with such expertise.

The GDipBus programme offers four specialist endorsements: Human Resources; Operations Management; Marketing, and, Sales Management.

The Industry Based Learning (IBL) course continues to be a flagship paper in both programmes. Student interest and achievement in these courses is encouraging, as is the success that students have had in gaining direct employment through their involvement and placement.

Since 2017, the HoPP and academic staff have been reviewing both programmes with a number of tentative suggestions for new paper offerings in 2019-2020. I would recommend that the review consider offering dedicated pathways that focus on areas such as customer engagement, experiential marketing and the generation and analysis of 'Big Data'. I also recommend that Buyer Behaviour in C2C and B2B and Consumer Decision-making is incorporated into an integrated Consumer Behaviour paper.

Ngā hua o ngā ākonga Learner achievement

Standardised systems to identify and monitor student progress are being developed and introduced. For example, at risk students are identified in all level 5 courses and additional tutor resources provided by the Pathway to support their learning. Use of performance agreements, individual study plans and agreed targets are in place to support this and additional assistance is also provided by Te Puno Ako who organise study groups and individual learning support. An institution wide attendance-tracking scheme is envisaged for implementation in 2018 to identify early and continuing learning disruptions.

Academic Leaders and the HoPP now require that staff complete their course evaluation reports in a timely fashion and this has resulted in a higher rate of

compliance since 2016. Support services are widely publicised and locally reinforced by academic staff.

While overall student numbers are down since 2015, qualification completion rates have increased significantly. Encouragingly, this includes Maori and Pacifica students. However, the overall average qualification completion rate of 34% is low and needs to be considered in light of future programme development and quality assurance systems. In contrast to qualification rates, course completion rates for all students remain, on average, lower than those in 2015. The overall programme rates of completion do not differ significantly from previous years but neither do they reflect an increase. While this may indicate a consistency of performance, it is not aspirational and should be analysed more fully. Enrolment figures for the GDipBus remain similar to those in 2016, particularly in relation to international students, and course completion rates of 86% are comparable with those of the BBS. Course completions at over 70% exceed the EDI rates.

There is reference in the 2017 PEP to the difficulties experienced by non-native speakers of English. While the number of international students for whom this may be a problem is declining, a more comprehensive and integrated programme of language support would provide essential support for current students and reassurance to potential ones.

Ngā hua o ngā Whakaakoranga Teaching effectiveness

Overall, teaching effectiveness and student satisfaction are good. There are a number of outstanding evaluations and an encouraging lack of poor ones demonstrating a strong focus on and commitment to teaching and learning among staff. Where evaluations indicate serious or continuing concerns they are dealt with by the HoPP. Early evaluations of student experience is recommended both to ensure that students are making satisfactory progress in their programme and that resources are allocated appropriately. Reference is made in the 2017 PEP for the need to work with Te Puna Ako to standardise on-line learning templates and to approve course book content. These awee scheduled for Semester 2, 2018 but I was not able to see evidence of their implementation.

The introduction of weekly staff development sessions to share experience, consider cultural competencies, identify common concerns and to address and anticipate new developments is to be commended. Staff are dedicated and determined to provide well-supported learning experiences. Student feedback suggested that these efforts were appreciated and they felt that staff were accessible, helpful and well informed. Efforts are in place to ensure that staff increase their familiarity with industry practice and refresh their expertise and experience with a workload allocation of an immersive week spent in industry. To reinforce the importance of this initiative and to enable the sharing of experience, relationships and resources, it would be useful to make explicit, and public, each staff members' plans and aims, their intended industry partners and a timeline. This should be used strategically to identify key industry partners, prevent partner overload and support future programme developments.

Ngā painga o ngā aromatawai Assessment

Overall, the disruptions caused by the transformation process have had a seriously negative effect on the recording, monitoring and general compliance requirements of quality assurance systems. Information provided by course evaluations and assessments need to be shared and used to inform improvements and on-going development as well as provide evidence for the assurance of learning. While the internal moderation of papers by Academic Leaders is timely and robust, a systematic process of external moderation needs to be implemented. The establishment of a Programme Action and Quality Control Committee is an excellent initiative to manage and monitor quality assurance processes and this may complement the issues relating to internal and external moderation. The 2017 PEP recognises that current assessment loads are spread unevenly throughout the programmes and indicates that this will be addressed by new policy guidelines to be introduced in 2018.

Ngā waeture hou Programme regulations

No significant changes to programme regulations had been made during the review period.

The current programmes are adequate and cover the key areas typical of Business qualifications, however, they are largely dated and undifferentiated

from those offered by similar tertiary providers. Feedback suggested that a number of papers e.g. Human Resources and Digital Marketing provided excellent content and essential learning experiences. Providing the opportunity to gain Google Adwords certification in the Digital papers is to be commended as an industry focussed initiative. Perhaps, investigating dual certification with the Chartered Institute of Marketing, for example, could provide further opportunities for students to gain a wider range of professional qualifications.

There is a pressing need to review and rationalise programme and paper content and to focus on providing consistency of delivery and comprehensive processes of quality assurance. The ambitions and aspirations of the Dean and HoPP, though clearly articulated during the visit, need to be made more explicit in motivating these developments and in framing the policies that guide them.

Evidence of these developments and improvements is anticipated in the next Monitor's Report. The 2017 PEPs also support the reinstatement of programme committees to provide curriculum and pedagogical oversight and consistency. Currently, systematic and comprehensive assurance of learning processes are not in place and there is significant variability in this regards in the course documents provided.

The sweeping changes across Unitec have caused significant difficulties for staff and programme delivery. In particular, Academic Leaders have assumed new roles, greater levels of responsibility and increased workloads. The HoPP is very conscious of the increased demands on staff and a review and clarification of roles is underway. Although positive change is underway, changes appear slow to trickle down to the programme level, and once a clear strategy is in place more autonomy should be devolved to action, monitor and evaluate these changes.

The Dean has articulated a strong commitment to improving the quality and relevance of the programmes and to encouraging the development of an innovative curriculum. This is a major departure from the previous emphasis on EFTS growth.

Senior staff also suggested a focus on building curricula based around the core competencies necessary to perform effectively at work and the critical and innovative skills to enable continuous development.

In summary, the Business programmes need to differentiate themselves in the marketplace and to emphasise their ability to produce graduates who are industry-ready, innovative and resilient.

Ngā rauemi e tautoko ana i te whakaakoranga Resources

Feedback suggested that Business students were well supported by the newly established Student Success team. The number of Business students using the learning support services was above the Unitec average. This was particularly true for Māori and Pacifica students. Support Services staff commented on the positive relationships they had with staff in the Business programmes. Indeed, a number of staff were closely involved with support services staff in initiatives such as developing learning plans and support staff were involved as advisors to the HoPP and academic leaders in the design and development of coursework assignments. Support staff participation in the regular Business staff development sessions and their invitation and contributions to staff meetings was an indication of the integrated nature of the present approach to improving the quality of learning in the Business programmes.

Students also commented that while a number of teaching and learning spaces had been refurbished, more up-to-date and technologically advanced accommodation was needed.

**Ngā kōrero nō ngā ākonga, whānau, hapū, iwi, me te hapori Māori
Stakeholder feedback**

The appointment of a dedicated Māori academic leader is a positive and
appropriate development. This has already resulted in a more responsive,
sensitive and comprehensive understanding of different academic and cultural
needs. The early identification of at risk Māori students and providing pastoral
and academic support is to be applauded and should be recognised as a
distinguishing feature of the Pathways' commitment to a multi-cultural learning
environment. Also to be commended are the excellent cross-campus
relationships that the academic leader has established. Perhaps as a result of the
changes, it is encouraging to note that Māori students show higher than Unitec
average awareness of the range of learning support and are accessing them at
similarly above average rates.

Kōrero mai mō te whānui, me te hōhonu o ngā mahi rangahau Research

The recent loss of key research active staff has had a negative effect on the
research culture and currently, only a small number of academic staff are
research active. These staff provide the majority of the limited number of
publications. In addition to the limited number of publications, those that are
published are mainly in non-ranked, non-international journals. In contrast,
many staff have published conference papers and presented them nationally and
internationally. The recent appointment of research leaders will provide the
guidance and expertise to re-invigorate and re-emphasise the research culture
and the clarification of roles will enable staff to balance the demands of
teaching, research and service. The production of individual research plans is a
good first step but care should be taken to ensure that they are realistic and
achievable. At present they are sketchy and inconsistent. They should include
more precise timelines that accompany more clearly identified stages in the
publication process. Possibly an effective first step is to focus on turning
existing conference papers into journal articles. The high number of conference
papers and the low number of journal outputs needs to reviewed, perhaps with
the intention of making conference attendance more dependent on publication
success. A manageable early step is to reach agreement on the preferred
journals and to encourage staff to begin a dialogue with their fellow academics
in their respective research areas. The establishment of an in-house ISBN

registered publication within the Business Pathways could provide an outlet for industry and applied papers and a repository of potential research papers that could be turned into peer-reviewed papers. This would also signal the importance of commitment to conducting research and publishing results.

The present open-plan nature of staff office space and workstations is conducive to a collegial approach to sharing teaching and learning experiences and sharing best practice. However, it is not conducive to focussed research. I would recommend that separate 'study' spaces be established to both signal the importance of focussed research and to provide dedicated space where staff can more easily concentrate on writing. In addition, I recommend that current and intended research topics and projects be publicised, and regularly updated, to enable staff to see what their colleagues are working on and to provide an explicit expression of intent. Perhaps, a collective agreement to a mission statement along the lines of, 'Dedicated to Researching and Teaching Best Business Practice' would reinforce staff commitment and make clear their priorities.

He aha ngā here, ngā heke Issues and Challenges

Unitec has undergone a major re-structuring of its administrative and academic organisation in the re-alignment and re-focussing of its resources both material and human. This process has had, and is continuing to have, a major effect on staff and the administration of programmes. One serious consequence of the process for the BBS and the GDipBus has been the loss of experienced, research-active staff and their institutional knowledge and the present uncertainty that comes from embedding new processes and systems. The dis-establishment of three separate Departments and their amalgamation into a single pathway is one of the major structural changes affecting the development of the new academic and learning environment. Another consequence has been the omission of regular programme evaluations and moderations and lapses in internal processes such as monitoring attendance and student progress. In addition to these internal consequences, Unitec has had a number of external changes to face. The most important of which, was the decision in 2017 by its partner organisation, SDUFE University in China, to award its own higher business qualifications. This has meant that the large cohort of Chinese students who would normally come to Unitec to complete their Bachelor of Business studies or GDipBus no longer do so. The 2017 Programme Evaluation Plans

indicate that a number of relationships will be established with a wider range of international partners e.g. ANC and IBCT in Sri Lanka, however, these intentions are yet to be realised. Further, the increase in the number of on-line programmes, the growing number of NZ tertiary providers offering similar programmes and competing directly with Unitec for business students and the recent downgrading of Unitec to a Category 2 provider, may have had a negative and continuing effect on student recruitment.

Recommendations/Serious Concerns

I have no serious concerns about the potential that Business Pathways programmes have to provide a distinctive and quality education and positive experiences for its students. My only concern is that to realise this potential, further, strategic and tactical change needs to happen quickly. Many of the intentions and plans described in the 2017 Programme Evaluation Plans are well informed, carefully considered, constructive and forward looking. At this point, however, many of them retain the status of intentions. Indeed, much of the programme specific documentation is dated (2015) and does not reflect the dynamic and re-focussed emphasis from the Dean and the HoPP that is motivating change. Reference to the now defunct Department of Management and Marketing, and staff who are no longer employed, for example, is not reflective of the major changes that have occurred nor the ones about to be implemented.

However, I am very encouraged by, and confident that, the newly appointed Dean and the Head of Professional Pathways, who are entirely dedicated to and focussed on building a successful team and creating the conditions for success, will enhance and ensure the quality of the experiences that Unitec provides to its students and wider stakeholders.

To this end, I am pleased to make the following recommendations which prioritise a number of those already presented in the Report:

That the Dean formalise his strategic vision and share it with all (general and academic) Business Pathway staff.

That the Dean invite industry and relevant stakeholders to a presentation of the vision.

Given the need for the extensive re-building of teams, key relationships, systems and processes, the strategy should prioritise the most important and the most urgent goals. I suggest that these should include:

Review the structure and content of the BBS and the GDipBus, especially the foundational papers. It is time to consider a different structure and one that positions and distinguishes the programmes by clearly signalling their close partnership with industry, their ability to provide students with specialised expertise and the strong focus on preparing students to be resilient, adaptive, innovative and critical.

The strategy should be explicit about the positioning of the Business Pathways Programmes in the tertiary sector and in the wider public domain.

Use the development and evaluation of the recently introduced digital paper/s as a template for reviewing and evaluating each paper.

Identify and invite key industry partners to help design, develop and present new or re-focussed papers.

The roles and responsibilities of the new academic leaders need to be clarified and agreed. The academic and course leaders are enthusiastic and determined to develop new ways of working but there is a degree of uncertainty regarding the nature and extent of their contribution to the overall programme. While this is to be expected given the change to the Business Pathways structure, there is now the opportunity to develop a more integrated and holistic approach to programme management and development.

That the vision include an explicit and long-term strategy for developing a wider range of international partners.

Review and prioritise the different pathways that will allow diploma level students to access higher qualifications.

Re-visit the Pathways workload and revise it in line with the priorities outlined in the strategic vision. This will make it clear to staff how the vision is informing day to day practice and the allocation of resources to achieve the required aims. It should also emphasise the relative importance of roles and provide a timeline to indicate the urgency of the changes that need to happen.

Industry-Based Learning (IBL)

This has been a particularly strong and successful feature of the BBS. However, the demands of increasing the number and range of industry internships, particularly for international students, and managing the systems and processes needed to support it, are heavy and currently over stretching the available resources. This is a flagship course and should be prioritised accordingly. In the first instance, increasing administrative support is essential as is a re-assessment of the workload of the academic leader. The proposal to appoint an Advisory Committee to develop an engagement policy with industry and other stakeholders is to be applauded but the need for this to happen is pressing. On a minor note, while the name of the course is a literal description of its focus, a more encompassing, aspirational (and contemporary) title might better reflect its importance.

Dr Robert Aitken, University of Otago

Monitor's Signature	13 July 2018

Programme Response to Monitor's Report

Bachelor of Business and Graduate Diploma in Business

Network(s): Business and High Technology   **Practice Pathway(s): Business**

Head of Practice Pathway(s): Kerry Kirkland   **Academic Leader(s): Ken Newlands**

Monitor Name: Associate Professor Robert Aitken   **Year of Report: June 2018**

Recommendation	Response / Action	Responsible/Timeframe	Progress
1 .Dean to formalise his strategic vision and share it with all (general and academic) Business Pathway staff	Strategy setting will be impacted by Tertiary Education Commission report to reform Institutes of Technology and Polytechnics sector will report at the end of 2018. The Unitec Renewal Plan and the change in structure to a Head of School are contributing factors to a strategy not yet being formalised.	Unitec and School Strategy to be established 2019 based on work done to date.	
2. Dean to invite industry and relevant stakeholders to a presentation of the vision.	As above.	See 1. Above	
3. Review the structure and content of BBus and GDB, especially foundational papers. • Differentiate from similar offerings by other providers. • Position programmes to emphasise close links with industry • Prepare students to be resilient, adaptive, innovative and critical.	The monitors comments come at a timely point in the conversations about reinvigorating the programmes. The BBus has scheduled a formal Programme Review in first half of 2019 which will inform subsequent programme development. This formal forum will allow the programmes to interrogate any suggested changes with Industry and other Stakeholders (Incl. Students). The Monitors feedback will form a valuable part of the feedback that will be taken into account as a key stakeholders feedback.	Programme Review Semester 1 2019 Programme Changes to NZQA by October 2019 for roll out of progressive changes to begin in Semester 1, 2020.	

Recommendation	Response / Action	Responsible/Timeframe	Progress
4. Use the development and evaluation of the recently introduced digital paper/s as a template for reviewing and evaluating each paper.	The development and evaluation process used for the development of the new digital courses was robust and thorough, and will be explored as a development model for new courses in the BBus development work.	See 3. above.	
5. The roles and responsibilities of the new Academic Leaders need to be clarified and agreed.	Under Unitec's Renewal Plan, the roles of AL will continue to June 2019. ALs will be replaced by Programme Managers to provide academic discipline leadership and manage programme curriculum. The proportional time allowance for Programme Managers is intended to be significantly greater than the current AL role and it is expected that there will be an improvement in this area.	Unitec Renewal Plans to complete the new role structure by June 2019.	
6. The vision to include an explicit long-term strategy for developing a wider range of international partners.		HoPP and Dean lobby Senior Leadership on the importance of international partners as part of an International Strategy.	
7. Review and prioritise the different pathways that will allow diploma level students to access higher qualifications.	With the introduction of new level 5 NZDB, work is underway to assess cross credits from the NZDB to the BBus so that students completing at the end of 2018 can staircase to a higher qualification.	AL NZDB End of 2018	
8. Industry-Based Learning (IBL). The demands of increasing the number and range of industry internships, particularly for international students, and managing the systems and processes needed to support it, are heavy and currently over stretching the available resources. This is a flagship course and should be prioritised accordingly. In the first instance, increasing administrative support is essential as is a re-assessment of the workload of the AL.	Additional resources have been provided to support the IBL course co-ordinator. The resourcing of the course needs to be re-evaluated as a part of the wider BBus redevelopment. The current IBL structure needs to be confirmed as the right size and right fit for an ongoing development of the Degree to ensure that it can remain a central focal point of the student experience.	Head of School to evaluate resourcing of IBL in 2019.	

Recommendation	Response / Action	Responsible/Timeframe	Progress
9.Rename IBL to a more encompassing, aspirational (and contemporary) name to better reflect its importance Internship	Consideration about the wider IBL programme needs to be considered and placed inside a plan for redevelopment of the Degree. A name that positions IBL inside this redevelopment will then be proposed and approved.	See 3. Above, however if preliminary work suggests an earlier timeframe, then that will be considered.	
10. The proposal to appoint an Industry Advisory Committee is applauded but the need for this to happen is pressing.	An Industry Advisory Committee has been established. The first meeting was held in July 2018	No applicable	
11. Qualification Completion rates for the BBus of 34% is low and has not improved. The low completion rate needs to be considered in future development and quality assurance systems.	Detailed interrogation of the data and the factors influencing the qualification rate need to be assessed against the formulae used by TEC to report on completions. The high number of part-time students in the programme create complications for determining success. Our internal reporting is based on students who complete individual courses as opposed to the full qualification completion. While we are happy with course completions it is agreed that we need to examine and understand what actions can be taken to improve degree completions.	BBus AL to work with TKK Business Analysts to interrogate data and prepare a report to the PAQC by end of March 2019 investigating the factors influencing the qualification completion rate and propose actions to improve.	
12. The 2017 PEP referred to standardising on-line learning templates and to approve course book content.	A project of standardisation across the programmes is currently underway, including student handbooks.	Complete for the start of Sem 1, 2019.	
13. Systematic and comprehensive assurance of learning process are not in place and there is significant variability in this regard in the course documents provided.	The Programme Academic Quality Committee was established mid-2018 to provide improved oversight.	BBus AL to undertake an audit of BBus course documentation and report back to PAQC on weaknesses and actions by June 2019.	

Date: _____   **HOPP Signature: _____**

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Te Poari Ihu | Quality Alignment Board - 2018_11_27 Meeting Agenda

9.2. Bachelor of Performing and Screen Arts

Recommendation:

That Te Poari Iho | the Quality Alignment Board review the following Bachelor of Performing and Screen Arts (BPSA) Production Design and Management major monitor's report and Programme Academic Quality Committee (PAQC) response.

2018 Monitor's Report

Unitec, Department of Performing and Screen Arts
Bachelor of Performing and Screen Arts
Production Design and Management major

Introduction

This is the Phase Two Monitor's report for the Production Design and Management major of the Bachelor of Performing and Screen Arts.

This report is compiled from information gathered prior to and on my visit to the school on the 14th of June, 2018. The documents provided prior to my visit in 2018 are here.

The most significant and impactful recent event in the major, school and institution is the restructuring of Unitec and the sale of the land on which the school stands. The uncertainty of Unitec's immediate and long-term future and the consequent future of the Bachelor of Performing and Screen Arts and the Production Design and Management (PDM) major is the cause of significant trauma for leadership, staff and students. Subsequent and serious concerns are largely centred around the stability of staffing; facilities, space and resources; and doubts around the capacity of the major to attract the EFTS needed for its survival in these uncertain times.

However, despite this uncertainty, it is pleasing to see that the PDM major is now an established option within the BPSA although there are still relatively few students pursuing this specialisation. There are consequently less concerns around the academic rigour of the major, although there is still a need for more consideration to be given with regards to resourcing, programming and timetabling for optimal student success.

The tension caused by the ongoing perception of the PDM major as a service provider to students in other disciplines has not eased, although staff have made significant movements to support and protect their students. One consequence of this perception is the ongoing pressure on students to work professionally, despite the fact that they are also learners.

Lecturing staff are continuing to devise solutions to this problem and these include timetabling with projects in mind, contracting external service providers to avoid overloading students, and a staggering of workload across the three years of the degree.

I would like to extend my sincere gratitude to all of the staff and students for the time they devoted to the monitoring process and for their generous and enthusiastic participation in our korero.

1

Matters arising from the 2016 BPSA Monitor's visit

In 2016 I made recommendations concerning:

- Perceptions of the PDM major and its students as a service provider
- Appropriate programme design to meet the specific needs of PDM students
- Access to student support services
- The (perceived) (lack of) academic rigour in the degree
- broadening understandings of staff research
- difficulties associated with resourcing.

Staff and Identity

Lecturers on the PDM major are generally traumatised by the uncertainty of Unitec's future, the consequences for their students, and the impact on their own employment.

All staff that I spoke to have the students at the centre of their practice and want to do their best by them. In 2016, I had serious concerns around staffing and these remain. Lecturers in the PDM major are overworked and stressed. Each of them has an intense workload to carry and are often in sole charge of their discipline. There was concern amongst management that Unitec would be able to retain these high-quality staff as the programme moves forward. This stress is exacerbated by the staff requirement to have research portfolios.

Staff are also anxious about the ability of the PDM major to attract the EFTS necessary for growth. They are aware of the stress on their students, and are also aware that more students would lighten the (student) workload.

One of the concerns raised by students and staff was around the lack of identity in the name of the programme. There is consensus that the title "Production, Design and Management" does not adequately reflect the work of the major. Staff also pointed out that the PDM major does not include courses in Management. One of the exacerbating factors in this question of identity has been the centrality of Unitec marketing, and the concern that the marketing team perhaps does not understand the speciality and strength of the major. For a creative department, who are well equipped to tell their own story, I imagine that this is very frustrating. In reaction to this, the Costume Design lecturer produces some of her own marketing, which is much more effective in generating new student enrolments.

Learner Achievement

While learners continue to achieve well in the PDM majors, some ongoing student concerns were raised.

2

- Despite the changes to timetable and course design which have been made to alleviate pressure on PDM students, students still feel the pressure of producing professional work
- Large courses are still focused on the acting students and their abilities and interests
- Students would like teaching staff to have the time and opportunity to collaborate more so that the good practice exercised by the Costume Design lecturer can be duplicated in the other disciplines. (This was absolutely not meant as a criticism of lecturers in the other disciplines)

Students in the PDM major generally find student support either difficult or impossible to access. While the students that I met with on this visit were significantly more aware of their entitlement to student support than in 2016, they continued to express their feelings of isolation from the rest of Unitec and the physical distance between the BPSA buildings and the student hub. This, combined with short breaks in very full timetables, make visiting the hub impossible during a teaching day. Concerns were also raised regarding the lack of support for students with learning difficulties[1].

Students expressed the stressfulness of working in the PDM and this was largely tied to the perceptions of the PDM as a service provider. Students articulated high levels of professionalism in their desire to give their best to the design of the shows of their acting and dancing counterparts. They feel that they are unable to "be students and make mistakes", because others depend on them for their success and grades. This has led to PDM student concerns for their own wellness and well-being and that of their PDM colleagues. Students identified that there are not enough students in each discipline to do all of the work and that they felt they had no "space for learning".

It is worth noting that a Production Manager has been appointed in the major to manage some of the 'service provider' elements of the programme. The Production Manager also has a role in providing another in-house industry professional that students are able to learn from. This is a strong and practical move by management in the BPSA.

The value of the programme for stakeholders

There continues to be a high need for this programme by industry stakeholders and this programme has great industry value. This is evidenced by the fact that all students are employed in industry well before the end of their degree studies.

There is no doubt that students of the PDM major are sought after in industry due to both the lack of other providers offering a similar major, but also to the fact that throughout the programme, students are exposed to an enormous range of opportunities in industry.

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[1] The exact nature of the disabilities was not disclosed to me.

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In addition, all lecturing staff are industry professionals and maintain these professional connections, extending their networks to include their students. The nurturing of these students for industry well before their degrees are complete continues to be an outstanding strength of the PDM major.

Programme quality and teaching effectiveness

Teaching in the PDM major continues to be excellent. This is evident in both the conversations with busy, over-worked, but dedicated staff; and in conversations with a large and diverse group of students who spoke of the dedication, professional knowledge and industry connections of their teachers.

The PDM major continues to yield high student performance rates. Teachers set high standards for their students, and have made significant efforts to protect them from the perception of the major as a service provider for the BPSA as a whole. This perception has been particularly mitigated through the timetabling efforts of the Costume Design lecturer. Timetabling in order to stagger the pressure on the PDM students will be essential to their engagement and success. It is pleasing to see that the other PDM lecturers are also beginning to understand how this timetabling will protect their students from burning out in the course of the degree.

Students again spoke unanimously and particularly about the excellent teaching by the Costume Design lecturer who was commended for her teaching, engagement with students and industry, and her organisational skills.

In 2017, a showcase was introduced for the PDM students which allowed them to exhibit their learning. Students said that the showcase gave an opportunity for costume design students to research and design a costume which was then modelled by an acting student. In conversations with lecturers, this showcase effectively flipped the kaupapa in the major, and brought the PDM students and their project work to the forefront rather than in service to the other disciplines.

Facilities and resources

The ongoing theme of future uncertainty was prevalent in discussions around resource and facilities. Each staff member discussed the lack of resources in keeping up with industry demand and in adequately preparing students for the professional market. Much of the equipment and technology in the faculty is in disrepair, and without the promise of growing EFTS, it will be difficult to generate (and justify) the need for new resource, however, without these resources, the programme runs the risk of becoming obsolete. At some point in the near future, I imagine that Unitec will have to decide on the value of the programme and either invest substantially in its future, or discontinue the offering

4

altogether. The latter would be a shame, because Unitec is currently one of the only providers in this niche market.

Leadership and Management

There have again been changes in leadership and leadership structure between the monitor's visits. In 2016, staff were concerned about the departure of the then Head of Department. In 2018, staff, including those with leadership positions in the major, are most concerned with the unstable nature of the near future for Unitec and the degree. It is notable that all staff that I met with hold the students at the heart of their concerns.

It will be necessary in the future for Unitec leaders to extend more Manaakitanga to its staff. In the times of change ahead, it will be wise to keep staff as informed as possible, and to allow them to make future plans collaboratively and in consultation with the communities that Unitec serves.

Conclusion

The PDM major has enormous value to industry and I believe it is still on the right track to becoming really excellent.

The following are my simple recommendations for the PDM major. In light of the inevitable institution-wide changes at Unitec I have tried to make these as practical as possible and have focused on where they have the most impact. The first two are offered with regards to student achievement and success, and the latter two are concerned with growing EFTS in the PDM major.

Recommendation 1:
That programme design and timetabling be adjusted substantially to reflect the nature of the PDM major as a learning space, rather than a service provider.

Recommendation 2:
That student support services, including support for students with disabilities, and counselling be made practically accessible for PDM students. This could include having a member of student service staff resident in the faculty one day a week, thus making some of the connections that need to be made between the faculty and the student hub.

Recommendation 3:

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That the PDM major be renamed to more accurately reflect its identity, work and purpose AND that this is reflected in all marketing and branding. I believe that this will help generate EFTS for the institute.

Recommendation 4:
That the PDM major be adequately resourced for growth. Prospective students will only choose Unitec if they are able to access cutting edge technology in the Performing and Screen Arts industries.

My sincere thanks to all students and staff who gave time to our korero in June.

Dr Michelle Johansson
Programme Director | Kaihapai
Ako Mātātupu: Teach First NZ
August 2018

6

Bachelor of Performing and Screen Arts

Production Design and Management major

PAQC RESPONSE TO MONITOR'S REPORT

PRACTICE PATHWAY/S: Creative Industries

ACADEMIC LEADER/S: Erin O'Neill

MONITOR: Dr Michelle Johansson

YEAR OF REPORT: 2018

RECOMMENDATION	RESPONSE	ACTIONS	RESPONSIBILITY & TIME FRAME
1.That programme design and timetabling be adjusted substantially to reflect the nature of the PDM major as a learning space, rather than a service provider.	We believe that this has been significantly addressed since the last report. Costume in particular has developed a framework that foregrounds their learning aspirations when engaging with other disciplines in projects that have assessed outcomes. The Technical stream too have made large strides in their attempts to shift this perception, however it must be acknowledged that many other factors, which are not within their scope to remedy, contribute to this predicament. Lack of adequate resources, ongoing budget cuts and low EFTS numbers in that area all add to this complicated landscape. There is no easy fix and we are confident that all teams are currently working together to find solutions in this very trying time.	Curriculum and programme reviews are planned for 2019. Included in this will be a redesign of teaching and learning for each pathway within the PDM major. Discipline leads within this major are already engaging in in-house marketing and recruitment initiatives, this will be ongoing in the attempt to address the low EFTS numbers in certain areas.	HOPP, AL's, Academic staff Commence Jan 2019

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Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

RECOMMENDATION	RESPONSE	ACTIONS	RESPONSIBILITY & TIME FRAME
2.That student support services, including support for students with disabilities, and counselling be made practically accessible for PDM students. This could include having a member of student service staff resident in the faculty one day a week, thus making some of the connections that need to be made between the faculty and the student hub.	In process	In response to the movement of all student support services to the southern end of the campus, PASA has obtained the regular services of a student support advisor who is located in Bldg 6 on a weekly basis, to assist with general academic support. Specific assistance with health and wellbeing remains located centrally in the southern end of campus and more regular contact with, and information from, health and wellbeing support staff is being sought. It is anticipated that specific class sessions on Unitec's support services will be folded into full-cohort classes from Sem 1, 2019.	HOPP, AL's, Academic staff July 2018
3.That the PDM major be renamed to more accurately reflect its identity, work and purpose AND that this is reflected in all marketing and branding. I believe that this will help generate EFTS for the institute.	Agreed. We are aware that the current name of the program – Production, Design and Management – is not appropriate, difficult to market and invisible to potential applicants.	Curriculum and programme reviews are planned for 2019. This has been tabled at our IAC's for on-going discussion and feedback.	Dean, HOPP, AL's, IAC's. Feb 2019
4.That the PDM major be adequately resourced for growth. Prospective students will only choose Unitec if they are able to access cutting edge technology in the Performing and Screen Arts industries.	Agreed	Continue to lobby and advocate for adequate learning and teaching environments that include resources, services and learning and teaching equipment required in a competitive market.	Dean, HOPP Throughout 2018

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Te Poari Iho | Quality Alignment Board - 2018_11_27 Meeting Agenda

9.3. Degree Monitors Reports

The Te Poari Iho | the Quality Alignment Board note the following Monitor's Reports received:

- Bachelor of Communication (BIC) and Graduate Diploma in Event Communication (GDEC) programmes.
- Bachelor of Creative Enterprise (BCE) programme.
- Bachelor of Engineering Technology (BETMG) programme.
- Bachelor of Health Science (Medical Imaging) (BHScMI) programme.
- Bachelor of Nursing (BNURS) programme.
- Bachelor of Social Practice (BSP) programme.
- Master of Business (MBUS) and Post Graduate Diploma in Business (PGDBUS) programmes.
- Master of International Communication (MIC) and Postgraduate Diploma in International Communication (PGDIC) programmes.

9.4. Programme Academic Quality Committee (PAQC) Responses

The Te Poari Iho | the Quality Alignment Board note the following PAQC responses received:

- Bachelor of Communication (BIC) and Graduate Diploma in Event Communication (GDEC) programmes.
- Bachelor of Creative Enterprise (BCE) programme.
- Bachelor of Engineering Technology (BETMG) programme.
- Bachelor of Health Science (Medical Imaging) (BHScMI) programme.
- Bachelor of Social Practice (BSP) programme.
- Master of Business (MBUS) and Post Graduate Diploma in Business (PGDBUS) programmes.
- Master of International Communication (MIC) and Postgraduate Diploma in International Communication (PGDIC) programmes.

The monitor reports and PAQC responses for the above *programmes* are available on the H Drive, the file pathway is: H:\2. Academic Development\E-Academic Library\2.0 Committees\QUALITY ALIGNMENT BOARD and SUBCOMMITTEES\AGENDA & PAPERS\2018\2018_11_27\Monitors Report and Responses.

10. 2018 Semester 1 Programme Evaluation and Planning (PEPs)

The outstanding 2018 PEP as at 22 November 2018 for the information of the Board follows.

	Dean	HoPP	Programme Title
1	Mark McNeil	Daniel Fuemana	NZ Certificate in Construction Related Trades (Main Contract Supervision)

10.1. Evaluation of Interim PEPs

Unitec   For Discussion

To	Quality Alignment Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	TKK Analysis of Interim PEPs (2018)	**Date**	23 November, 2018

Purpose

To provide a summary report to the Quality Alignment Board on the process and outcomes from the semester 1, 2018 interim PEPs and to outline the process and timeframes for the 2018 final PEPs.

Recommendation

That Te Poari Iho | the Quality Alignment Board:

1. *receive the report on the process and outcomes from the 2018 interim Programme Evaluation and Planning cycle.*

2. *confirm the final date for the submission of the final 2018 Programme Evaluation and Planning reports as 18 April 2019, noting that:*

   a. *the report (PEP) on the evaluation must be received and approved by the relevant Programme Academic Quality Committee;*

   b. *the report must be signed off by the Head of School.*

3. *note that Te Korowai Kahurangi will:*

   a. *review the PEP template for ease of use considering feedback received to-date and any feedback from the Quality Alignment Board;*

   b. *seek feedback on the type of support programme teams would like and design the process for this;*

   c. *confirm the list of programmes for which a final 2018 PEP report is required;*

   d. *communicate the revised process, template and programme list to Pathways by 14th December*

Context:

The Programme Evaluation and Planning (PEP) process is one of the key mechanism for ensuring the quality of programme delivery at Unitec. The PEP process has been undertaken at Unitec for many years (though known by different names) and will continue to evolve as lessons are learned and new approaches taken.

The report on the 2018 interim PEP process and outcomes highlights good practice across the institute as well as areas for improvement. Given the significant amount of recent change across the institute and the restructuring of the academic leadership it is not envisaged that the process for the 2018 final PEPs be significantly changed.

However, consideration of the work undertaken in preparation for the recent External Evaluation and Review and the findings from the evaluation of the 2018 interim PEP reports supports the need to continue to build evaluative capability across the institute. To support this mahi Te Korowai Kahurangi will develop a framework for evaluating and reporting on the extent to which the PEP process contributes to maintaining and building quality delivery and evaluative capability.

Attachments

- TKK Analysis of Interim PEPs

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[1]

- 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 September 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 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

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[1] These are not peculiar to 2018. They have been noted in previous years also.

1

are fresh, seeks to constructively review the semester and set SMART goals to build upon success and address areas needing improvement.

➢ Train facilitators to guide programme conversation toward completing the report.

➢ Collate and locate quantitative and qualitative data separately from the PEP so they focus only on evaluation, with brief opening description provided when a programme is new or has been updated. Data becomes an informative resource for collegial evaluation. 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.

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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.

Amber lights raised by Pathways

➔ **Programme viability.** The Bachelor of Business Studies has been judged by external monitoring to be seriously 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.[2] 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.[3] 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?

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[2] 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?
[3] Could Bridging Education's Skills Review approach be adopted by Pathways for higher qualifications?

3

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 Drainlaying 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 Māaori 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 Pacifika 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. (See them for more details). A challenge to this, noted by another Bridgepoint programme (NZCSP), is when lectures are timetabled for 1:30-4:30pm.

4

11.   External Evaluation Review (EER) update

A verbal update will be provided at the meeting.

12.   Industry Advisory Committees

The Industry Advisory Committee tracker for the information of the Board follows.

2018 Committee and Meetings

Network	Pathway	Committee Name	Programmes	Minutes Location	Meeting 1			Meeting 2		
					Date	Location	Time	Date	Location	Time
BEHT	Creative Industries	Design and Contemporary Arts Industry Advisory Committee	NZCSCP, BCE, GDCE, PGCCP, PGDCP, MCP, MDES	Fwded to Melinda Chuo - senior workforce connector	25/06/18	048-1070	5.15-7.10pm	25/09/18	048-1070	5.15-7.10pm
		Performing and Screen Arts Industry Advisory Committee	NZCSCP, DCM, BPSA, GDDES, PGCCP, PGDCP, MCP	Fwded to Melinda Chuo - senior workforce connector	26/06/18	048-1070	5.15-7.55pm	Dec TBC	048-1070	5.15-
	Business									
	High Technology									
CIE	Architecture									
	Building Construction Services	Plumbing & Gasfitting Advsiory Committee	CPGFT, NZCPGD		14/03/18			18/07/18		
		Building & Construction Advisory Committee	Carpentry, P&G&D		12/04/18			16/08/18		4.00pm - 7.00pm
		RICS	BCONS							
	Engineering	Civil Engineering Industry Advisory Committee	BETMG		10/04/18					
		Electrical Industry Advisory Committee	NZCEE		31/05/18					
	Vehilce Systems & Materials	Automotive Advisory Committee	BAppTech, NZCA,UPC NCEA,		18/06/18					
HCS	Community Development	ECE Advisory Committee	BTECE	H:\1. Networks\3. H&	3/12/18	112-3012	3-4.30pm	21/05/18	112-3012	3-4.30pm
	Environmental and Animal Scien	Vet Nursing Advisory Committee	NZCAT, NZDVN		10/09/18	115-1030	4-5:30pm			
Bridgepoint										
Te Miro										

2018 Members

Network	BEHT				CIE						HCS		Bridgepoint		Te Miro
Pathway	Creative Industries	Creative Industries	Business	High Technology	Architecture	Building Construction	Building Construction	Engineering (Civil)	Engineering (Electrical)	Vehicle Systems & Materials	Environmental and Animal Sciences	Environmental and Animal Sciences			
Committee	Unitec Design and Contemporary Arts Industry Advisory Committee	Unitec Performing and Screen Arts Industry Advisory Committee				Building & Construction Combined Advisory Committee	Plumbing & Gasfitting Industry Advisory Committee	Civil Engineering Industry Advisory Committee	Electrical Industry Advisory Committee	Automatic Industry Advisory Committee	Vet Nursing Industry Advisory Committee	BASCI Industry Advisory Committee			
Chair	Tommy Honey	Katie Hinsen				Alison Stankovich	Lou Wemyss	Fred Kirman		Paul Hyde	Jodi Salinsky				
Members	Vanessa Byrnes (ex officio)	Vanessa Byrnes (ex officio)				Chris Bassett	Mark Dobson	John Neill	James Gowling	Patrick O'Carroll	Geoff Neal	Nick Waipara			
	Kim Paton	Jane Holland				Grant Boylan	Tania Forsyth	Aidan Cooper	James Mackenzie	Darryl Ashwell	Alex Melrose	Richelle Kahui-McConnell			
	Zeb Reynolds	Joel Crook				Grant Browne	Gaynor Collett	Nicky Smith	Bill Woods	Greg Lewis	Kim Telford	Arnja Dale			
	Julia Waite	Justin Lewis				Glen Duncan	Grant Mason	Peter Andrew	Keith Paler	Greig Epps	Courtney Spencer	Tim Martin			
	Paul James	Katie Hinsen				Stavros Evangelidakis	Eugene Klokie	Stan Schwalger	Marius Schmidt	Angus Chambers	Alex Walker	Thomas Buckley			
	Samantha Ramlu	Moss Patterson				Dylan Huang	Bryan Heron	Emily Afoa	Nick King	Shaun Clay	Lynette Heke	Chris Green			
	Simon Velvin	Nicole Whippy				Glen Duncan	Jesse Su Junxu	Daniel Williams	Alex Van der Sande	Phil Parker		Andrew Nelson			
	Tommy Honey	Amanda Billing				Jeff Farhenson	Jeff Fahrensohn	Davie Nelson	Ian Payne			Imogen Bassett			
	Susie Gilroy	Paul Gittins				Stuart McClatchy	Glen Wallace	Damon Norden	Awan Singh						
	Justin Marsh					Andy Moore	Stephen Bocock		John Horan						
	Vincent Ward					Paul O'Brien	Glen Moser								
						Tamati Parker	Glen Burr								
						James Reed									
						Garry Thompson									
						Jason Wang									
						Geoff Kindred									
						Dave Whitehead									
Unitec Attendees	Murray Bain	Murray Bain				Daniel Fuemana	Daniel Fuemana	Melanie Ooi	Mark McNeill	Christo Potgieter	Dan Blanchon	Dan Blanchon			
	Leon Tan	Samuel Holloway				John Pepere	John Pepere	Wei Loo	Melanie Ooi	Lee Baglow	Laura Harvey	Graham Jones			
	Dan Wagner	Charene Griggs				Nitya Sewak	Nitya Sewak	David Poyner	Mirjana Bogosanovic	Niranjan Singh					
	Ben Jarrett	Scott Wilson				Mark McNeil		Mark McNeill	Suresh Palapati	Prabhat Chand					
	Emma Smith	Duncan Milne				Leni Fifita			Deepinder Sidhu	Vithenage (Sela) Perera					
	Will Bardebes	John Davies				Colin O'Gorman			Wayne Holmes						
	Bobby Hung	Erin O'Neill													
	Heather MacKay/Stonyer (GM Industry)	Mark Ingram													
	Otilia Cenan (TKK)	Otilia Cenan (TKK)													
	Mary Johnston (ELT nominee)	Glen McKay (ELT nominee)													

13. Te Poari Iho | Quality Alignment Board Work Plan

The Te Poari Iho | Quality Alignment Board 2018 work Calendar v1 for discussion by the Board follows.

Te Poari Iho / Quality Alignment Board 2018 work Calendar v1			
Month	**Ongoing**	**Specific**	**What does it look like**
September	Monitors reports	EER response to recommendations IER feedback and action planning	Sharing what's happening behind the scenes
	Māori updates	Māori updates	Verbal moving to a paragraph
	Pacific updates	Pacific updates	Verbal
	PAQC feedback	PAQC feedback PIC feedback	Verbal or raising any issues practice to share.
	PIC feedback		
October		S1 PEPs discussion	S1 PEPs summarised into themes and actions agreed
	Monitoring status and updates	IAC Registers updated	Reporting back on IACs IAC Registers due
		Cat 1 Rōpū work plan update	Outlining priorities and celebrating successes
		Self-assessment report	For information and engagement
November		PAQC meeting 2019 calendars	Setting regular PAQC meetings with AQAs
		CEPs feedback	Value added and usability
February		Moderation plans status and updates	Compliance rate reporting
		New Monitor appointments	Expiring contracts will be identified in November
		PEP template review	Identify value added and usability
		Set 2019 work plan	Map to academic quality cycle

Pānui | For Noting

14.   Programme Review Schedule 2019-2022

The Graduating and 5 Year Programme Review Schedule 2019 - 2022 for noting by the Board follows.

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<tr><td>**U Unitec**</td><td>**For Information**</td></tr>
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To	Quality Alignment Board	**From**	Steve Marshall Te Korowai Kahurangi
Title	Graduating and 5 Year Programme Review Schedule	**Date**	22 November, 2018

Purpose

The renewed schedule for Graduating and 5-Year Programme Reviews was formally confirmed by Academic Board on 23rd October, 2018. The schedule that was approved was amended following the request at QAB for Heads to review and feedback on the schedule. The attached revised schedule is for the information of the Board.

Recommendation

That Te Poari Iho | Quality Alignment Board note the approved Programme Review Schedule 2019 – 2022.

Attachments

Revised Programme Review Schedule 2019 – 2022.

Approved Programme Review schedule 2019 – 2022

Acad Prog	Programme Title	Prospectus Code	Last Known Programme Review Date	Proposed Programme Review Date
BBS	Bachelor of Business	CA2109	2011, 2013 scheduled but no report	Semester 1, 2019
GCPA	Graduate Certificate in Professional Accountancy	CA2387		
GDBUS	Graduate Diploma in Business	CA2383		
GDPA	Graduate Diploma in Professional Accountancy	CA2386		
BPSA	Bachelor of Performing and Screen Arts	CA2222	2016	Semester 1, 2019
GDDES	Graduate Diploma in Creative Practice	CA2333		
BCS	Bachelor of Computing Systems	CA2209	2014	Semester 1, 2019
GDCMP	Graduate Diploma in Computing	CA2297		
MAP(TF)	Master of Applied Practice (Tech Future)	CA2397	New programme with Mindlab, due for Graduating Review	Semester 1, 2019
PGCAP(DCL)	Postgraduate Certificate in Applied Practice (Digital Collaborative Learning)	CA2396	No Info of 5-year review, part of MAP but standalone	Semester 1, 2019
MAP	Master of Applied Practice (Social Practice)	CA2397	No Info of 5-year review, part of MAP	Semester 1, 2019
MAP(PA)	Master of Applied Practice (Professional Accounting)	CA2397	No Info of 5-year review, part of MAP, suggest reviewing with MBUS	Semester 2, 2019
MBUS	Master of Business	CA2318	2013 scheduled but no report is evident	
PGDBS	Postgraduate Diploma in Business	CA2319		
MCOMP	Master of Computing	CA2270	2014 scheduled but no report is evident	Semester 2, 2019
PGDCG	Postgraduate Diploma in Computing	CA2271		
BCE	Bachelor of Creative Enterprise	CA2403	2012 scheduled but no report is evident GDCE not currently offered	Semester 2, 2019
GDCE	Graduate Diploma in Creative Enterprise	CA2405		
MCP	Master of Creative Practice	CA2400	No Info of 5-year review	Semester 2, 2019
PGCCP	Postgraduate Certificate in Creative Practice	CA2402		
PGDCP	Postgraduate Diploma in Creative Practice	CA2401		

Acad Prog	Programme Title	Prospectus Code	Last Known Programme Review Date	Proposed Programme Review Date
BASCI	Bachelor of Applied Science	CA2359	2016 scheduled but no report is evident	Semester 2, 2019
BHSMI	Bachelor of Health Science (Medical Imaging)	CA2054	2014	Semester 2, 2019
BAT	Bachelor of Applied Technology	CA2320	2014	Semester 2, 2019
GDHE	Graduate Diploma in Higher Education	CA2188	2016 scheduled but no report is evident	Semester 2, 2019
BLA	Bachelor of Landscape Architecture	CA2190	2012 scheduled but no report evident, 2017 accreditation report is available	Semester 1, 2020
MARCH	Master of Architecture	CA2302	2015	Semester 1, 2020
MLA	Master of Landscape Architecture	CA2304		
BETMG	Bachelor of Engineering Technology (Electrical)	CA2382	No Info of 5-year review, 2015 IPENZ accreditation for Civil	Semester 1, 2020
BETMG	Bachelor of Engineering Technology(Civil)	CA2381		
BNURS	Bachelor of Nursing	CA2412	New programme	Semester 1, 2020
BAS	Bachelor of Architectural Studies	CA2357	2015 scheduled but no report is evident, 2017 external examiners report is available	Semester 2, 2020
MARCP	Master of Architecture (Professional)	CA2358		
BSOCP	Bachelor of Social Practice	CA2224	New programme	Semester 2, 2020
MTEL	Master of Teaching and Education Leadership	CA2411	New programme with Mindlab	Semester 1, 2021
MCE	Master of Contemporary Education	123200	New programme with Mindlab	Semester 1, 2021
BTECE	Bachelor of Teaching (Early Childhood Education)	CA2335	2016 scheduled but no report is evident	Semester 1, 2022
BCONS	Bachelor of Construction	CA2253	2017	Semester 1, 2022
GDCPM	Graduate Diploma in Construction Project Management	CA2380		

Pitopito Kōrero | Related Committee Minutes

15. Te Poari Iho | Quality Alignment Board Subcommittee Minutes

Recommendation:

That Te Poari Iho | the Quality Alignment Board receive and note the following Programme Academic Quality Committees (PAQC) minutes, from the listed PAQCs.

PAQC Committee	Meeting date	Meeting type
Architecture		
Architecture		
Interior Design	2018_10_03	Standard
Landscape Architecture		
Architecture		
Interior Design	2018_08_08	e-Meeting
Landscape Architecture		
Landscape Architecture	2018_10_17	e-Meeting
Bridgepoint		
Bridgepoint: Bridging Education, Supported Learning & Police	2018_10_05	Standard
Business		
Business Practice Pathway	2018_09_13	Standard
Business Practice Pathway	2018_09_20	Standing
Business Practice Pathway	2018_10_04	Standing
Community Development		
Community Development	2018_11_05	Standard
Construction		
Building Construction & Services Practice Pathway - Programme of Studies L3 – L5	2018_09_20	Standard
Building Construction & Services Practice Pathway - Programme of Studies L6 – L7	2018_09_27	Standard
Building Construction & Services Practice Pathway - Programme of Studies L3 – L7	2018_10_17	Standard
Creative Industries		
Creative Industries (DCA)		
Creative Industries (PASA)	2018_10_15	Standard
Environmental & Animal Science		
Environmental & Animal Science	2018_09_17-24	e-Meeting
Environmental & Animal Science	2018_10_15	Standard
Engineering		
Engineering Pathway	2018_09_03	Standard
Engineering Pathway	2018_10_10	Sub-Committee
Health Care		
Health Care – Medical Imaging	2018_10_18	Standard
Health Care – Bachelor of Nursing	2018_06_13	Standard
Health Care – Bachelor of Nursing	2018_08_28	Standard
Health Care – Bachelor of Nursing	2018_09_25	Standard
High Technology		
High Technology	2018_08_24	Standard

PAQC Committee	Meeting date	Meeting type
High Technology	2018_10_05	Standard
Social Practice		
Social Practice	2018_10_02 & 08	Standard & Special
Te Miro		
Te Miro PG	2018_09_27	Standard
Te Miro PG	2018_10_25	Standard
Vehicle Systems & Materials		
Vehicle Systems & Materials PAQC	2018_09_27	Standard
Vehicle Systems & Materials PAQC	2018_10_11	Sub-Committee
Vehicle Systems & Materials PAQC	2018_10_17	Sub-Committee
Vehicle Systems & Materials PAQC	2018_10_18	Sub-Committee

The meeting minutes for all the above ***Programme Academic Quality Committees (PAQC)*** are held on the H Drive, the file pathway is: H:\2. Academic Development\E-Academic Library\2.0 Committees\PROGRAMME ACADEMIC & QUALITY COMMITTEES.

16.   Related Committee Minutes

The meeting minutes for all the below committees are held on the H Drive, the file pathway is: H:\2. Academic Development\E-Academic Library\2.0 Committees.

16.1. Poari Mātauranga | Academic Board

That Te Poari Iho | the Quality Alignment Board notes the Minutes of the meeting(s) of 23 October, 2018.

16.2. Rōpū Whakaae Mātauranga | Academic Approvals Committee

That Te Poari Iho | the Quality Alignment Board notes the Minutes of the meeting(s) of 17 October, 2018.

16.3. Unitec Ako Ahimura Learning & Teaching Committee

That Te Poari Iho | the Quality Alignment Board notes the Minutes of the meeting(s) of 27 September, 2018.

16.4. Unitec Postgraduate Research and Scholarships Committee (PGRSC)

That Te Poari Iho | the Quality Alignment Board notes the Minutes of the meeting(s) of 02 October, 2018.

Ētahi Kaupapa anō | Other Business

Confirmed 2019 Quality Alignment Board Meeting Dates

The confirmed monthly 2019 QAB meetings dates for noting by the Board follows.

All QAB meetings will remain on Tuesday at 9am to 11am, rooms to be confirmed and invites to be sent out.

- 26 February 2019
- 26 March 2019
- 30 April 2019
- 28 May 2019
- 25 June 2019
- 23 July 2019
- 27 August 2019
- 24 September 2019
- 22 October 2019
- 26 November 2019

2018 Self-Assessment Quality Alignment Board

A verbal update will be provided at the meeting.