



POARI MĀTAURANGA | ACADEMIC BOARD
Agenda Papers

Wednesday
13 February, 2019



agenda

Poari Mātauranga | Academic Board

9:00am, Wednesday, 13 February, 2019

Building 180-2043

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1.4 Research Ethics Committee <i>Minutes of the meeting/s of 19 September, 2018 and 21 October, 2018</i>	

**SECTION 1 – NGĀ KUPU ARATAKI |
PRELIMINARIES**

AGENDA ITEM 1.01.

PITOPITO KŌRERO O NGĀ HUI | MINUTES OF THE PREVIOUS MEETING

RECOMMENDATION:

That Academic Board approves the Minutes of the meeting of 4 December, 2018.



minutes

Academic Board

Tuesday 4 December 2018 at 9.00am

Building 183-1045

MEMA POĀRI TAE Ā–TINANA/BOARD MEMBERS IN ATTENDANCE

Debra Robertson-Welsh (Acting Chair)

Rosemary Dewerse (Co-opted for the meeting)

Annemarie Meijnen (Proxy for Nick Sheppard)

Steve Marshall (Proxy for Chris King)

Anna Wheeler (Proxy for Annette Pitovao)

Teorongonui Josie Keelan

Marcus Williams

Vanessa Byrnes

Simon Nash

David Glover

Simon Tries

Glenn McKay

HUNGA MAHI/IN ATTENDANCE

Karen Miller (Secretary)

KARAKIA

NGĀ KUPU ARATAKI/ PRELIMINARIES

NGĀ WHAKAPĀHA/ APOLOGIES

That Academic Board notes the apologies for the meeting.

Daniel Fuemana

Mark McNeill

Nick Sheppard

Craig Hilton

Annette Pitovao

Helen Veal

Merran Davis

Chris King

Falaniko Tominiko

Murray Bain

Moved: Simon Tries

Seconded: Steve Marshall

MOTION CARRIED

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

That Academic Board approves the Minutes of the meeting of 23 October, 2018.

Moved: Debra Robertson-Welsh

Seconded: Simon Tries

MOTION CARRIED

The following recommendations that were not put at the 23 October 2018 meeting because the meeting was inquorate were put at this meeting.

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

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

Conduct of Student Research Policy				
Sr No	Anomaly	Page No	Item No	Recommendation
1	<i>The Dean: Research and Enterprise</i>	1	4	<i>The Dean Research and Enterprise</i>
2	<i>Supervision of Student Research Guidelines</i>	2	4.1.1>4	<i>Supervision "and Advisement" of Student research Guidelines</i>
3	<i>The Supervision of Postgraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.</i>	2	4.1.2>1	<i>Supervision and Advisement of Student Research Guidelines govern the relationship between the students undertaking postgraduate research and supervisors.</i>
4	<i>The Supervision of Undergraduate Students Undertaking Research Guidelines governs the relationship between students and supervisors.</i>	2	4.1.2>2	<i>Supervision Advisement of Student Research Guidelines governs the relationship between the students undertaking Undergraduate research and supervisors.</i>
Masters Generic Regulation				
Sr No	Anomaly	Page No	Item No	Recommendation
1	<i>The maximum period for completion of a postgraduate diploma will normally be 60 months from the date of commencement of study.</i> <i>In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment of no more than 12 months.</i>	3	<i>Enrolment periods > a</i>	<i>The maximum period for completion of a master's degree will be as specified in the Programme Schedule or Programme Regulations and will not normally be exceeding 60 months from the date of commencement of study.</i> <i>In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment for a specified period as specified in the Programme Schedule or Programme Regulations and normally not exceeding 12 months.</i>
2	<i>Dean: Research and Enterprise/Tuapapa Rangahau</i>	3	<i>Enrolment periods > f</i>	<i>Dean Research and Enterprise/Tuapapa Rangahau</i>
3	<i>Such approval shall be noted in the approvals register of the committee responsible for that programme.</i>	4	<i>Approval of Courses of Study > b</i>	<i>Such approval shall be noted in the approvals register of the relevant Academic Authority.</i>
4	<i>A proposal for a thesis, dissertation, or research project topic must meet the requirements of the Te Miro Ako Ahimura Learning and Teaching Committee</i>	4	<i>Supervision of Theses, Dissertations, and Research Projects > a</i>	<i>A proposal for a thesis, dissertation, or research project topic must meet the requirements of the relevant Academic Authority</i>

5	<i>Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors on the recommendation of the relevant Academic Authority.</i>	4	<i>Supervision of Theses, Dissertations, and Research Projects > b</i>	<i>Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors.</i>
6	<i>The Dean: Research and Enterprise</i>	7	<i>Thesis, Dissertation, and Research Project Examination Regulations > a</i>	<i>The Dean Research and Enterprise/Tuapapa Rangahau (Dean R&E)</i>
7	<i>The Dean Research and Enterprise</i>	multiple	<i>multiple</i>	<i>Dean R&E</i>
8	<i>the Postgraduate Office</i>	7	<i>Thesis, Dissertation, and Research Project Examination > c</i>	<i>Tūāpapa Rangahau</i>
9	<i>.....examiners in order for the thesis to be accepted.....</i>	7	<i>Thesis, Dissertation, and Research Project Examination > d</i>	<i>.....examiners in order for it to be accepted.....</i>
10	<i>the Research Office and Postgraduate Centre</i>	7	<i>Thesis, Dissertation, and Research Project Examination > d</i>	<i>Tūāpapa Rangahau</i>

Moved: Marcus Williams
 Seconded: Simon Nash

MOTION CARRIED

9. ACADEMIC POLICY REVIEW

That Academic Board:

1. Approves:

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

2. Notes:

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

Moved: Marcus Williams
 Seconded: Simon Nash

MOTION CARRIED

10. GRADUATING AND 5 YEAR PROGRAMME REVIEW SCHEDULE

That the Academic Board:

1. ***Confirms the proposed schedule for Graduating and 5 Year Programme Reviews for Degree (and related) Programmes (Level 7 – 10);***

2. Notes the arrangements for Programme Review of NZ Certificates and Diplomas (Levels 1 – 6).

Moved: Steve Marshall
Seconded: Annemarie Meijnen

MOTION CARRIED

SUBCOMMITTEE REPORTS

13. ACADEMIC APPROVALS COMMITTEE

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

14. ACADEMIC BOARD STANDING COMMITTEE

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

15. AKO AHIMURA LEARNING AND TEACHING COMMITTEE

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

16. POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE

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

17. RESEARCH ETHICS COMMITTEE

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

Moved: Marcus Williams
Seconded: Simon Tries

MOTION CARRIED

2. ACADEMIC BOARD MEMBERSHIP
3. MAHIA ATU/MATTERS ARISING
4. ACTIONS

Date of Meeting where Action Item was first raised	Item No.	Action	Responsibility	Status
2018-05-06	1	Finalised work plans To bring to the Academic Board meeting of 4 December 2018.	Debra Robertson-Welsh	Completed
2018-07-03	2	Academic Board Risk Register To provide a final report detailing the format and content of this to the first meeting of Academic Board 2019.	Simon Tries	Yet to be completed
2018-07-03	3	Outcomes from the Moderation Audit Project Report To provide a report on post-moderation activity for Semester 1 2018 to the next Academic Board meeting of 4 December 2018 who will then instruct QAB.	Steve Marshall	Completed
2018-07-31	4	Data from the Student Journey Feedback for Programme Evaluation Plans (PEP) To provide an update to the next Academic Board meeting of 4 December 2018	Debra Robertson-Welsh	Completed

2018-07-31	5	Māori name for the Student Charter document. To advise at the next Academic Board meeting of 4 December 2018.	Annette Pitovao	Completed
2018-08-28	6	Review of Semesterised Delivery To provide regular progress reports.	Simon Nash	Yet to be completed
2018-08-28	7	Renewal Plan To provide a paper outlining the rationale and detailing the responses from consultation with various areas at the next Academic Board meeting of 4 December 2018.	Chair, Academic Board	Yet to be completed
2018-09-25; 2018-10-23	8	Impact statements To discuss with the Chair about whether an extra Academic Board meeting should be convened to specifically discuss impact statements and report back at the next Academic Board meeting of 4 December 2018.	Simon Tries	Yet to be completed
2018-10-23	9	Academic Board Membership To follow-up on the decision to appoint a teaching research and staff member added to the Academic Board membership. Karen Miller to verify and update membership.	Paula Wilkinson	Completed
2018-10-23	10	Academic Board Membership To review the MindLab membership as they are now an independent PTE and membership is not required and report back to the next Academic Board meeting of 4 December 2018.	Simon Tries	Yet to be completed
2018-10-23	11	Unitec Renewal Plan To update effective suspension dates for programmes.	Steve Marshall	Completed
2018-10-23	12	Missing Grades To provide a report on contextualising legacy issues to the next Academic Board meeting of 4 December 2018.	Steve Marshall	Completed
2018-10-23	13	Academic Quality and External Evaluation and Review To set up a workshop or meeting for a debrief.	Cathy Tyler	Completed

Item 6: Review of Semesterised Delivery

Simon Nash advised that there had been no progress to date with looking for alternatives for semester delivery and wider discussion will continue next year.

Item 7: Renewal Plan

The Chair was not in attendance at the meeting due to illness and this item was deferred to the next meeting.

Item 8: Impact Statements

Simon Tries advised that after discussion with the Chair prior to the meeting it was felt that further discussion at Academic Board about the impact statements was not required as the outcomes had been addressed via the External Evaluation and Review (EER). However, after discussion members agreed that further specific discussion about impact statement outcomes would be beneficial for assessing risks such as staff leaving during the teaching out of closing programmes, and identifying risks that could impact negatively on Unitec's reputation and the student experience at Unitec. It was agreed that Simon Nash convene a meeting with Debra Robertson-Welsh, Simon Tries and David Glover to discuss the impact statement outcomes and bring back a paper to update the Board at the next meeting.

Item 10: Academic Board Membership

Simon Tries advised that the Academic Board membership would be reviewed at the 13 February 2019 meeting once new organisational roles had been finalised. During discussion, it was suggested that Terms of Reference for Academic Board and all subcommittees be reviewed to ensure that the right people are on each committee. It was agreed that Simon Tries discuss with subcommittee chairs to decide whether subcommittees should present their Terms of Reference each year to Academic Board. It was also agreed that current

members, whose roles in the organisation will change in the new year, should be co-opted to continue as members for the first meeting next year and the following motion was put.

That Academic Board approves that current members whose roles in the organisation will change in the new year are co-opted to continue as members for the first Academic Board meeting in 2019.

Moved: Simon Tries
Seconded: David Glover

MOTION CARRIED

Item 13: Academic Quality and External Evaluation and Review

The Acting Chair advised that a meeting appointment had been sent to Members for a debrief about the EER so this item was in progress.

WHAKARITENGA O TIROHANGA WHĀNUI/ OVERVIEW REPORTING

5. WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA/ AWARD OF QUALIFICATIONS

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location: H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2018\2018-12-04 ABMtg 04 Dec 2018

Moved: Teorongonui Josie Keelan
Seconded: Annemarie Meijnen

MOTION CARRIED

6. ACADEMIC QUALITY & EXTERNAL EVALUATION & REVIEW 2018

Debra Robertson-Welsh gave an update and acknowledged the extensive work done by all areas at Unitec for the EER. She said this work can now be used as a baseline for going forward. During discussion, the following points were raised:

- Simon Tries will be talking with Will Workman (NZQA Lead Evaluator) shortly about the EER where he expects that a response will be forthcoming around the end of January next year.
- Vanessa Byrnes advised that she had conducted a debrief within her area and their focus was on teaching and end of term projects. She said that there were good systems in place which they were trying to replicate across all pathways. She has had great support from her Academic Quality Administrator, structures are now in place and the main issue is staff leaving and the loss of institutional knowledge.
- The programme evaluation process will play a key role in establishing a baseline coherently across all areas. He suggested that schools and service centres should be looked at in a more systematic way in the future to ensure that the new baseline is maintained.
- The NZQA EER panel will come back with specific recommendations and Academic Board can regularly assess progress against the recommendations.
- The Research Productivity Traffic Light was a very successful reporting tool that could be used in other areas because it monitors, tracks and informs in a regular way.
- Work around induction for new Heads of School was underway and would be replicated for Academic Leaders.
- Induction should be ongoing, for example for a year, instead of just one day as new staff have been overwhelmed with learning about the institution.
- The benefit of the EER was that pockets of excellence have now been identified and can now be used as models in areas where improvement is needed.

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

- (i) New Zealand Qualifications Authority (NZQA) and Institutes of Technology and Polytechnics (ITP) Sector Update
Simon Tries advised that he had met last week to discuss the focus of the Review of the New Zealand Qualifications Framework. He will send the proposal out to Board members for comment and report back at the next meeting.
- (ii) Programme Development Report
There was no further update for the Programme Development Report.
- (iii) Monitoring of Degrees at Unitec
Simon Tries advised that required monitoring is continuing and is now considered by the Programme Academic Quality Committees and the Quality Alignment Board has an overview.
- (iv) Moderation Audit Project Report
This update was deferred to the next meeting due to time constraints.

HE RITENGA ME NGĀ PŪRONGO/ INFORMATION PAPERS

8. STUDENT CHARTER

The Board noted the finalised Student Charter document which included the te Reo name.

9. CLARIFYING NZQAS REQUIREMENT TO RETAIN ALL STUDENT ASSESSMENT MATERIAL

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

Moved: Simon Tries
Seconded: Glenn McKay

MOTION CARRIED

Simon Tries advised that a new record keeping rule was recently added to the NZQA Rules that requires institutions to keep all student assessment materials generated from education or training in which students are enrolled, or full copies of them, for at least 12 months from the date of completion of that education or training.

Acknowledging measures towards transitioning systems and processes to effectively hold all assessments, NZQA has offered Unitec a time-bound exemption to the full requirements of the Rule that Unitec has accepted. In the interim, he is liaising with Sean Connelly (Unitec's Records and Information Management Specialist, Information Management Services) about a strategy to ensure compliance with this new rule. He noted that the new rule applies to education and training organisations across the sector and was not specific to Unitec.

During discussion, Members raised the following:

- An audit would be conducted to ensure that relevant documentation was being kept and discussion about who should do the audit can be included in the Risk Register discussion.
- There is work to do to ensure that Unitec's assessment practice is adequate because although we may already be compliant we don't know for certain.
- The issue was raised at a recent Association for Tertiary Education Management forum so is a sector wide problem due to the high cost of shifting from paper to digital records.
- The reason for keeping assessments is that they can be accessed for reviews.
- A requirement should be set by Academic Board to receive a monthly report for sign-off using a high trust and accountability model that holds to account but does not police.
- It would be beneficial to find out about practice at other institutions in this area.
- How and when will Academic Board be assured that Unitec is adhering to the new rule? Simon Tries advised that he will be investigating the issue and will report back to the Board at the next meeting.

10. ACADEMIC BOARD MEETING DATES FOR 2019

That Academic Board notes the Academic Board Meeting Dates for 2019.

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

The Chair noted that next year's meetings would be held on a Wednesday instead of the usual Tuesday and would mostly occur at four weekly intervals instead of the previous six weekly intervals.

WHAKAWHITI KŌRERO/DISCUSSION PAPERS**11. RŌPŪ WHAKAAE MĀTAURANGA/ ACADEMIC APPROVALS COMMITTEE SELF-ASSESSMENT**

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

Moved: Simon Tries
Seconded: Simon Nash

MOTION CARRIED

Simon Tries advised that the self-assessment exercise reflects learnings from the first committee meetings where a number of teething problems occurred. The problems identified have been resolved and further work needs to be done regarding membership to ensure that the committee has a shared voice. He noted that the separation of the NZQA programme approval and accreditation criteria from the Unitec criteria was not appropriate so they have been combined and Te Noho Kotahitanga included to ensure external and internal criteria is met. He said that the committee needs to have a representative from each school so the learning goes back to the schools.

12. MISSING AND DEFERRED GRADES 2015-2017

That the Academic Board notes the progress made and the ongoing actions to address Missing and Deferred (DEF) grades in PeopleSoft from 2015-2017 and

initiates a review of the grading systems currently used for courses and programmes.

Moved: Simon Tries
Seconded: Marcus Williams

MOTION CARRIED

Simon Tries advised that Te Korowai Kahurangi had conducted an investigation to determine the number of missing and/or deferred grades and three types were subsequently identified. Misuse of the deferred grade where it was entered more than once when it should only be used once was of legitimate concern as they can impact funding, as can blank grades.

He said this was an issue and not a risk that can be resolved now that problem areas have been identified. Members gave the following feedback:

- A customised grading basis could provide a solution for Unitec Pathways College (UPC), Secondary Tertiary Alignment Resource (STAR) and Industry Training Organisation courses.
- A new attendance based grading basis is needed to address courses with the No Grade (NOG) grading basis where no grade is entered.
- The possibility that the Government will require a change to Unitec's current Student Administration System (Peoplesoft) will be addressed before the change occurs.
- The instances where grades will not be entered before the Christmas break have been followed up by Te Korowai Kahurangi with the relevant Academic Leaders to ensure students are not negatively impacted by the delay.

13. TEACHER CAPABILITY RECOMMENDATIONS FOR 2019

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

Moved: Simon Nash
Seconded: Marcus Williams

MOTION CARRIED

Simon Nash advised that last year the requirement for all teachers to complete a minimum of one Teacher Capability badge per year was introduced. In order to maintain momentum with this initiative he recommended that the minimum be changed to two badges over two semesters. He said that now that the EER is over he can provide more specific direction to where the capability effort should go. During discussion, Members raised the following points:

- The PEPs can be drivers as to what badge is chosen and line managers need to have a clear view of the levels of capability of their staff when making decisions about teaching capability.
- Do two badges equate to two weeks of professional development? There is a conscious move away from a set timeframe as most professional development should be embedded as part of work that is already being done, however, if professional development leave is needed to do teacher capability then that should take priority.
- A clear direction about the length of professional development leave assigned for teacher capability was requested and it was agreed that Simon Nash communicate with Mary Johnston (Executive Director - People & Infrastructure, Office of the Chief Executive) and report back to the Board at the next meeting.
- Teacher capability must be factored into staff professional development Performance Partnership ADEPs.

14. SEMESTER 1 2018 PROGRAMME EVALUATION AND PLANNING (PEP)

That Academic Board:

- **receive the report; and**

- **note:**

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

Commentary

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

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

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

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

Moved: Simon Tries

Seconded: Rosemary Dewerse

MOTION CARRIED

Simon Tries noted that the report identified what is required institutionally and discussion about PEPs at QAB had been robust.

Rosemary Dewerse advised that she pulled out key points from the PEPs for the report and talking directly to staff was very valuable as many examples of good practice, not included in PEP text, were revealed. She found that the key question for Academic Board that emerged from her reading of the PEPs, and QAB discussion, was 'where do the issues shaped by external factors that need responding to' get heard. She noted that robust conversations were also happening in Programme Academic Quality Committees.

During discussion, the following points were raised:

- An action plan based on the Traffic Light model is needed so the issues shaped by external factors that need responding to can be elevated to Academic Board for discussion.
- Examples of good practice need to be more widely circulated and success shared at a higher level.
- Each school and service centre should also complete a PEP and PEP workshops run.
- An award for excellent PEPs should be added to the Excellence Awards list.

Simon Tries advised that a final report for 2018 will be brought back to the Board at the next meeting to ensure that issues raised through the PEPs are addressed.

15. 2018 MĀORI SUCCESS STRATEGY

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

Moved: Glenn McKay

Seconded: Vanessa Byrnes

MOTION CARRIED

Glenn McKay introduced the paper and the following points were raised by Members:

- Shouldn't the Strategy have come to Academic Board before it went to the Crown Commissioner? Glenn advised that there was a big push to get it approved before the EER.
- Will Workman (NZQA Lead Evaluator) clearly indicated that Māori success was to be a main focus in the EER.
- Broader discussion at Academic Board should occur to ensure that all staff are considering the Strategy and to improve awareness and ownership.
- Māori success is a government imperative and a number of staff will continue to resist acknowledging it and implementation will fail if it is not considered a priority.
- Consultation across the institution about student success and retention was very valuable so the same success could be achieved for the Strategy.
- It was agreed that Māori success should be added as a standing item to the Academic Board agenda to endorse its high importance and ensure continued high level attention.
- Induction about the Strategy for new Heads of School needs to be done as soon as possible to facilitate better staff engagement.
- Time at Board meetings should be allocated specifically to discuss strategies for priority groups.
- Members acknowledged the great work done on the Strategy.

Glenn McKay advised that all actions outlined in the Strategy are high level and Māori staff cannot complete the actions alone so an action plan is required. He said that a communication plan has been created and a launch timeframe has yet to be determined.

16. RESEARCH COMPETENCIES AT UNITEC

That the Academic Board approves the Research Competencies at Unitec.

MOTION DEFERRED

This agenda item was deferred due to time constraints.

17. PROCESS FOR THE ALLOCATION OF TIME TO UNDERTAKE RESEARCH

That the Academic Board approves the process for allocating research time.

Moved: Marcus Williams
Seconded: David Glover

MOTION CARRIED

Marcus Williams outlined that this paper was a further development on a process started last year of having an evidence based allocation of research time. It is based on how much a person is contributing to the four research goals and takes in account staff who are new to the research space and looks at what steps they have taken to grow through mechanisms such as professional development, partnering, etcetera. The objective is to first allocate our most significant investment in research based on evidence and second, allocate research time based on an institutional acknowledgment that .2 of the entire Full-Time Equivalent (FTE) teaching on degree programmes will be put aside for research.

He noted that a common misunderstanding is that all staff will get .2 to do research which is incorrect because it actually means the institute has relegated .2 of the overall FTE for degree staff to research and .8 to the other work they do.

He said that the process went through extensive consultation which proposed a co-creative model between the Research Office and schools where a productivity rating is shared with the Head of School, an allocation time is recommended and is then confirmed. It is a formal

mechanism where some of the allocation can be given to non-degree level or non-academic staff who are doing research at a nationally recognised level. He clarified that degree staff who teach on both degree and non-degree programmes is already calculated through the research productivity traffic light tool.

He was commended for applying the professional development Performance Partnership ADEP tool to a specific area, something that has not been done previously.

18. MODERATION CONSISTENCY PROJECT

That the Academic Board:

- a. Receive the results of Moderation Practice compliance for Semester 1, 2018.***
- b. Refer to the Quality Alignment Board, the responsibility to maintain an ongoing controlled watch on moderation practices within programmes including:***
 - monitoring moderation compliance;***
 - establishing remediation plans for non-compliance;***
 - regular reporting on trends and issues to Academic Board.***
- c. Refer to Programme Academic Quality Committees, the responsibility to monitor compliance for moderation practice within courses and programmes including:***
 - ensuring that effective moderation practices are taking place;***
 - ongoing evaluation of the quality of outcomes for course improvement;***
 - ensuring improvement plans are implemented;***
 - reporting outcomes regularly to Quality Alignment Board.***

MOTION DEFERRED

This agenda item was deferred due to time constraints.

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

This discussion did not occur due to time constraints.

20. RENEWAL PLAN (UPDATE AT MEETING)

The Chair was not in attendance to provide an update at this meeting.

NGĀ RŌPŪ TUARUA PŪRONGO/SUBCOMMITTEE REPORTS

21. ACADEMIC APPROVALS COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 17 October, 2018.

22. ACADEMIC BOARD STANDING COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 30 October-1 November, 2018.

23. AKO AHIMURA LEARNING AND TEACHING COMMITTEE

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

24. POSTGRADUATE RESEARCH AND SCHOLARSHIPS COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 14 November, 2018.

25. QUALITY ALIGNMENT BOARD

That Academic Board receives the Minutes of the meeting(s) of 9 October and 6 November, 2018.

26. RESEARCH COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 8 November, 2018.

27. RESEARCH ETHICS COMMITTEE

That Academic Board receives the Minutes of the meeting(s) of 19 September and 21 October, 2018.

Moved: Steve Marshall
Seconded: Marcus Williams

MOTION CARRIED

ĒTAHI KAUPAPA ANŌ/ OTHER BUSINESS

Simon Tries reminded Members to take the opportunity to provide feedback by completing the Academic Board Self-Assessment survey before the next meeting so he can bring back the results for discussion.

There being no further business the meeting closed at 11.05am.

NEXT MEETING DATE

Wednesday 13 February, 2019 at 9.00am in Building 180-2043.

Agenda deadline for the next meeting is 5pm Friday 1 February, 2019.

Debra Robertson-Welsh (Acting Chair)

AGENDA ITEM 1.02.**ACADEMIC BOARD MEMBERSHIP****Academic Board Membership 2018**

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

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

AGENDA ITEM 1.03.

MAHIA ATU | MATTERS ARISING

AGENDA ITEM 1.04.**NGĀ TAUTAPU AROTAKE | ACTIONS FOR REVIEW**

Date of Meeting where Action Item was first raised	Item No.	Action	Responsibility	Status
2018-05-06	1	Academic Board Risk Register To provide a final report detailing the format and content of this to the first meeting of Academic Board 2019.	Simon Tries	Yet to be completed
2018-07-03	2	Review of Semesterised Delivery To provide regular progress reports.	Simon Nash	Yet to be completed
2018-07-03	3	Renewal Plan To provide a paper outlining the rationale and detailing the responses from consultation with various areas at the next Academic Board meeting.	Chair, Academic Board	Yet to be completed
2018-07-31	4	Impact statements To discuss the outcomes of impact statements with Simon Tries, Debra Robertson-Welsh and David Glover and report back at the next Academic Board meeting.	Simon Nash	Yet to be completed
2018-07-31	5	NZQF Proposal To send the NZQF proposal out to Board members for comment and report back at the next meeting.	Simon Tries	Yet to be completed
2018-08-28	6	Academic Board Membership To discuss with Academic Board subcommittee chairs to decide whether subcommittees should present their Terms of Reference each year to Academic Board and report back to the next Academic Board meeting.	Simon Tries	Yet to be completed
2018-08-28	7	Clarifying NZQAs Requirement to retain all student assessment material To investigate whether Unitec has evidence that it is adhering to NZQA's exemption from full compliance with Rule 14C.1 of the Quality Assurance (including EER) Rules 2016 and report outcomes at the next Board meeting.	Simon Tries	Yet to be completed
2018-09-25	8	Teacher Capability Recommendations for 2019 To communicate with Mary Johnston (Executive Director - People & Infrastructure, Office of the Chief Executive) to determine a clear direction about the length of professional development leave assigned for teacher capability and report back to the Board at the next meeting.	Simon Nash	Yet to be completed
2018-10-23	9	Academic Quality and External Evaluation and Review To report back to the Board on the EER debrief.	Debra Robertson-Welsh	Yet to be completed
2018-10-23	10	Review of Semesterised Delivery To provide regular progress reports.	Simon Nash	Yet to be completed
2018-10-23	11	Renewal Plan To provide a paper outlining the rationale and detailing the responses from consultation with various areas at the next Academic Board meeting.	Chair, Academic Board	Yet to be completed
2018-10-23	12	Impact statements To discuss the outcomes of impact statements with Simon Tries, Debra Robertson-Welsh and David Glover and report back at the next Academic Board meeting.	Simon Nash	Yet to be completed
2018-12-04	13	Academic Board Self-Assessment - Survey To complete the Academic Board Self-Assessment survey before the next meeting.	Academic Board members	Yet to be completed

2018-12-04	14	Academic Board Self-Assessment - Report To report the feedback from the Academic Board Self-Assessment survey at the next meeting.	Simon Tries	Yet to be completed
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**SECTION 2 – WHAKARITENGA O TIROHANGA WHĀNUI |
OVERVIEW REPORTING**

AGENDA ITEM 2.01.

WHAKAWHIWHINGA I NGĀ TOHU MĀTAURANGA | AWARD OF QUALIFICATIONS

RECOMMENDATION:

That Academic Board confers or awards qualifications to the students as listed at the following Unitec H: Drive location:

[H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2019\2019-02-13 ABMtg 13 Feb 2019](#)



For Information and Discussion

To	Academic Board	From	Debra Robertson-Welsh; Julie Hall; Chris King & Simon Tries
Title	Academic Quality and External Evaluation and Review: EER debrief.	Date	3 February 2019

Purpose

This paper provides a debrief on the experience of the recent External Evaluation and Review based on feedback from Unitec staff and the Category 1 project team.

Background to EER

In November 2018 Unitec underwent an External Evaluation and Review (EER) led by the New Zealand Qualifications Authority (NZQA), to ensure that Unitec complies with the statutory policies and criteria after initial programme approval and accreditation and/or registration is granted. Through periodic external evaluation and review TEOs are held accountable to their students, employers, funders, quality assurance bodies and other interested parties. The review process also provides information to support improvement across the tertiary education sector.

Methodology of visit

Focus areas from a range of networks, four pathways, and six pan institute focus areas were selected for evaluation. The six pan-institute focus areas chosen were:

Governance Executive Leadership Team, Academic Board and Quality Assurance.

Māori Learner Achievement & Support

Pacific Learner Achievement & Support

Student Success Facilities and resources, Pastoral care and Career guidance and Study Support

Research: Levels 9 and 10, level 10 teach and Research Planning

International Learner Achievement and Support Offshore delivery, Code of Practice, enrolments and visas. On shore NZCEL delivery was originally in scope but later removed.

This was complemented by fifteen programmes, in four pathways. Due to time restrictions not all programmes selected were evaluated as part of the EER:

Building and Construction

NZ Certificate in Carpentry

NZ Certificate in Carpentry and Trades

NZ Certificate in Plumbing and Gasfitting

NZ Certificate in Plumbing, Gasfitting and Drainlaying

Business

NZ Diploma in Business (expiring)

NZ Diploma in Business (replacement)

Bachelors of Business

Masters of Business

Creative Industries

NZ Certificate in Study and Career Preparation (Delivered out of Bridgepoint)
 Bachelor of Creative Enterprise
 Master of Creative Practice

Social Practice

National Certificate in Mental Health and Addiction Support (expired)
 Bachelor of Social Practice (3-year degree expiring)
 Bachelor of Social Practice (4-year degree replacement)
 Master of Social Practice

Panel sessions were conducted over a four-day period, feedback and a further opportunity to respond to questions was provided on the fifth-day.

Methodology of debrief

In order to determine how EER went as an institution, we solicited feedback from the Unitec staff participating and contributing to EER. The invitation to provide feedback included Deans, HoPPs, Academic Leaders, teaching staff, Business Administrators, and Academic Quality Administrators, as well as other professional positions such as Communications Manager.

Feedback was solicited through two methods:

- Online survey
- Focus groups

The online survey was sent to the 153 staff involved in EER, with 35 responses.

We held two focus groups:

- One at Mt Albert with 10 participants
- A second focus group at Waitakere with 4 participants (all Social Practice)
 - o All focus areas were represented with the exception of Creative Industries and Research

There were a total of 49 responses (35 people responding to the online survey; 14 people participating in the focus groups) of 153 staff invited to share feedback.

Given that there may be people in the focus group that also responded to the online survey, the percentage of total response out of the people invited ranges from 13% to 32%.

Another factor to take into consideration was the timing of the feedback, this coincided with end of year activities such as assessing, marking and approving grades.

The questions related to six focus areas of Data, Documentation, Connections, Supports, Timeframes and the Visit.

- Data: related to the stats on student success and programme health
- Documentation: related to the process to provide evidence to NZQA
- Connections: Linkages between data or ideas
- Supports: related to the work in preparing for EER
- Timeframes: related to due dates
- Visit: related to the running of the EER visit

Responses were then themed into two categories of learnings or positive. Learnings being a driver for change and positive being an affirmation of process and practice.

Key Findings from feedback

Whilst we acknowledge that participation was low, the feedback is balanced and makes a valuable contribution to Unitec's learnings. The appended document breaks the feedback down into much more detail.

Summary of findings from staff comments

Learnings: areas of growth

Overall, comments stressed **how much time it takes to prepare for EER**. Respondents commented on the need for more time to prepare for EER, as well as access to relevant data/documentation sooner.

In addition, a common theme involved **connections around data**; the need for consistency around data and more contextualisation of data in order to link data to student success. There was also a call for the **consistency around the Unitec narrative and team narratives**.

Respondents also called for **more clarity around what documentation to provide NZQA**, as well as a better system of storing NZQA documentation

Positives: what went well

Although there were pockets of people who felt a lack of support during EER, overall comments indicated that **they felt overall supported**, and highlighted the **benefits of the evaluative conversations** and that the **pre and post panel sessions during the EER visit gave them confidence**.

During the visit, comments indicated that the **panel coordination was beneficial**.

Multiple comments shared that this **process pulled the team together**; that they valued this experience as it allowed them to **build relationships across Unitec**. They mentioned that they **appreciated the support of their colleagues**.

Lastly, a few comments indicated that **this process shifted how they approached their day-to-day mahi to incorporate an evaluative practice**.

Summary of findings from Cat 1 Team

The primarily feedback involved in **clarifying and arriving at a common understanding with the Lead Evaluator**. Although there's deference to the power dynamic, to obtain an agreed objective to each interaction and timeframes and to push to those agreed outcomes and timeframes. In addition, **the need to provide documentation and data that is accessible and guides the evaluators through our narrative**. Overall, not to make any assumptions around what the Evaluators understand of Unitec and our operations, and provide an overview how each piece of Unitec fits together to support Student Success.

The **documentation collection process is a "low-hanging fruit" to improve** that may merit further thought and resources to streamline. This was one of the categories that had the most negative staff feedback and there's a few recommend easy actions to incorporate for the next EER. We'd recommend having a "document champion" from each focus area to act as the central chaser and check on all documentation from that specific area.

With engagement with staff, we recommend **creating staff work streams with the objective of a specific output**, such as the Self-Assessment Report. **Staff engagement was more strongly encouraged through face to face meetings.** EER was a huge undertaking; it takes a village to prepare for an EER and we needed all hands contributing to these efforts.

Lastly, we've witnessed how the EER process has pulled teams and people together despite obstacles (or perhaps as a result of obstacles!). It resulted in a sense of togetherness and connection. It may have also contributed to a mentality shift of people to incorporate evaluative practice in their day to day mahi.

Hopefully this shift will help pave the way for the mahi of Cat 1 and further entrenchment of reflective practice throughout Unitec's journey.

As a learning institute and in association with the seven habits of a category one institute we will incorporate this valuable internal feedback into Unitec's evaluative and ongoing work plans, along with the pending external feedback from the panel to further strengthen consistency in self-reflection as business as usual.

Attachments:

External Evaluation and Review 2018: Learnings v3 for AB

Online survey feedback: EER Feedback Summary from EER Survey

-END-

External Evaluation Review 2018

Learnings from the EER process

December 2018

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How did EER go? Feedback from Unitec staff

In order to determine how EER went as an institution, we solicited feedback from the Unitec staff participating and contributing to EER. The invitation to provide feedback included Deans, HoPPs, Academic Leaders, teaching staff, Business Administrators, and Academic Quality Administrators, as well as other professional positions such as Communications Manager.

Feedback was solicited through two methods:

- Online survey
- Focus groups

Sample size

The online survey was sent to the 153 staff involved in EER, with 35 responses.

We held two focus groups:

- One at Mt Albert with 10 participants
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 - o All focus areas were represented with the exception of Creative Industries and Research

There were a total of 49 responses (35 people responding to the online survey; 14 people participating in the focus groups) of 153 staff invited to share feedback.

Given that there may be people in the focus group that also responded to the online survey, the percentage of total response out of the people invited ranges from 13% to 32%.

Methodology

General comments and themes were pulled from the feedback methods and compiled into an excel document called “Feedback by themes.” The excel document was the basis of calculating the below data.

The creation of this excel document, assigning comments to categories, and deeming comments positive or learnings contains a degree of subjectivity, so should be taken with a grain of salt.

In addition, the representation of feedback may have been skewed to specific focus area or teams.

Lastly, it may be worth noting that the focus group at Waitakere included only members of the Social Practice team.

Responses by category

There were roughly 84 pieces of commentary. These pieces were categorised as relating to:

- Data: related to the stats on student success and programme health
- Documentation: related to the process to provide evidence to NZQA
- Connections: Linkages between data or ideas
- Supports: related to the work in preparing for EER
- Timeframes: related to due dates
- Visit: related to the running of the EER visit

The number of commentaries related to each category are listed below:

Category	Number of response related to the category
Supports	27
Connections	18
Data	12
Timeframes	10
Documentation	8
Visit	8
	83*

** There was one uncategorized comment related to the approach of NZQA during the panel sessions. This comment is not included in this table.*

The highest number of comments related to Supports, Connections, Timeframes, and Data, with the lowest number of response around Documentation and the Visit.

Summary of findings

We categorized responses by either “Learning” or “Positive.” Learning indicates that the comment relates to an area of opportunity and growth for the next EER. Positive indicates something that went well during EER.

Comments categorized by Learning or Positive

Learning	62
Positive	22

Out of 84 pieces of commentary, 26% highlighted areas that went well and were “positive”, while 74% focused on areas of growth or “learnings.”

The below table indicates the split between comments deemed “Positive” and “Learnings”, divided by the comment categories.

	Total Responses	Positive	Learning	% of comments categorized as Learning
Timeframes	10	0	10	100%
Documentation	8	0	8	100%
Data	12	1	11	92%
Connections	18	4	14	78%
Supports	27	9	18	67%
Visit	8	7	1	13%

The categories with the highest amount of “learning” comments were timeframes (100%), Documentation (100%), Data (100%), Connections (78%), whereas Supports (67%) and Visit (13%) had the most “positive” comments.

Commentary around staff feedback

The below captures the main comments around each category. Comments in bold were echoed by a multiple staff.

Timeframes:

There were 10 comments around timeframes, with 100% being listed as “learnings.”

Included general themes of feeling rushed; feeling like there wasn’t sufficient time to prepare properly; feeling the balancing act of managing day to day operations while preparing for EER

Examples provided included:

- **Not having enough time to compile focus area documentation; not having enough time to review their focus area documentation prior to their panels**
- **Receiving data around Student Success late**
- Received confirmation that we were in scope of EER a few weeks before EER
- Short notice to invite students and stakeholders into their panel sessions
- Late invitations to the evaluative conversations and EER Panels
- Bad timing with preparing our PEPs while preparing for EER
- Staff participating on the panels were confirmed last minute

Based on the feedback, overall it seemed that the turnaround times of EER provided caused a heightened level of stress and pressure.

Documentation:

There were 8 comments around documentation, with 100% being deemed as “learnings.”

Documentation contained themes of not having enough information or guidance on what documentation to provide, struggles with the accessibility of SharePoint

- **Guidelines around documentation were unclear, caused duplication of work and confusion during a stressful time; a lot of back and forth around what was needed**
- **PEPs were written inconsistency across focus areas; need more guidelines/supports around writing PEPS**
- Documentation guidelines were more geared toward pathways; lack of documentation guidelines or direction for Unitec-wide focus areas
- Didn’t know NZQA wanted paper copies; we thought electronic was sufficient

Based on feedback, there were overall themes of being uncertain about what documentation was needed and seeking more guidance and direction around what to provide NZQA. There was a need for consistency across documentation, particularly PEPs.

Data:

There were 12 comments on data, with 92% listed as “learnings.”

The general themes focused on a lack of clarity around where data was pulled from, as well as confusion over the consistency of data.

Examples include:

- **Inconsistency between data sources**, such as our data versus BI data
- **Felt like data may not be accurate**
- **Ambiguity around what the data meant, lack of contextualisation of the data**
- **Structural and staffing changes (Blueprint, Sector Alignment – programme administrators and AQAs) led to difficulties in the quality of our data**
- Inclusion of Semester 1 PEP may have confused panel and staff; comparing half year's data to the previous year, comparing apples to oranges

The one positive comment shared that is highlighted how this allowed the team to reflect on how to better run their data collection/information collection process/quality processes.

Connections:

There were 18 comments on connections, with 78% focused on “learnings.”

Comments around the learnings focused on disconnections within the Unitec narrative and story.

Examples included:

- **Disconnect between the data and how we support students day-to-day; felt minimum regulatory requirements were not sufficiently embedded in the day-to-day**
- **Lack of connection between 2016 EER and 2018 EER with staff turnover; lack of knowledge of what happened before, was the first EER process for many staff**
- **Disconnect between IER and EER; felt the IER was beneficial, however the reality of the EER was different than the IER**
- **Felt there was a lack of connection across Unitec as a whole in terms of narrative, documentation and data; staff would like the overarching Unitec narrative to inform their team narrative**
- **Disconnection between what Unitec expected versus what NZQA expected** (e.g. concept of leadership, what classified as documentation)
- The messaging and information provided by the Cat 1 team didn't filter back to the team mates

Positive comments involved how this process allowed staff the opportunity to connect with their colleagues on a personal level, as well to learn more about different teams and functions across Unitec. Respondents shared that the EER process **pulled the team together despite obstacles**. This

Positive comments also focused on how the EER shifted the respondents' mind-set around their day to day operations. There was recognition of the need to evidence the processes and actions supporting Student Success. There was a recognition of needing to incorporate KEQs into the day to day operations – as one comment stated, it prompted her to reflect: “how do we support students? How do we evidence this? How do we tell it's working?”

Supports

There were 27 comments around supports during EER, with 67% listed as learnings.

- **Felt too manic at times – need to slow down and provide consistent information**
- **Mechanism supporting EER was reactive; need better direction and guidance**
- Too much “teaching to the exam”
- Supports were generic, would have preferred more specific supports to our area
- Lack of “pastoral care” for staff involved in EER
- Less in-house management; more workshops and sessions give the direct people

Positive comments shared that **the evaluative conversations were the most beneficial support and that it helped having an external facilitator for these sessions.** Staff appreciated the evaluative conversations as it demystified the EER process and gave them confidence. The evaluative conversations provided a forum to reflect on what to improve on before the EER, as well as practice answering evaluative questions and understanding what was being asked.

Other positive comments shared **the appreciation of their colleagues as a large support during the EER process** – the involvement of their leaders at the EER prep sessions; their leaders providing a calming hand; the embedded AQAs, the Cat 1 one team.

Visit

There were 8 comments on the visit, with 13% focused on “learnings” which indicates an overall positive approach to how the EER visit was organised.

The one comment involving learning shared that EER was trickier for those staff involved in multiple panels.

Positive comments shared that the **pre and post panel sessions were beneficial in boosting morale and gave the team confidence.**

Another comment shared that the daily email from Debra was helpful.

Comments shared that **the panels were coordinated** well and that it was helpful to have one point-person to answer any questions involving the visit.

Summary of findings from staff comments

Learnings: areas of growth

Overall, comments stressed **how much time it takes to prepare for EER**. Respondents commented on the need for more time to prepare for EER, as well as access to relevant data/documentation sooner.

In addition, a common theme involved **connections around data**; the need for consistency around data and more contextualisation of data in order to link data to student success. There was also a call for the **consistency around the Unitec narrative and team narratives**.

Respondents also called for **more clarity around what documentation to provide NZQA**, as well as a better system of storing NZQA documentation

Positives: what went well

Although there were pockets of people who felt a lack of support during EER, overall comments indicated that **they felt overall supported**, and highlighted the **benefits of the evaluative conversations** and that the **pre and post panel sessions during the EER visit gave them confidence**.

During the visit, comments indicated that the **panel coordination was beneficial**.

Multiple comments shared that this **process pulled the team together**; that they valued this experience as it allowed them to **build relationships across Unitec**. They mentioned that they **appreciated the support of their colleagues**.

Lastly, a few comments indicated that **this process shifted how they approached their day-to-day mahi to incorporate an evaluative practice**.

How did EER go? Feedback from the projects team

In addition to requesting staff feedback, the project team also held a debrief session to reflect on the EER process. The debrief session included:

- Debra Robertson-Welsh, Project Manager
- Chris King, Project Lead
- Simon Tries, Manager of Te Korowai Kahurangi
- Cathy Tyler, Project Coordinator
- Julie Hall, Project Coordinator

Timeframes

Feedback from the projects team echoes the staff feedback. With 100% of staff comments related to timeframes deemed as “learnings”, this was one of the biggest pain point for Unitec.

With ambiguity around the direction of NZQA, the team felt time was too short to properly prepare for the preparations! This may have led to more of a reactive approach than desired.

A few issues:

- The time of Nov 5th to 9th was during study break where the majority of students were on leave and off campus. This may have resulted in a lower student participation in panels.
- With EER condensed into a one-week on-site visit, it led to a very intense EER for staff. It also provided minimum time to respond to NZQA inquiry, as well as shortened panel sessions of 45 minutes.
- Sem 1 PEP 2018 were due on Oct 15th. With late PEP submissions, it reduced the amount of time available to quality check PEPs prior to submission to NZQA

Given the relationship dynamics between NZQA and Unitec, the general feeling was that Unitec wasn't in a position to negotiate with NZQA around timeframes and the length of their visit. Unfortunately, there was a general feeling that these timeframes were out of our control.

For future EER visits, the team recommends starting preparations for EER as soon as possible, even if the focus areas aren't confirmed 100%.

With the mahi scheduled for Cat 1 in 2019, hopefully evaluative practices will be more embedded across Unitec by the next EER, whereby EER preparations is part of BAU.

Documentation:

There were a few complications surrounding the process for documentation. In addition, the time required to assemble documentation was grossly underestimated.

Based on feedback from staff, this is also one category where all staff feedback was deemed a learning for future EERs, or where it caused the most amount of “pain” for staff.

This is a relatively “low-hanging fruit” to address, and may provide a great return any additional time invested into this component. As evaluative practice hopefully becomes more embedded into teams and part of BAU, it may be less consuming and stressful for staff to assemble.

Problem 1: Documentation assembly was time intensive; not sufficient quality checks performed

- **Root cause: timeframes/internal documentation procedures.** Challenge was the late notice of confirming the focus areas (Oct 11th). Challenge was a lack of documentation maintenance embedded in business-as-usual (BAU).
 - o **Impacts:** With evaluative practices not as strongly embedded into day-to-day operations as desired and with the short notification of confirming the focus areas, assembling documentation was a time-consuming process. It added stress on already stressed out staff.
 - o **Impact:** this led to a flow down impact, whereby documentation was submitted to the CAT 1 team the day before it was to be submitted to NZQA. It provided minimum time to perform quality checks on all documentation submitted to NZQA.
 - o **Impact:** Staff felt they didn’t have sufficient time to review their focus area documentation, which may have contributed to how confident they felt going into panels.

Problem 2: Documentation process was chaotic

- **Root cause: systems to store documentation (SharePoint).** Documentation was stored on SharePoint for internal use. It was to then be quality checked prior to moving into an NZQA accessible folder. With the timeframes short, it led to a reactive mode where documentation was provided drip by drip.
 - o **Impact:** With the lack of accessibility of SharePoint, staff were unable to amend submitted documents. Documentations were then emailed to the projects team, who then uploaded them into SharePoint. This was time consuming for the projects team, as well as disempowered the teams to “own” their documents.
 - o **Impact:** with the drip by drip approach of providing documents through the project coordinator, it led to confusion over document versions. There may have been older versions of documents provided to NZQA
 - o **Impact:** the responsibility of checking documentation against the documentation checklist became a task of the Project Coordinator. With 10 focus areas, this was time consuming for one FTE. In addition, the lack of programme knowledge/academic knowledge of the Project Coordinator may have caused confusion over documentation.

Problem 3: lack of clarity on who was providing what documents and what was needed

- **Root cause:** there seemed to be confusion on which teams were responsible for which pieces of documents, as well as what was needed.
 - o **Impact:** confusion and duplication of work, became a more time intensive process
 - o **Impact:** people responsible for a specific piece of documentation often had short turnaround times based on this confusion.

Recommendations:

1. Find a technology system that allows focus areas to “own” their documentation and allows for better accessibility
2. Create a file structure and naming convention for files in advance, communicate this structure and naming convention with the teams in advance of documentation submissions. Provide this folder structure and naming convention one pager to NZQA for their ease in navigating documents.
3. Create a more robust documentation checklist, with individual components being assigned to different responsible parties. Share this checklist widely with the whole focus area group and any involved parties.
4. Appoint one “Document” Champion within each focus area, who would be the one central point within a focus area to manage documentation. This person would check off documentation against any documentation checklists and ensure the submission of all pieces of documents, as well as ensure their documentation folder followed the same consistent file structure and naming conventions as the other focus areas. This person would perform an initial “quality check” of documentation prior to submitting to the EER organising team. This person would communicate back to the team any updates.
5. Create firmer deadlines for documentation. Start documentation process earlier even if focus areas aren’t 100% confirmed. Allow at least 2 weeks for the EER team to perform a quality check on documentation provided to NZQA

Data/Connections

Overall, the team felt there was some confusion regarding the parameters of the data and data sources, particularly EPI data.

Feedback from staff and the projects team regarding data may warrant further in-depth exploration. For the purpose of this documentation, data/connections may be best investigated through the mahi of Cat 1.

Having said that, the team recommends providing clearer context of Unitec around its structure - to “spell out” these connections to NZQA.

1. Provide a more cohesive narrative of documentation/data from high level into granular; clearer folder structure to enable NZQA to understand documentation better
2. Provide clearer guidance to NZQA around documentation file structure, naming convention (e.g. a “cheat sheet” of where to find what in the folders)
3. Provide more context on how Unitec fits together on a governance level (e.g. ELT, SALT, eSALT, Academic Board). “Define” what the role of QA is at Unitec, define the purpose of the Academic Board within a Unitec context.
4. Provide a clear definition of what leadership means at Unitec

Supports

Engaging with staff

With workloads and many changes within Unitec, the Cat 1 project team felt it a bit of a challenge to engage with staff and solicit their feedback on reports/actions related to EER (e.g. the Self-Assessment report).

The Cat 1 project team recommends organising this mahi through face-to-face work streams. We had better engagement when these reports/actions were presented to the group in-person and where this meeting was allocated to contribute to these documents. The more input from the focus areas and staff we can receive on these reports, hopefully the results will be more robust and representative of Unitec, with a shared sense of ownership.

There was also many people and leaders on leave in the weeks building up to EER. This made it challenging to engage with staff around EER preparation.

More nuanced supports

The focus areas that the team felt were high risk ending up performing strongly, whereas certain focus areas that the team felt were not at risk performed lower. One contributing factor may include that there were added supports and time provided to the areas we felt at-risk. It was challenging to predict which focus areas would perform well and which areas might need added supports.

Another recommendation is to provide academic cross-function training to non-academic leadership (e.g. information on qualification completion etc.). As everything relates back to student success, leaders in all areas could benefit from more in-depth expertise around the data and what it entails.

Overall comments included:

1. Identify which focus areas may need more PEP support earlier; more rigour around timeframes
2. The areas the Cat 1 team thought were higher risk ended up performing strongly. Overview institutional level areas performed lower.
3. We focused more on programme/pathways than service areas
4. Start invitations for student/stakeholder panel sessions earlier, be clear on who needs to perform this work
5. Cross-functional supports provided to non-academic senior leadership (e.g. qualifications outcomes)
6. Ensure any leave in the weeks building up to EER is minimized.

Communications with NZQA

Scoping visit:

The scoping visit was confirmed for August 22nd. Unitec's understanding of the intention of the visit wasn't in line with the reality of how this hui unfolded. The agenda provided in advance included:

"The purpose of the meeting is to touch base about the EER:

- *Discuss what the scope of the EER will look like. He wants to know what focus areas we would like and why. He will also share his thinking on focus areas. However, the actual scope will not be agreed at this meeting*
- *discuss the approach to KEQs 5 & 6 (though he emphasised that the EER was primarily educationally focused)*
- *share what the evaluation team will look like – we will have an opportunity to consider who is put forward and whether we are happy with who is being proposed or wish to make changes*
- *QA issues since the last EER and what we've done about it as well as our self-assessment.*
- *Talk through the process and timelines.*

The overall outcome is a shared and agreed understanding of how we progress with this event."

Rather the purpose of this meeting focused on the submitted Self-Assessment Report. We felt that there was no scoping visit to inform the direction of EER.

Out of the 13 areas that Unitec nominated to be in scope, NZQA confirmed 4 of the 13 in scope. It appeared that the evaluators weren't interested in encouraging a two-way dialogue with Unitec.

This lack of direction from the hui can be seen as contributing to some of the difficulties Unitec and the team encountered. This may have contributed to us missing out on the opportunity to gain insight into what NZQA were focusing on and their general direction.

We'd recommend a push towards a formal scoping visit and a push towards achieving the outcomes from the agreed agenda.

Misalignments of understanding

There were a few misalignments between Unitec's understanding versus NZQA's perspective.

One example involves leadership. At Unitec, leadership may be extended from Dean to Academic Leaders. NZQA's expectation was that leadership is solely the Dean and HoPP. Unitec's invitation of the Academic Leaders into the leader panels may have not been well received by NZQA.

NZQA also posed questions to the leaders that may have been more relevant to the staff. Staff felt like they were asked questions that may have been more relevant to the leaders.

NZQA may have also had a different understanding of Māori Success. At Unitec, the intention is to embed Māori Success across all areas and people regardless of the teams or regardless of the individual's heritage. NZQA appeared primarily interested in speaking to Māori staff about Māori Success.

A few additional comments:

- Prior to the visit, confirm with NZQA whether they require paper copies of documents
- Seek clarification from NZQA on how to provide supplementary documentation throughout the EER visit
- The agenda was still in draft version; there was no finalised agenda
- There were some last minute changes to the scope just before/during the EER visit: NZCEL were deemed out of scope on the day of their scheduled panel with NZQA; Research going from 3 focuses to 2 before the EER visit
- Felt the NZQA panel did not consistently review provided documentation in advance of EER; as a result, felt that 45 minutes per panel was too short, especially to focus on 3 – 4 programmes or areas within that focus area. (e.g. for Business, they focused primarily on BBus and ignored MBus)
- Felt like NZQA panel didn't review Programme of Interest data sheet; rather referred to the Programme Document

Overall

Although it seems obvious to state, to not assume that our understanding of concepts and the way Unitec operates to be the same understanding as NZQA holds.

Communications with NZQA were made within a sensitive context and within deference of an imbalance of power dynamics. This led to the decision to mitigate “pushing back” on the Lead Evaluator, for example the scoping visit and condensing the EER Visit into one week as noted above.

We'd recommend clearly agreeing to the purpose and agenda of each interaction with the Lead Evaluator. Should a meeting or interaction get derailed, to request NZQA to re-focus on the agreed outcomes of the meeting.

Behind our interactions with the Lead Evaluator, were the Lead Evaluator's interactions with NZQA. It's difficult to understand how much of these complications were allocated to the Lead Evaluator versus direction from NZQA.

Visit

Overall, the visit ran smoothly in terms of organising. Staff feedback involving the visit was mainly positive.

The team recommends following a similar structure as the 2018 EER, with the noted adjustments below:

1. If there had been more time, it would have been beneficial to have a kick-off meeting with the NZQA point people (the staff assigned to being the “point person” for NZQA for each day). The purpose of the kick-off meeting would be to review the agenda as a team and go over the running and expectations of the week. Good to have a range of positions in this role
2. Recommend a safety audit of each room that is used for EER purposes
3. Keep the daily folder with the agenda and staff profiles for NZQA panel – EER evaluators loved this daily folder!
4. One focus area sent text reminders with the room location to the staff participating in the panels; perhaps would be a nice added touch for staff who may be stressed out
5. Opening and closing in the Wharenuui was well received
6. Wasn't beneficial to have the pre and post panel sessions of two focus areas combined in one room; to ensure one room is booked for the pre and post sessions for one focus area
7. Daily update on EER visit to all staff involved in EER from Debra Robertson-Welsh beneficial
8. Daily “stand-up” briefing with the projects team during EER beneficial to communicate observations
9. Reaction time of focus areas (e.g. Business) to NZQA inquiry during their panel day was impressive, NZQA responded well to their quick response

Resources

The below table contains a rough estimate of the hours dedicated to EER in the 6 weeks prior to the visit. The below figures were sense checked with different focus areas and teams, however was only verified through anecdotal evidence.

Position	Name	Qty of people
Project Manager	Debra Robertson-Welsh	
Project Lead	Chris King	
TKK/QA	Simon Tries	
EA/Project Coordinator	Cathy Tyler	
Project Coordinator	Julie Hall	
Cat 1* these hours are accounted in focus area		
Admin Support	Jessi Golding etc	
AQA 4x aligned to pathways		
AQA Lead Specialist (data) 2x	Riza / Kristi	
TKK Team Leader	Steve Marshall	
Business Administrators 4x		
Events Coordinator	Kirsten Peterson	
Internal Reviewers		
PEP Working Group		
Communications	Louise Colburn/Nick Wilson	
Pathway 1	Building and Construction	
Pathway 2	Business	
Pathway 3	Creative	
Pathway 4	Social Practice	
Focus area 1	International	
Focus area 2	Pacific	
Focus area 3	Māori	
Focus area 4	Research	
Focus area 5	Governance	
Focus area 6	Student Success	

In addition to the charge from NZQA (expected to be approximately \$140,000), the EER process was expensive and time-consuming.

With evaluative practices being more embedded into focus areas with the progression of the Cat 1 mahi and with these learnings from EER 2018, the next EER will consume less resources. However,

there may be a business case for additional projects resources for coordination/implementation of EER supports.

Summary of findings from Cat 1 Team

The primarily feedback involved in **clarifying and arriving at a common understanding with the Lead Evaluator**. Although there's deference to the power dynamic, to obtain an agreed objective to each interaction and timeframes and to push to those agreed outcomes and timeframes. In addition, **the need to provide documentation and data that is accessible and guides the evaluators through our narrative**. Overall, not to make any assumptions around what the Evaluators understand of Unitec and our operations, and provide an overview how each piece of Unitec fits together to support Student Success.

The **documentation collection process is a "low-hanging fruit" to improve** that may merit further thought and resources to streamline. This was one of the categories that had the most negative staff feedback and there's a few recommend easy actions to incorporate for the next EER. We'd recommend having a "document champion" from each focus area to act as the central chaser and check on all documentation from that specific area.

With engagement with staff, we recommend **creating staff work streams with the objective of a specific output**, such as the Self-Assessment Report. **Staff engagement was more strongly encouraged through face to face meetings**. EER was a huge undertaking; it takes a village to prepare for an EER and we needed all hands contributing to these efforts.

Lastly, we've witnessed how the EER process has pulled teams and people together despite obstacles (or perhaps as a result of obstacles!). It resulted in a sense of togetherness and connection. It may have also contributed to a mentality shift of people to incorporate evaluative practice in their day to day mahi.

Hopefully this shift will help pave the way for the mahi of Cat 1 and further entrenchment of reflective practice throughout Unitec's journey.

He aha te mea nui o te ao

What is the most important thing in the world?

He tangata, he tangata, he tangata

It is the people, it is the people, it is the people

Appendix: Results from focus groups

These have been removed to preserve anonymity. Themes have been captured above.

Appendix: Results from online survey

Refer to attached excel document called “EER_your feedback on EER preparation survey results (1-35). These results are also summarised in PDF “EER Feedback Summary from EER Survey”

Appendix: Feedback by themes, overall of all feedback methods

Feedback source	Category	Learning or Positive	Theme
Focus group 11Dec	Connections	Learning	Felt like there is a disconnect between the data and how we support students day-to-day
Focus group 11Dec	Connections	Learning	Felt a disconnect between the IER and the EER; felt the approaches between the two processes were quite different
Focus group 11Dec	Connections	Learning	With staff turnover, felt we lost the linkage between the 2016 EER and the 2018 EER. Teams were newly formed oftentimes; it was the first EER for a lot of people
Focus group 11Dec	Connections	Positive	Felt the EER pulled us together as a team; felt the EER panels allowed me to meet other colleagues and learn about their contributions to Unitec
Focus group 11Dec	Connections	Positive	EER allowed me to re-focus on priorities within my area and gave me a deadline; encouraged me to do the things I needed to do, but may have been putting off
Focus group 11Dec	Connections	Learning	There was a disconnect between the Unitec story (governance overview, Unitec data, Unitec diamond) and our team story
Focus group 11Dec	Connections	Learning	Would have liked a checklist of reading documents across all areas for us (i.e. governance, pathways, TECs, KEQs)
Focus group 11Dec	Connections	Positive	Raised awareness that there is so much we are doing to support students that we don't evidence. We are now thinking - how do we support students? How do we evidence this support? How do we know it's working? Shift in our mentality towards our day-to-day work
Focus group 11Dec	Connections	Positive	TEI and KEQ documents were useful - helped us make the connection between the two, beneficial for panels
Focus group 11Dec	Connections	Learning	Need a connection between EER report and our self-assessment; need the EER report to help guide how to move forward
Focus group 11Dec	Data	Learning	Sem 1 2018 PEPs may have confused the panels. Comparing full year data of 2017 against this half year data

Focus group 11Dec	Data	Learning	Various sources of data. Uncertain on which data set to use and the differences between the data sets
Focus group 11Dec	Documentation	Learning	The writing style of PEPs were inconsistent across the focus areas. Some were just in need of a proof-reader
Focus group 11Dec	Documentation	Learning	Unitec-wide areas would have liked more supports/templates geared towards their areas, as it seemed more geared towards pathways. Unitec-wide areas felt uncertain on what documentation to provide. Felt like this resulted in a lot of documentation provided to NZQA, with staff unable to review all documentation in time for the panels
Focus group 11Dec	Supports	Positive	Evaluative conversations were the most beneficial support; gave us confidence, helped us practice being succinct and direct in our responses
Focus group 11Dec	Supports	Positive	Evaluative conversations were the most beneficial support; allowed us to recognise our gaps and helped us re-focus our priorities
Focus group 11Dec	Supports	Positive	Found it helpful to have an external contractor provide evaluative conversations; allowed it to be more realistic to an EER and more objective
Focus group 11Dec	Supports	Positive	Found the questions in the evaluative conversation differed from the EER panels, however evaluative conversations gave us the confidence to answer these different questions
Focus group 11Dec	Supports	Positive	Appreciated the embedded role of AQA within the pathway; made preparing for EER a collaborative experience and more efficient
Focus group 11Dec	Supports	Positive	Impressed with the leadership support of our Dean and HoPP within all the EER prep sessions
Focus group 11Dec	Timeframes	Learning	Felt data was provided too late to fully respond/address it within the panels
Focus group 11Dec	Timeframes	Learning	Felt certain components (required documentation, student panels, stakeholder panels) were provided with short notice, causing us to go in panic mode

Focus group 11Dec	Timeframes	Learning	Felt like there were a lot of documents to review within a short period of time before the panels; needed more time to prepare for the evaluative conversations and NZQA panels
Focus group 11Dec	Visit	Positive	During the visit, was helpful to have a one-stop-shop coordinator to give information and guidance
Focus group 11Dec	Visit	Positive	Pre-panel sessions were beneficial - boost morale, gave us confidence
Focus group 11Dec	Visit	Learning	The visit was trickier for people engaged in multiple panel sessions
Survey	Timeframes	Learning	More time to prepare; late invitations to some practice panels
Survey	Data	Learning	Access to data came late; data sources/results ambiguous to understand
Survey	Supports	Learning	I'd like more evaluative conversations; I'd like more evaluative conversations at all levels; evaluative conversations were useful
Survey	Data	Learning	Data sources and results were disconnected
Survey	Supports	Learning	Lack of pastoral care wrap-around supports; colleagues were stressed balancing manager/teaching responsibilities as well as EER
Survey	Connections	Learning	Found minimum regulatory requirements were not sufficiently embedded in operations/day-to-day practice
Survey	Connections	Learning	Confusion around the administration of quality assurance processes led to duplication of work
Survey	Supports	Learning	Overwhelmed by amount of work, felt priorities were unclear; don't overload teams with details that have no relevance to them
Survey	Supports	Learning	Want a project manager with a strong grasp of QA and academic documentation
Survey	Supports	Learning	We weren't well prepared for the type of review we received from Cat 1 or the IER
Survey	Supports	Positive	First EER, felt relatively supported

Survey	Supports	Learning	Felt EER guidance was too general or generic - wanted guidance specific to our group
Survey	Visit	Positive	Supports provided during the visit were perfect; pre-panel sessions provided much needed confidence prior to entering the lion's den
Survey	Supports	Learning	Felt there was too much "teaching to the exam" in the lead up to EER
Survey	Connections	Learning	Provision of all necessary programme data and sector benchmarks before writing the PEP; more emphasis on the connection between data and student outcomes
Survey	Connections	Positive	Great space to network, learn about other colleagues; teams really pulled together despite obstacles
Survey	Timeframes	Learning	Needed more time to prepare; need relief from BAU tasks during this time
Survey	Supports	Positive	Felt supported, good communications; grateful thanks to all who supported us; special mention to Chris for positive encouragement
Survey	Documentation	Learning	Felt needed more guidance around templates; a firm idea of what is required would have saved many hours
Survey	Timeframes	Learning	Brought on last minute, very rushed although supports were useful
Survey	Supports	Positive	Had a supportive manager (Rowena), helped guide us, calm and steady at the helm
Survey	Data	Learning	need a system to record feedback and provide data from on system, all information in one centralised space
Survey	Connections	Learning	Cat 1 did great job in preparing us for EER - it fell down in filtering this messaging back to the team
Survey	Visit	Positive	time to hear from previous panel was helpful
Survey	Visit	Positive	coordination of panels was superb
Survey	Timeframes	Learning	Finalise panel participants as soon as possible to ensure needed EER information is provided to them as soon as possible
Survey	Data	Learning	notes clarifying the types of data to be used and acronym checks
Survey	Visit	Positive	daily emails were helpful during visit

Survey	Supports	Learning	disorganisation, duplication of efforts, working at cross-purposes, last minute change of minds, insanely tight turnaround times - mechanism supporting EER was so panicked that we ended up expending a large amount of hours keeping our waka stable. Visit and panels were fine - pre-EER lead-up needs work
Survey	Data	Learning	discrepancy between Power BI and own data was disconcerting
Survey	Data	Learning	Ensure efficient and concise data gathering that feeds into BI Power board
Survey	Timeframes	Learning	Leaders to be proactive in confirming areas of focus earlier - we were a late inclusion, was rushed
Survey	Supports	Learning	Less in-house high management, more workshops and info given to direct people
Survey	Supports	Learning	Was still a little unclear on what I was expected to deliver on right up until the panel session
Survey	Visit	Positive	felt mix of people on panel perfect - enabled us to answer various questions
Survey	Data	Learning	Data collection could be improved - various methods of collecting data exist; analysis of data also requires improvement
Survey	Supports	Learning	felt a bit manic at times - need to slow down and be consistent and clear with info. Too many documents coming from several different people
Survey	Documentation	Learning	detailed checklist of required documents sent to us earlier. Better communications in what documents/files is required.
Survey	Supports	Learning	Not enough guidance - requests for information not clear or changing
Focus Group 17Dec	Supports	Learning	Felt like there was a disconnect between the IER and the EER; how the IER prepared didn't translate to the reality of the EER
Focus Group 17Dec	Supports	Learning	Felt like the types of questions asked of the staff session were more geared towards leadership; the staff felt unable to answer these questions

Focus Group 17Dec	Documentation	Learning	Coordination of documentation was rushed and confusing, we were uncertain about what was needed, when it was due, and how much was needed
Focus Group 17Dec	Documentation	Learning	There was difficulties in staff accessing SharePoint and their documentation
Focus Group 17Dec	Documentation	Learning	Felt like staff didn't have sufficient time and access to their documentation prior to the EER
Focus Group 17Dec	Data	Learning	Inconsistency with our quality processes (removal of Programme Admins; 2 AQAs within the year) led to us scrambling to finalise data and documentation
Focus Group 17Dec	Supports	Learning	Felt the scope of inquiry from NZQA was too broad in terms of the time range (i.e. from 2014) and in terms of the programme scope
Focus Group 17Dec	Connections	Learning	Disconnect between what NZQA considered leadership (Dean and HoPP) versus Unitec's structure (Dean, HoPP, and AL's)
Focus Group 17Dec		Learning	Felt like NZQA didn't follow Unitec values of TNK; felt like NZQA was unprofessional with a few comments
Focus Group 17Dec	Connections	Learning	Felt like NZQA didn't consider or ignored our provided documentation or specific comments; felt like they focused on pedantic areas
Focus Group 17Dec	Documentation	Learning	Weren't aware that a specific panel member wanted paper documentation; we only provided electronic copies
Focus Group 17Dec	Supports	Learning	Felt like it didn't matter how well prepared we were; felt the NZQA panel was in "attack" mode
Focus Group 17Dec	Supports	Learning	Felt like the group were too upset to listen or participate in the pre and post sessions
Focus Group 17Dec	Timeframes	Learning	Felt like it was bad timing providing the documentation while creating our PEPs
Focus Group 17Dec	Connections	Learning	Didn't feel there was a connection between the PEP and the EER

Focus Group 17Dec	Supports	Learning	Felt like it wasn't clear on who was responsible for which parts of the EER prep (e.g. inviting students and stakeholders into the panel)
Focus Group 17Dec	Data	Learning	Felt like the data might not be accurate (e.g. lack of clarity around student withdrawal process leads to these withdrawals being included in the student completion rates)
Focus Group 17Dec	Timeframes	Learning	We were uncertain on whether our area would be included until the last minute, which led us to scramble from the get-go
Focus Group 17Dec	Data	Positive	Felt like this process highlighted to us how we can better run our programme data internally

EER: your feedback on EER preparation

35

Responses

17:08

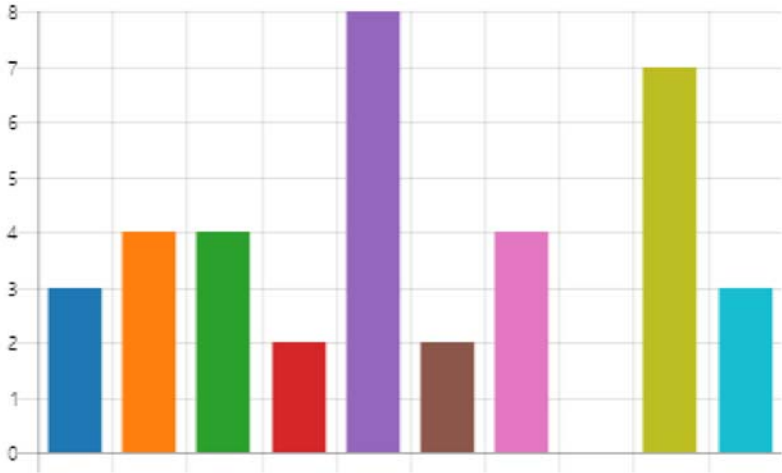
Average time to complete

Closed

Status

1. Which area of pathway is this feedback related to? (Please select all that apply if you were involved in more than one area)

Business	3
Building and Construction	4
Creative Industries	4
Governance (Academic Board,...	2
International	8
Māori	2
Pacific	4
Research	0
Student Success	7
Social Practice	3



2. This survey is anonymous. If you'd like to share your name, please enter it below. Otherwise, this question is optional.

8

Responses

Latest Responses

""

3. How did you find the support leading up to the EER visit from Nov 5 to 9th?

Poor, I didn't find it helpful	2
OK, there's room for improve...	6
Adequate, I found it overall de...	5
Great, it was overall good	18
Fabulous, couldn't have asked...	4



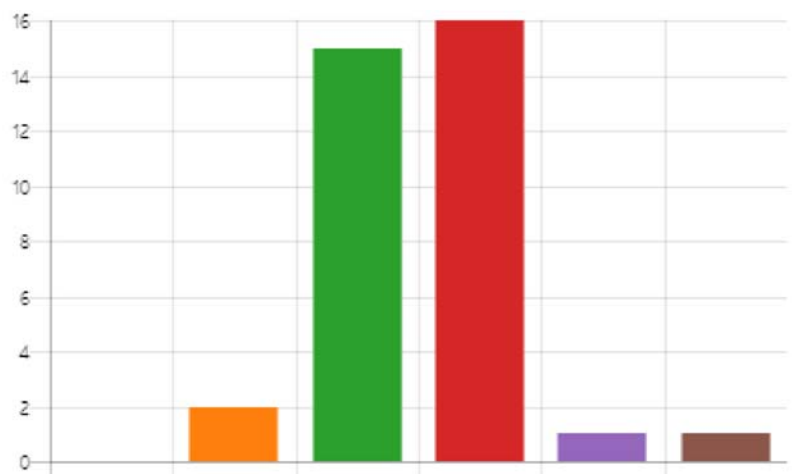
4. Overall, what did you find the most useful in the lead-up to EER? (If "other", please type what supports was most effective in the "other" field).

PEP review	2
EER prep sessions with Cat 1	9
Internal team meetings	10
Evaluative conversation sessions	11
Other	3



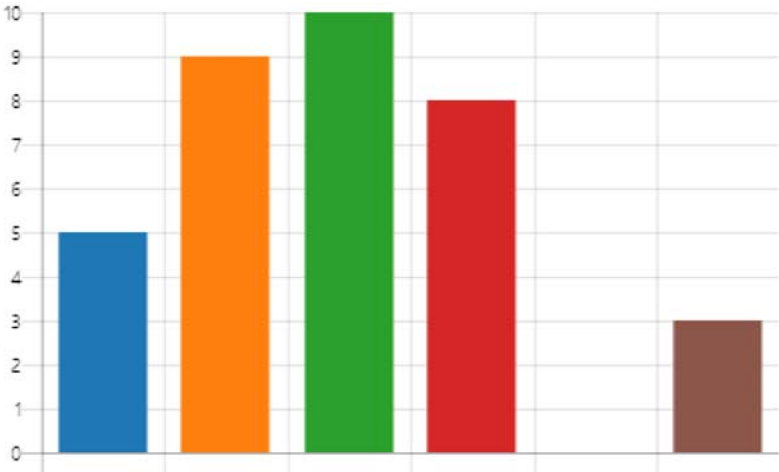
5. How did you feel going into your panel session?

Not confident - we didn't know...	0
Uncertain - we weren't 100% s...	2
Prepared but a bit uncertain - ...	15
Confident - we were ready to ...	16
N/A - I didn't participate in a ...	1
Other	1



6. Overall, how well did existing quality assurance processes prepare you for the EER?

Poor, I didn't find it helpful	5
OK, there's room for improve...	9
Adequate, I found it overall de...	10
Great, it was overall good	8
Fabulous, couldn't have asked...	0
Other	3



7. What improvements should we make to the existing quality assurance processes?

25

Responses

Latest Responses

"Detailed checklist of what is required with set timelines - send out a l...

"Our data collection. Currently we all have different ways of collecting ...

8. What overall improvements could we make to the lead-up to the EER visit?

26

Responses

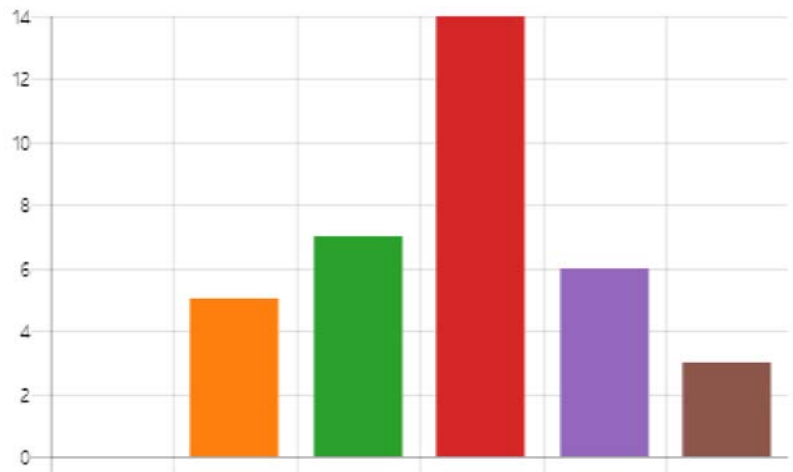
Latest Responses

"Better communication on what is required in the way of files/data."

"I think we did amazingly well considering this process was new to mo...

9. If you participated in a panel, how did you find the pre-panel and post-panel review sessions with the Cat 1 team?

● Poor, I didn't find it helpful	0
● OK, there's room for improve...	5
● Adequate, I found it overall de...	7
● Great, it was overall good	14
● Fabulous, couldn't have asked...	6
● N/A - I didn't participate in a ...	3



10. Do you have any comments or suggestions on the wrap-around supports provided during the EER visit?

21

Responses

Latest Responses

"Not enough guidance - requests for information not clear or changing"

11. Overall, what went well for you throughout the EER process? Do you have any recommendations or ideas to incorporate for the next EER visit?

26

Responses

Latest Responses

"Preparation to be ongoing so no panic. Improved lines of who was de..."

"It was all a bit confusing because everything was unknown for most o..."

"the mock was very useful"

AGENDA ITEM 2.03.

**ACADEMIC BOARD: NGĀ HĒ ME TE ĀPITI WHAI ARA PŪRONGO |
OVERSIGHT, REPORTING AND TRACKING**

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

AGENDA ITEM 2.03.1.

NZQA and ITP Sector Update (Verbal)

PROGRAMME DEVELOPMENT**Sem 2 2019 Commencement**

Programme	School	% Completion	Previous RAG	Current RAG	Programme Comment
Bachelor of Veterinary Nursing	Environmental and Animal Sciences	58%			NZQA Panel on 28th February 2019
Postgraduate Diploma in Applied Practice (Detective)	Police Studies	35%			Declined at AAC. New Programme Team writing the programme documents. No timelines yet
Bachelor of Policing	Police Studies	50%			Response to RFI sent to NZQA on 3/12/18. Waiting on outcome from NZQA.

Sem 1 2020 Commencement

Programme	School	% Completion	Previous RAG	Current RAG	Programme Comment
Master of Professional Accounting	Business	0%			Start up meeting mid February
Master of Business	Business	0%			Start up meeting mid February
Graduate Diploma in Engineering	Engineering	35%			On hold.

Expiring Qualifications

Programme	School	Last date for new enrolments	Last Unitec Semester	Last date for graduation	Last Semester to Graduate
Cert in Home Garden Design	Architecture	30/06/2017	1172	30/06/2019	1192

Dip in Applied Interior Design	Architecture	31/05/2019	1192	31/05/2021	1206
Dip in Landscape Design	Architecture	30/06/2017	1172	30/06/2019	1192
Cert in Applied Technology	Construction & Infrastructure	31/12/2017	1174	1/07/2019	1192
Cert in Carpentry	Construction & Infrastructure	31/05/2017	1172	31/05/2019	1186
Cert in Construction Site Safety	Construction & Infrastructure	30/11/2018	1184	30/11/2020	1202
Cert in Multiskill Building Construction	Construction & Infrastructure	31/12/2016	1164	30/08/2018	1182
Cert in Plumbing and Gasfitting	Construction & Infrastructure	31/07/2017	1172	31/07/2019	1192
Dip in applied technology	Construction & Infrastructure	30/08/2016	1164	30/08/2020	1202
Dip in Applied Technology (Building)	Construction & Infrastructure	30/06/2017	1172	28/02/2019	1186
Nat Cert in Carpentry	Construction & Infrastructure	31/12/2017	1174	31/12/2020	1204
Nat Cert in Gasfitting and Drainlaying	Construction & Infrastructure	31/12/2017	1174	31/12/2022	1224
Nat Cert in Plumbing	Construction & Infrastructure	31/12/2017	1174	31/12/2022	1224
NCert Drainlaying	Construction & Infrastructure	31/12/2017	1174	31/12/2022	1224
NCert Drainlaying	Construction & Infrastructure	31/12/2017	1174	31/12/2022	1224
NCert Gasfitting	Construction & Infrastructure	31/12/2017	1174	31/12/2020	1204
NCert Painting	Construction & Infrastructure	28/02/2017	1164	28/02/2019	1184
NDip Architectural Technology	Construction & Infrastructure	31/12/2017	1174	31/12/2019	1194
NDip Quantity Surveying	Construction & Infrastructure	31/12/2017	1174	31/12/2019	1194
Cert in Employment and Community Skills	Bridgepoint	30/08/2017	1174	30/08/2019	1192
Cert in Employment Skills	Bridgepoint	30/08/2017	1174	30/08/2019	1192

Cert in Found. Studies (Level 3): Whitinga	Bridgepoint	31/01/2018	1174	31/01/2020	1194
Cert in Business	Applied Business	31/01/2017	1164	31/01/2019	1184
Cert in Business (Introductory)	Applied Business	31/01/2017	1164	31/01/2019	1184
Cert in Business Admin and Computing L3	Applied Business	31/01/2017	1164	31/01/2019	1184
Cert in Business Admin and Computing L4	Applied Business	31/01/2017	1164	31/01/2019	1184
Cert in Management	Applied Business	31/01/2017	1164	31/01/2019	1184
Dip in Accounting	Applied Business	30/06/2017	1172	30/01/2019	1184
Dip in Business Studies	Applied Business	31/01/2017	1164	31/01/2019	1184
Dip in Professional Accountancy	Applied Business	31/01/2017	1164	31/01/2019	1184
NZ Dip in Business (2yr)	Applied Business	31/12/2017	1174	31/12/2020	1204
NCert Real Estate Salesperson	Applied Business	31/12/2018	1174	31/12/2019	1194
Cert in Community Skills	Community Studies	31/12/2017	1174	31/12/2019	1194
Dip in Sport and Fitness Education	Community Studies	31/01/2019	1184	31/01/2021	1204
Cert in Computing Systems	Information & Communication Tech	31/05/2017	1172	31/05/2019	1186
Cert in Information Technology	Information & Communication Tech	31/12/2017	1174	31/05/2019	1186
Dip in Applied Computer Sys Engineering	Information & Communication Tech	31/12/2017	1174	31/05/2019	1186
Dip in Computing Systems	Information & Communication Tech	31/05/2017	1172	31/05/2019	1186
Dip in Information Technology Support	Information & Communication Tech	31/12/2017	1174	31/05/2019	1186
Cert in Communication and Media Arts	Creative Industries	31/07/2018	1182	31/07/2020	1202
Cert in Design and Visual Arts	Creative Industries	31/12/2017	1174	N/A	N/A
Cert in Music (Introductory)	Creative Industries	30/09/2019	1194	30/09/2021	1212
Cert in Trad and Contemp. Maori Weaving	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip Applied Animation	Creative Industries	31/07/2017	1172	24/02/2018	
Dip in Contemp. Photography	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip in Contemporary Craft	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip in Contemporary Music	Creative Industries	30/09/2019	1192	30/09/2021	1212

Dip in Design Media	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip Digital Media Chrctr Anmtn	Creative Industries			24/02/2018	
Dip in Graphic Design & Animation	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip in Performance Technology	Creative Industries	30/09/2019	1194	30/09/2021	1212
Dip in Product Design Studies	Creative Industries	31/07/2017	1172	31/07/2019	1192
Dip in Visual Arts	Creative Industries	31/07/2017	1172	31/07/2019	1192
Cert in Electrical and Electronic Engineering	Engineering & Applied Technology	30/06/2017	1172	30/06/2019	1192
NCert Electrical Eng (Level 2)	Engineering & Applied Technology	31/12/2017	1174	31/12/2021	1214
NCert Electrical Eng (Level 3)	Engineering & Applied Technology	31/12/2017	1174	31/12/2021	1214
NCert Elec Eng Elec for Reg L4	Engineering & Applied Technology	31/12/2017	1174	31/12/2021	1214
NDip Surveying	Engineering & Applied Technology	31/12/2016	1174	31/12/2019	1194
Cert in Animal Care	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Cert in Animal Management	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Cert in Animal Welfare Investigations (L4)	Environmental and Animal Sci.	31/12/2018	1184	31/12/2020	1204
Cert in Animal Welfare Investigations (L4)	Environmental and Animal Sci.	31/12/2018	1184	31/12/2020	1204
Dip in Applied Science	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Dip in Veterinary Nursing	Environmental and Animal Sci.	28/02/2017	1164	28/02/2019	1184
Dip in Enrolled Nursing	Healthcare & Social Practice	30/09/2017	1174	30/09/2019	1192
Cert in Language Teaching	Bridgepoint	28/02/2018	1174	28/02/2020	1194
Cert in Liaison Interpreting	Bridgepoint	31/12/2019	1194	31/12/2020	1194
Dip in Chinese Studies	Bridgepoint	not yet listed		not yet listed	
Dip in German	Bridgepoint	not yet listed		not yet listed	
Dip in Japanese Studies	Bridgepoint	not yet listed		not yet listed	

Dip in Spanish	Bridgepoint	<i>not yet listed</i>		<i>not yet listed</i>	
Dip in Community and Social Work	Healthcare & Social Practice	31/05/2018	1182	31/05/2020	1196
Nat Cert Mental Health and Addict. Support	Healthcare & Social Practice	31/12/2017	1174	31/12/2019	1194
Cert in Higher Education	Te Miro	28/02/2018	1174	28/02/2020	1194
Cert in Auto and Mechanical Engineering	Trades & Services	31/12/2017	1174	31/12/2019	1194
NCert Motor Ind /Auto Elec Eng	Trades & Services	31/12/2017	1164	31/12/2020	1204
NCert Motor Ind/Auto Engin	Trades & Services	31/12/2017	1164	31/12/2019	1194
NCert Mot Ind AutoElec MechEng	Trades & Services	31/12/2017	1164	31/12/2019	1194
NCert Motor Ind/Ent Auto Trade	Trades & Services	31/12/2017	1164	31/12/2019	1194

AGENDA ITEM 2.03.3.

Monitoring of Degrees at Unitec (Verbal)

**SECTION 3 – NGĀ PĀRONGO |
INFORMATION PAPERS**

Academic Board (AB)

Unitec Ako Ahimura (UAA)

Quality Alignment Board (QAB)

Academic Approvals Committee (AAC)

Public Holidays

Graduation

Semester breaks & Weekends

Kohitātea – January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Huitānguru – February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Poutūterangi – March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Paengawhāwhā – April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Haratua – May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Piripi – June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Hōngongoi – July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Hereturikōkā – August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Mahuru – September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Whiringa-ā-nuku – October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Whiringa-ā-rangi – November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Hakihea – December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Academic Board (AB)	
Date	Room
Wednesdays 9:00 am – 11:00 am	
February 13	180-2043 (56)
March 13	115-1007 (50)
April 3	180-2043 (56)
May 8	180-2043 (56)
June 12	112-4025 (55)
July 10	180-2043 (56)
August 14	180-2043 (56)
September 11	180-2043 (56)
October 9	180-2044 (76)
November 13	180-2043 (56)
December 11	180-2043 (56)

Unitec Ako Ahimura (UAA)	
Date	Room
Thursdays 9:00 am – 11:00 am	
February 21	182-1001 (30)
March 21	180-2043 (56)
April 18	180-2043 (56)
May 23	182-1003 (30)
June 20	180-2043 (56)
July 18	180-2043 (56)
August 22	180-2043 (56)
September 19	180-2043 (56)
October 17	180-2043 (56)
November 21	180-2043 (56)
December	N/A

Quality Alignment Board (QAB)	
Date	Room
Tuesdays 9:00 am – 11:00 am	
February 26	180-2043 (56)
March 26	115-1008 (55)
April 30	115-1008 (55)
May 28	180-2043 (56)
June 25	115-1008 (55)
July 23	115-1008 (55)
August 27	180-2043 (56)
September 24	180-2043 (56)
October 22	180-2043 (56)
November 12	180-2043 (56)
December	N/A

Academic Approval Committee (AAC)	
Date	Room
Wednesdays 1:00 pm – 3:00 pm	
February	N/A
March 20	110-2006
April 17	110-2006
May 15	110-2006
June 19	110-2006
July 17	110-2006
August 21	110-2006
September 25	110-2006
October 23	110-2006
November 20	110-2006
December	N/A

To: Academic Board

Date: 31/1/19

From: Simon Tries, Manager, Te Korowai Kahurangi

Phone No: X7772

Subject: Review of Membership

Recommendation

That the Academic Board approve the attached revised membership for Academic Board.

Justification

These changes are necessary to reflect changes in the structure of academic leadership post Renewal Plan, to reduce complexity, redundancy and improve consistency in the wording of the Terms of Reference documents for Academic Committees and to remove references to documents that may not be current, or that require amendment.

Background

A recent review of the Terms of Reference and Membership documents and structure of Unitec Academic Committees, undertaken by Te Korowai Kahurangi, revealed that there were significant differences in their presentation, content and format.

Unitec's Renewal Plan has reshaped the structure of Unitec's School and Academic Leadership, creating new School, roles and titles and making others redundant, therefore the references to membership of these committees has been affected.

Feedback on the detail of this proposal has been gathered and incorporated into the final document with recommendations from:

Director Ako

Interim Category One Lead/ Interim Head of Health and Social Practice

Manager, Te Korowai Kahurangi

Next Steps

If approved, the revised Membership will be implemented and published to the Nest and H Drive.

Chairs of Academic committees will be notified by email of these changes.

Contributors

Daniel Weinholz – Specialist Committee Support

Trude Cameron - Lead Quality Systems

Attachments

Membership of Academic Board

Poari Mātauranga | Academic Board
Membership (2019)

Membership Details

Unless specified otherwise, the word “Committee” in this document refers to Poari Mātauranga | Academic Board.

Table 1: Committee Membership

Member Type	Official Position	Member Name
[Chair] 2019	[Chief Executive]	[Merran Davis]
<i>Ex officio</i> 10 members	Executive Dean, Academic	Merran Davis
	Director, Ako	Simon Nash
	Director, International Success	Tracy Chapman
	Dean, Mātauranga Māori Teaching & Learning	Josie Keelan
	Director, Pacific Success	Falaniko Tominiko
	Director, Research & Enterprise	Marcus Williams
	Director, Student Success	Annette Pitovao
	Manager, Te Korowai Kahurangi	Simon Tries
	President, Student Council	Helen Vea
Via Nomination* 8 members	One member of the Executive Leadership Team	
	One Student Representative	
	Two Heads of School	
	Two Academic Leaders	
	Two Senior Academics	
Co-opted TBC members	Members co-opted by Academic Board for a term as required	

* For details on the nomination processes for particular appointments, refer to the current Terms of Reference – Academic Board.

- The term of office of *Ex officio* and Via Nomination members shall be TWO years.
- Appointments shall be reviewed at or before the February meeting of Academic Board each year.

Definition of Quorate

Quorate shall be defined as a majority of the members currently appointed to the committee.

Approval Details

Version: 0.4

Key changes:

- Amended Māori 'Director' to 'Dean to reflect current situation
- Amended 'Programme Managers' to 'Academic Leaders'
- Added Co-opted Members
- Changed wording for bullet point on details of Nomination processes to "current" Terms of Reference

Last updated: 2019-02-05

Editor: Specialist - Committee Support, Te Korowai Kahurangi

Approval date: N/A

Approved by: N/A



memo

To	Academic Board	Date	31 January 2019
CC	Daniel Weinholz Specialist for Committee Support		
From	Simon Nash Director Ako		
Subject	Ako Ahimura / Learning & Teaching Committee membership for 2019		

Purpose

To update membership of the Ako Ahimura Committee to reflect the new schools structure and new Unitec leadership appointments, and to improve functioning of the committee.

Recommendation

That the attached revised membership be approved.

Justification

Each school requires a representative to ensure effective communication and consultation of committee matters with schools.

The directors for each area of student success are now all included (International, Māori, Pacific, Student Success), whereas some were missing previously.

Once appointed, the new Director Māori Success will be added to membership.

Once the position is finalized and staff appointed, a representative Programme Manager/Leader will be added to the membership.

Ako Ahimura | Learning & Teaching Committee
Membership (2019)

Membership Details

Unless specified otherwise, the word “Committee” in this document refers to Ako Ahimura | Learning & Teaching Committee.

Table 1: Committee Membership

Member Type	Official Position	Member Name
[Chair] 2018-2019	[Selected from below]	[Simon Nash]
<i>Ex officio</i> 11 members	Director, Ako	Simon Nash
	Dean, Mātauranga Māori Teaching & Learning, or nominee	Josie Keelan
	Director, Pacific Success, or nominee	Falaniko Tominiko
	Director, Student Success, or nominee	Annette Pitovao
	Director, International Success, or nominee	Tracy Chapman
	Director, Research & Enterprise, or nominee	Marcus Williams
	Digital Learning Lead	James Oldfield
	Manager, Te Korowai Kahurangi	Simon Tries
	Manager, Te Puna Ako	Maura Kempin
	Student President, or nominee	Helen Veal
	Lead – Programme Development & Management, Te Korowai Kahurangi	Jackie Tims
Appointed 12 members	One Head of School, appointed by Executive Dean, Academic	
	One Senior Academic from each school, appointed by each Head of School (Total = 11 schools)	
Co-opted TBC members	Members, mostly drawn from the academic community, co-opted by Ako Ahimura for a term as required	
	Members co-opted by Academic Board for a term as required	

- The term of office of *Ex officio* and Appointed members shall be TWO years.
- Appointments shall be reviewed at or before the February meeting of Academic Board each year.
- The Chair of the Academic Board shall appoint the Chair of the Committee for a term of TWO years.

Definition of Quorate

Quorate shall be defined as a majority of the members currently appointed to the committee.

Version Information

Version: 0.6

Key changes:

- Improved clarity in presenting the information of who the Chair is

Last updated: 2019-02-04

Editor: Specialist - Committee Support, Te Korowai Kahurangi

Approval date: N/A

Approved by: N/A

To: Academic Board

Date: 31/1/19

From: Simon Tries, Manager, Te Korowai Kahurangi

Phone No: X7772

Subject: Review of Membership

Recommendation

That the Academic Board approve the attached revised membership for Quality Alignment Board.

Justification

These changes are necessary to reflect changes in the structure of academic leadership post Renewal Plan, to reduce complexity, redundancy and improve consistency in the wording of the Terms of Reference documents for Academic Committees and to remove references to documents that may not be current, or that require amendment.

Background

A recent review of the Terms of Reference and Membership documents and structure of Unitec Academic Committees, undertaken by Te Korowai Kahurangi, revealed that there were significant differences in their presentation, content and format.

Unitec's Renewal Plan has reshaped the structure of Unitec's School and Academic Leadership, creating new School, roles and titles and making others redundant, therefore the references to membership of these committees has been affected.

Feedback on the detail of this proposal has been gathered and incorporated into the final document with recommendations from:

Director Ako

Interim Category One Lead/ Interim Head of Health and Social Practice

Manager, Te Korowai Kahurangi

Next Steps

If approved, the revised Membership will be implemented and published to the Nest and H Drive.

Chairs of Academic committees will be notified by email of these changes.

Contributors

Daniel Weinholz – Specialist Committee Support

Trude Cameron - Lead Quality Systems

Attachments

Membership of Quality Alignment Board

Poari Tiaroaro Tohu | Quality Alignment Board
Membership (2019)

Membership Details

Unless specified otherwise, the word “Committee” in this document refers to Poari Tiaroaro Tohu | Quality Alignment Board.

Table 1: Committee Membership

Member Type	Official Position	Member Name
[Chair] 2019-2020		Debra Robertson-Welsh
Ex officio	Director, Ako	Simon Nash
10 members		
	Dean, Mātauranga Māori Teaching & Learning, or nominee	Josie Keelan
	Director, Pacific Success, or nominee	Falaniko Tominiko
	Director, Student Success, or nominee	Annette Pitovao
	Director, International Success, or nominee	Tracy Chapman
	Director, Research & Enterprise, or nominee	Marcus Williams
	Lead – Quality Systems, Te Korowai Kahurangi	Trude Cameron
	Manager, Te Korowai Kahurangi	Simon Tries
	General Manager, Operations, or nominee	Dan Brady
	Student President, or nominee	Helen Vea
Appointed	One Head of School, appointed by Executive Dean, Academic	
12 members	One Senior Academic from each school, appointed by each Head of School (Total = 11 schools)	
Co-opted	Members, mostly drawn from the academic community, co-opted by the Committee for a term as required	
TBC members	Members co-opted by Academic Board for a term as required	

- The term of office of *Ex officio* and Appointed members shall be TWO years.
- Appointments shall be reviewed at or before the February meeting of Academic Board each year.
- The Chair of Academic Board shall appoint the Chair of the Committee for a term of TWO years.

Definition of Quorate

Quorate shall be defined as a majority of the members currently appointed to the committee.

Approval Details	
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Version:	0.3
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Key changes:

- Improved clarity in presenting the information of who the Chair is
- Term of Office changed from 1 year to 2 years, aligning (and alternating years) with Ako Ahimura Membership, including for the Chair.
- Chair listed as Debra Robertson-Welsh, as per directive from Manager, Te Korowai Kahurangi

Last updated:	2019-02-05
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Editor:	Specialist - Committee Support, Te Korowai Kahurangi
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Approval date:	N/A
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Approved by:	N/A
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memo

To	Academic Board	Date	01 February 2019
CC	Daniel Weinholz Specialist for Committee Support		
From	Simon Tries Chair, Academic Approvals Committee Manager, Te Korowai Kahurangi		
Subject	Academic Approvals Committee membership for 2019		

Purpose

To update membership of the Academic Approvals Committee to reflect the new schools structure and to improve functioning of the committee.

Recommendation

That the attached revised membership be approved.

Justification

The proposed membership is intended to ensure a fair allocation of work across the Schools as well as providing professional development opportunities for Academics within Schools and the opportunity to share good practice regarding programme development and approval within their Schools.

Rōpū Whakaae Mātauranga | Academic Approvals Committee

Membership (2019)

Membership Details

Unless specified otherwise, the word “Committee” in this document refers to Rōpū Whakaae Mātauranga | Academic Approvals Committee.

Table 1: Committee Membership

Member Type	Official Position	Member Name
[Chair]	[Manager, Te Korowai Kahurangi]	[Simon Tries]
Ex officio	Manager, Te Puna Ako	Maura Kempin
9 members		
	Lead, Programme Development and Management, Te Korowai Kahurangi	Jackie Tims
	Dean, Teaching and Learning (Mātauranga Māori) or nominee	Nominee: TeUrikore Biddle, Kaihautu Mātauranga Maori
	Manager, International or nominee	Nominee: Kimberley Holden, Head of International Student Acquisition
	The Business Analyst, Business Support (operational TEC liaison role)	Rakesh Patel
	Research Director or nominee (Where Masters or Doctorate qualifications/programmes are being considered)	Marcus Williams
Via Nomination	One Senior Academic from each school, appointed by each Head of School (Total = 11 schools)	
TBC members	One Academic Leader, appointed by Director, Ako	
Co-opted	Members, mostly drawn from the academic community, co-opted by Academic Approvals Committee for a term as required	
TBC members	Members co-opted by Academic Board for a term as required	

- The term of office of Chair, *Ex officio* and Appointed members shall be TWO years.
- Appointments shall be made to the Committee at or before the February meeting of Academic Board each year.

- The Chair of the Academic Board shall appoint the Chair of the Committee for a term of TWO years.

Definition of Quorate

Quorate shall be defined as having a majority of the members currently appointed to the committee.

Approval Details	
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Version:	0.3
Key Changes:	
<ul style="list-style-type: none"> • Added point about Chair appointment and term of two years • Changed 'Programme Manager' to 'Academic Leader' 	
Last updated:	2019-02-05
Editor:	Daniel Weinholz Specialist – Committee Support Te Korowai Kahurangi
Approval date:	N/A
Approved by:	N/A



memo

To	Academic Board	Date	25/01/2019
CC			
From	Marcus Williams	Phone No.	021401965
	Dean Research and Enterprise		
Subject	Postgraduate Research and Scholarships Committee (PGRSC) membership for year 2019		

Context:

As per the Terms of Reference of the Postgraduate Research and Scholarship Committee (PGRSC) the appointments of the members shall be made at or before the February meeting of the Academic Board Each year. Please find below the membership of PGRSC for the year 2019.

Recommendation:

That the Academic Board approves the Postgraduate Research and Scholarships Committee Membership for the year 2019.

Postgraduate Research and Scholarships Committee – 2019 Membership

Committee Role	Member Name
Chair (Director, Research and Enterprise)	Marcus Williams
The Leader of each Postgraduate Programme or nominee:	
Doctor of Computing	Dr Iman Ardekani
Master of Computing	Dr Hamid Sharifzadeh
Master of Osteopathy	Dr Sylvia Hach
Master of Creative Practice	Dr Leon Tan
Master of Design	Emma Smith
Master of Architecture (Professional)	Annabel Pretty
Master of Architecture (Research), Master of Landscape Architecture	Matthew Bradbury
Masters of Business	Alan Lockyer
Master of International Communication, Master of Applied Practice (Professional Accountancy)	Dr James Prescott
Master of Applied Practice (Social Practice)	Dr Geoff Bridgman
Master of Applied Practice (Generic)	Dr Jo Mane
Master of Educational Leadership and Management	Professor Carol Cardno
Master of Applied Practice (Technological Futures), Masters of Contemporary Education, Masters of Teaching and Education Leadership	Hayley Sparks
Director, Teaching and Learning (Mātauranga Māori) or nominee	Dr Curtis Bristowe (Nominee)
Director, Pacific Success or nominee	Dr James Prescott (Nominee)
Director, Māori Success or nominee	Dr Jo Mane (Nominee)
One Member of the Student Council nominated by the Student Council	TBA
Director, Student Success or nominee	Caroline Malthus (Nominee)



memo

To	Academic Board	Date: 16 th January 2019
CC	Asher Lewis - UREC Secretary	
From	Marcus Williams - Director of Research and Enterprise	
Subject	Unitec Research Ethics Committee (UREC) Membership Ratification	

Context:

This is to inform the Academic Board of the 2019 UREC membership.

This committee remains compliant with the Health Research Council (HRC) of New Zealand's terms of reference for institutional ethics committees. The HRC required criteria for the membership are here detailed (**bold**), as well as the spread of Unitec programme representation. One prescribed member is currently in the recruitment process, as outlined in section 2 of this memo.

1. UREC Membership 2019

Chairperson – Dr Maria Humphries-Kil (external – Business)

Deputy Chairperson – Associate Professor Nigel Adams (internal)

Internal:	Robert Moran	Osteopathy
	Tui Matelau	Bridgepoint - Māori representative
	Sue Wake	Architecture
	Ray Jaunv	Nursing - Practicing Certificate/Advocate for disabilities
	Dr Hoa Nguyen	Social Practice
	Dr Christiaan de Groot	Creative Industries

External:	Dr Nano Morris	Management/Critical Theory
	Associate Professor Lisa Maurice-Takerei	Education
	Kylie Jackson-Cox	Lawyer

Student Representative:

Tony Gomwe

2. Recruitment

UREC will shortly begin a recruitment drive to replace Debbie Clarke, an external member whose second three-year term came to an end in December 2018. In order to fulfill regulations outlined by the HRC, we will be looking for someone with a **medical practicing certificate**.

Recommendation:

That the Academic Board acknowledges the membership for the UREC for the year 2019.



memo

To	Academic Board	Date	30 January 2019
CC	Annette Pitovao & Glenn McKay		
From	Anna Wheeler, Manager Customer Service & Resources and Monique Bell, Student Support and Scholarship Manager		
Subject	Student Complaints Annual Report 2018		

Purpose

To ask that Academic Board receive this report about Student Complaints received in 2018. There are two parts to the report:

1. Formal Complaints
2. Informal Complaints and other matters received via the Student Advocates

Recommendations

The recommendation is that Academic Board receives the Student Complaints Annual Report 2018.

Part 1 - Formal Complaints

The information in this part of the report is sourced from the Student Complaints register and Student Complaints Decision Reports.

Number of formal complaints

- 45 formal complaints for 2018 with 40 closed, 3 withdrawn, 1 outcome provided and 1 to be closed due to no response from the complainant- awaiting Student Complaint Decision Report for both complaints to close them in the register.
- As at the end of December, we have seen 49.43% decrease in formal complaints in 2018 compared to 2017 (89). However, it should be noted that only 45 formal complaints were received per year in 2015 and 2016.

Formal complaints from international students

10 formal complaints received from international students with 7 closed, 1 withdrawn and 2 awaiting Student Complaint Decision Report to close the complaint in the register.

Resolution times

- Before change to process: 9 of 19 closed complaints were in compliance, (total 22 complaints - 2 withdrawn, 1 awaiting Student Complaint Decision Report)

- After change to process: 16 of 21 closed complaints were in compliance, (total 23 complaints - 1 withdrawn, 1 awaiting Student Complaint Decision Report)

Thematic analysis of formal complaints received in 2018 closed as at 30/1/2019

Broad theme	Complaints	Areas of concern needing improvement	How being addressed
Enrolment	9	Student lack of understanding of VOE/withdrawal processes, process issues (set-up, re-enrolment) and staff capability, birth certificate verification	Better comms to students, process improvements, staff development (Operations)
Academic - Assessment	6	Changes to grades without any explanation, Exam script request process needs improving, poor timing of assessment, thesis marking timelines not clear, SAC, exam recount timeliness	Apply SAC consistently unless exceptional circumstances, improve comms to students , and exam script process , staff to reflect on timing of assessments (academic staff), more timely exam recount process
Student Behaviour	5	Students not behaving well – 1 serious, 1 procedural, 2 fairly minor, 1 unclear	Student Charter is being developed to promote student conduct expected and how Unitec partner with students and USC (Student Success)
Staff conduct	4	Some staff not understanding level of conduct expected at Unitec	Staff development and improving awareness of expected levels of conduct (academic staff)
Attendance	3	Process issues / staff capability / student understanding lacking	Improve comms to students and processes plus staff development (academic staff)
Academic - Teaching	2	Individual staff needing to improve their teaching practice	Staff development (academic staff)
Fees refund process	2	Process issues / staff capability	Process improvements / staff development (Operations)
Fees - international students	1	Unclear fees structure for international students	Clarify fees structure for International students. Also inform Advisors/SEMs about this matter (Operations)
Parking	2	Improved credit card payment system	Inugo parking app system was introduced at Unitec in October (FM)
Fees - Studylink	1	Studylink – students doing early placements need to be advised to check correct start date (<i>note that Student Support have been providing more Studylink support on campus recently</i>)	Improve comms to students (Operations)

Broad theme	Complaints	Areas of concern needing improvement	How being addressed
H&S - Furniture	1	Health & safety - 'rocking' chair injury (the student was recovering from an injury when this happened)	Will not purchase more of these chairs and in due course replace them (FM)
Scholarship change process	1	Scholarship - Failure to notify students about a change	Improve comms to students (Student Success)
Research – funding process	1	Student research – funding - transcription funding process not clear	Improve comms to students (academic staff)
Privacy	1	No area of improvement found	-
Facilities	1	Misunderstanding around lab access	Tell students that the lab is not always available.
Total	40		

Formal international complaints received in 2018 closed as at 30/1/2019

The closed complaints were involving attendance (1), scholarship (1), staff conduct (1), student behaviour (2), enrolment (1), Fees (1)

Broad theme	Area of concern	Student's Programme of study	How addressed? Improvement action for Unitec	Owner of improvement Action	About Pathway/ Service group
Student Behaviour	Student behaviour – negative accusing behaviour by another student	Graduate Diploma in Construction Project Management	student support met with student and their concerns were allayed	Student Success /International	Te Miro - postgraduate
Student Behaviour	Student behaviour - assault	New Zealand Diploma in Construction (Quantity Surveying)	moved to student disciplinary action	Nick Shepherd / Merran	Te Miro - Postgraduate
Staff conduct	Staff conduct - Inappropriate behaviour & communication during project at Mataho (staff within construction but	Graduate Diploma in Business (Operations Management)	staff disciplinary procedure and performance mgmt	Dean (Mark McNeil) / HR	Construction & Infrastructure

Broad theme	Area of concern	Student's Programme of study	How addressed? Improvement action for Unitec	Owner of improvement Action	About Pathway/ Service group
	students within business)				
Scholarship change process	Scholarship - Failure to notify students about a change	Graduate Diploma in Business (Marketing)	improve comms to students	Student Success	Student Wellbeing
Attendance	Attendance - Staff capability of part-time lecturers in Engineering pathway regarding Unitec attendance policy (training recommended)	Bachelor of Engineering (Civil)	staff development	HoPP	Engineering
Fees - international students	1) failure to communicate changes to scholarship regulation. 2) Unclear fees structure for international students with regards to changing to 3 papers from 4	New Zealand Diploma in Business - L5 (Leadership & Management)	Clarify fees structure for International students. Also inform Advisors/SEMs about this matter.	Dan Brady / Tracy Chapman	Operations

Formal Complaints by pathway / service group

Pathway/ service groups	From	About
Social Practice	3	3
Community Development	5	2
Health Care	2	1
Environmental & Animal Science	1	1
Architecture	0	0
Building Construction & Services	11	8
Engineering	4	2
Vehicle Systems & Materials	0	0

Pathway/ service groups	From	About
Computer Science	8	7
Creative Industries	1	0
Business Practice	7	2
Bridging Education	2	1
Language Studies	0	0
Operations	0	12
Other	1	6
Total complaints	45	45

Part 2 – Informal complaints and other matters via the Student Advocates

The information in this part of the report is sourced from the Student Advocates Report and written by Monique Bell, Student Support and Scholarship Manager.

Number of issues raised by students

- 164 students reached out to our student advocates for support between March and end of November 2018. Contact occurred in person, via email, text and phone.
- Most issues and concerns discussed with the Advocates related to internal Unitec Academic and Enrolment processes (themes highlighted in section below).
- Peak periods include beginning and end of semester with 52% of all students seen during these times.
- We are unable to compare this number with previous years due to lack of data handed over from Ed Collective who provided the advocacy service prior to 2018.

Areas of concern or issues

Area of concern / issue	Percentage of all concerns seen by advocates
Academic	69%
Accommodation	5%
General Advice/Support	4%
Bullying/Harassment	8%
Enrolment	10%
Interpersonal	5%

Student Residency Status

- NZ Residency: 36%
- International: 28%
- Unknown: 36%

Student areas of study

Pathway/ service groups	Total students
Building Construction & Services	39
Business Practice	30
Health Care	31
Computer Science	26
Engineering	13
Community Development	7
Creative Industries	4
Language Studies	4
Animal Science	2
Architecture	2
Social Practice	1
Total	164

Thematic analysis of common areas of concerns/themes conveyed to advocates

Broad theme	Areas of concern needing improvement	Recommendation	Owner
Grade Appeals	Many students were confused about this process and the criteria. At times teaching staff would tell students unhappy with marks to follow this process without checking if they were first eligible.	Better comms by teaching staff to students around process, eligibility and other options plus staff development (academic staff)	Heads of Schools / Simon Nash
Exceptional circumstances refund process	Students reported finding this process confusing with Academic Leaders not knowing the process and information being hard to come by on the Unitec website. This has left students confused and anxious about being reimbursed, often when the students are experiencing significant health concerns.	Process improvements / staff development (Operations) Add information on Unitec website about process (including the Application for Exceptional Refund of Fees Form)	David Glover / Dan Brady Annette Pitovao
Plagiarism	Many students presented with plagiarism accusations from their lecturer. Often there was not consistent application of the policy across departments. It appeared that some staff were not taking note of the turnitin report. Some students did not seem	Improve comms to students (website improvement has been actioned and other actions via Ako	Ako Ahimura

Broad theme	Areas of concern needing improvement	Recommendation	Owner
	aware that if they use material they have previously submitted that they must reference themselves in the subsequent assignment.	Ahimura are in progress) Staff development (academic staff) – in progress via Ako Ahimura	
Communication	Overwhelmingly one of the biggest frustrations experienced by both the advocates and students was the lack and delay of communication by Unitec staff. E-mails, texts and phone calls were often left unanswered for weeks and months. Often the advocates had to track people down in their office to get a response. Once contact was made, issues could be dealt with quickly but the delay in response would be very distressing for students who became increasingly anxious.	Communicate best practice to academic staff <i>Note: The Student Complaints Resolution Procedures require staff to take reasonable and prompt action to resolve any concern raised with them informally.</i>	Annette Pitovao / Heads of Schools
Assignment feedback	The lack of assignment feedback was one of the biggest themes emerging this year for students. The delivery of feedback was also inconsistent across departments and teachers. Sometimes just a mark was given, other times the class was given general feedback and other times feedback was given but long after it was needed. Students are keen to learn and improve and have discussed how the lack of written feedback has left them in the dark regarding how they can do better.	Staff development and improving awareness of expected levels of feedback (academic staff)	Simon Tries
Changes in classes	Students expressed concerns throughout the year that changes were frequently made to the courses without sufficient communication. This included bringing forward assessment dates and class times, moving out assignment deadlines and cancelling classes at the last minute. For people studying part time and working and for parents this can create a lot of additional stress and juggling.	Improve comms by teaching staff to students and processes plus staff development (academic staff)	Program me Managers and AQAs?
Cultural miscommunication	The advocates observed that International students would often struggle to understand policies and	Improved communication and explanation around	Annette Pitovao /

Broad theme	Areas of concern needing improvement	Recommendation	Owner
	procedures and what they meant to them personally. They are often under considerable amount of pressure to succeed in their courses and a fail mark can be devastating with so much on the line. This also led to unhelpful behaviours such as cheating and plagiarism. Sometimes asking for help is hard when you come from a culture when this is perceived as weakness.	policies at International Orientation.	Tracy Chapman
External Issues- Crockers	The most significant & frequent external complaint was about Crocker's, one of the accommodation providers on the Unitec site. Most of these issues were around maintenance and lack of communication.	The advocates worked with Student Experience management to address these concerns for Crocker's and to start to clearly define roles and responsibilities of Crocker's and Unitec. This process created a much better of experience for students using the accommodation.	Resolved 😊
Harassment and Bullying	One of the roles of the advocates was to support students through complaints regarding bullying and harassment. Some of these were one off scenarios, others revealed more significant issues based in one area. One of these areas was Construction . The Advocates received numerous student complaints from Building and Construction students experiencing bullying, racism and homophobia. From the feedback received through the year it appeared that work needed to occur to change the culture of this department to ensure that it was an inclusive, supportive and safe place for all students.	It is recommended that there is continued focus on this department to ensure that the appropriate changes have been made and maintained.	Paul Jeurissen / Lee Baglow



memo

To	Academic Board	Date	25 January 2019
CC	Annette Pitovao & Glenn McKay		
From	Anna Wheeler Manager Customer Service & Resources		
Subject	Complaints process feedback report		

Purpose

This memo reports on Student Complaints Process feedback for 2018 and requests that Academic Board endorse the following recommendations.

Recommendations

1. That formal complaints are sent from the complaints administrator to persons at tier 3 or above. It will then be that person's responsibility to ensure the investigator they appoint is without bias.
2. That an independent investigator be contracted to Unitec for a trial period of one semester. During this period, we would measure the satisfaction with formal complaints handled via this means to understand return on investment.

Background

In the second half of 2018 student complaint process feedback was sought from students with closed complaints that originated in 2018 either before or after we transitioned to the revised Student Complaints Resolution Policy and Procedures on 25 June 2018.

Summary of Student complaints process feedback report

Out of 45 formal complaints received in 2018, feedback was requested from 37 students once the complaints had been closed. We received 11 responses from complainants about their complaints.

Note: We did not request feedback if complaint withdrawn or lapsed (4) or still proceeding.

Summary of feedback (for whole of year)

Question	Yes	Neutral	No
Was the complaint well handled?	2	1	8
Did you understand the process?	5	4	2
Was the complaint resolved in a reasonable time period?	1	2	8
Actual compliance with time frames (as compared to perceived compliance above)	7		3

First half of year – Complaints initiated before transitioning to new process (4 responses)

Question	Yes	Neutral	No
Was the complaint well handled?			4
Did you understand the process?		2	2
Was the complaint resolved in a reasonable time period?			4
Actual compliance with time frames (as compared to perceived compliance above)	1	1	2

Second half of year – Complaints initiated after transitioning to new process (7 responses)

Question	Yes	Neutral	No
Was the complaint well handled?	2	1	4
Did you understand the process?	5	2	
Was the complaint resolved in a reasonable time period?	1	2	4
Actual compliance with time frames (as compared to perceived compliance above)	6	-	1

Difference after we transitioned to the new process

There are noticeably more positive responses for complaints initiated after we transitioned to the new process. However, this could partly be due to communications about the revised process creating more understanding during that period. Also staff may have been extra motivated to comply as EER approached. We will monitor if this positive trend continues next year. In any event, it is certainly our objective that satisfaction with the process will continue to improve next year.

One area that has not seen as much improvement as we would have liked is students' perception of how well the complaint was handled. Even after the transition to the revised process only 2 students out of 7 felt the complaint was well handled. This seems to be due mainly to lack of time on the part of the investigators who are busy in their own academic or professional roles and difficulty of the executive or relevant manager to find a suitable person to delegate the investigator role to.

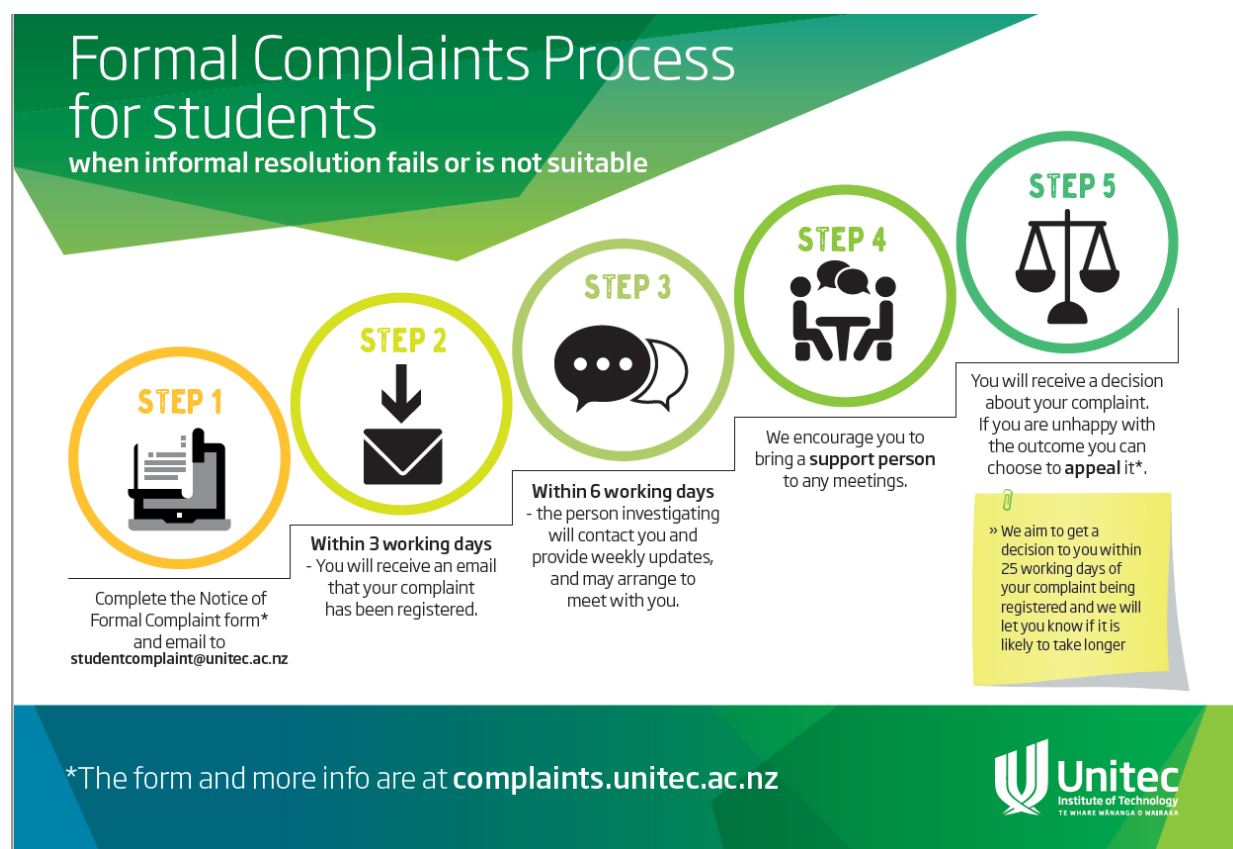
We have made recommendations regarding this.

Further commentary on whole of year feedback

It is encouraging to see that 5 of the 12 students said they understand the process. However, it is apparent that the students may not have understood the timeframes the procedure allows to resolve complaints, as the students often commented on how slow it was to get a resolution. Yet for those complainants responding the majority (7) had complaints resolved within the correct time period under the procedure. In particular, it is interesting to note that an international student answered yes to the first two questions but no to the question about timeliness and yet their complaint was resolved within the correct time period. This indicates some unrealistic expectations from students and a need to communicate clearly at the outset of the process the time frames.

Realistically due to competing demands academic and services staff are not able to resolve complaints immediately but they are expected to be within the procedure timeframes. We now send a summary diagram (below) of the complaints process to students which clearly shows the expected time frames – hopefully this will help to set realistic expectations around timeliness.

The revised procedures include more requirements for regular communication to complainants and timeliness is being monitored more closely.



To	Academic Board Standing Committee	From	Simon Tries Manager Te Korowai Kahurangi
Title	Changes to Grading Systems	Date	22 Jan 2019

Purpose

The purpose of this paper is to seek approval for minor changes and an addition to the Grading Basis systems used by Unitec to address issues raised in the December meeting of Academic Board with regard to the Missing and Deferred Grades 2015 – 2017 report.

Recommendation

That the Academic Board approves the following changes to grading systems effective Semester 1, 2019:

1. The redevelopment of the Competency Based Assessment grading system to allow for flexibility in range and to align with other providers, including:
 - a. The addition of an 'excellence' grade step to align with Achievement Standard requirements.
 - b. The option to use either a two, three or four step system for Competency Based Assessments.
 - c. Align the terminology in the Competency Based Assessment grading system with Unit and Achievement Standard requirements and Industry standards and other tertiary institutes.
2. The addition of an 'Attendance' grading system to be used for courses with no formal assessment, but which issue certificates of either attendance or completion.
3. The addition of the requirement that all courses in the Unitec Student Administration System (PeopleSoft) must have a grade attached when completed.

Justification

The proposals included in this memo are the result of consultation with the programmes responsible for courses that were included in the 'missing and deferred grades 2015 – 2017' report. The following describes the requirement for each proposal above:

1. Redevelopment of the Competency Based Assessment grading system

Competency based assessment systems are currently used in a variety of forms for assessment at Unitec. The principal of competency based assessment requires that a

student must “achieve all of the outcomes in competency based assessment in order to pass that course”.

Currently policy describes a three-point competency based grading system, however there are variations already in use, which enable courses to align with industry standards where only a two point system (Competent/Not Competent) is required. This variation is not noted in policy, but is employed widely.

Unitec also has consent to assess NCEA Achievement Standards which require a four point competency grading system, but we have no provision for this in our systems currently.

The terminology currently embedded in the Unitec Competency based grade system does not align with standard industry practice, including Unit Standards or Achievement Standards. We currently use the term ‘Pass’ to denote the achievement of competency, whereas some standards employed in industry uses the term ‘Competent’, while NZQA employs the term ‘Achieved’.

As a result of these identified issues, it is proposed to reconfigure the competency based grading system to allow for the required variations and to standardize terminology. The proposed changes do not in any way change the principal of competency based assessment, but rather allows for flexibility and alignment with external requirements.

The proposed revision to **AC 2.1 Assessment and Grading Procedures and Regulations** is as follows:

Current

3.4.1 Grading Systems

4. Competency-based assessment systems. In courses in which a competency based system is used, programmes and courses will designate one of the following options to specify results:

CBA

M	Merit Pass	Credits Earned
P	Pass	Credits Earned
NC	Not Yet Competent	No Credits Earned

Proposed

3.4.1 Grading Systems

4. Competency-based assessment systems. In courses in which a competency based system is used, programmes and courses will designate one of the following options to specify results:
 - a. CBA4 (4 point)

E	Excellence Pass	Credits Earned
M	Merit Pass	Credits Earned
A	Achieved Pass	Credits Earned
NA	Not Achieved	No Credits Earned

b. CBA3 (3 point)

M	Merit Pass	Credits Earned
P	Pass	Credits Earned
NC	Not Yet Competent	No Credits Earned

c. CBA2 (2 point)

C	Competent	Credits Earned
NC	Not Competent	No Credits Earned

2. Addition of an 'Attendance' grading system

Currently, many short courses and some training schemes do not require a formal grade, however there is an implicit attendance requirement. These courses were by far the majority identified in the Missing and Deferred Grades 2015 – 2017 and are described as Type B: Courses with No Grading Scheme (NOG/NGA). These courses generally have an attendance requirement which is not formally recorded and they may offer a certificate of completion, or certificate of attendance. They are not part of any formal offering and are generally excluded from the SDR.

As has been determined in the report mentioned above, the NOG/NGA grading scheme does not deliver a grade of any sort into the PeopleSoft system and instead leaves a 'blank' grade. This has been identified a risk to the organization.

To resolve this issue, it is proposed that a new grading system be added which records attendance only. The benefit of this system is that it will provide evidence of student attendance as achievement of the course requirements and therefore validate the award of the certificate of completion or certificate of attendance. The threshold for minimum attendance of each course would be set at the minimum requirement of 80% which is the Unitec norm, unless there is a requirement for a different higher or lower rate for a specific purpose. Thresholds would be approved at the time of initial approval or as a variation through the Programme Improvement Committee.

The proposed revision to **AC 2.1 Assessment and Grading Procedures and Regulations** is as follows:

3.4.1 Grading Systems

7. Attendance based assessment (ATT) system. The following options will specify results:

A	Attended
NA	Not Achieved

3. Addition of requirement for Grade to be attached for all courses

The requirement to input a grade to the Unitec Student Administration System (PeopleSoft) for every participant is required to ensure that there are no 'blanks'. A blank grade can be

misinterpreted and can create problems for accurate reporting as outlined in the Missing and Deferred Grades 2015 – 2017 report. All courses that are setup in Peoplesoft and that have enrolled students will have one of the available grade systems attached to solve this issue.

Implications of proposed changes:

Existing approved programmes and courses which wish to change their grading bases to an alternative CBA version will need to seek approval to do so. Approval will be given based on their original approval from NZQA and may require an application to NZQA.

Short courses and/or Training Schemes which currently employ a 'no grade' system will be required to change to the Attendance System.

Teaching staff will be required to add a grade to courses.

Changing the grade basis for existing courses in the Peoplesoft System has been tested to ensure that there are no issues for those courses when the system is changed.

Any changes are noted for their effective date and historical records remain unaffected by any change.



memo

To	Academic Board	Date	4 February 2019
CC	Glenn McKay, Annette Pitovao		
From	Anna Wheeler Manager Customer Service and Resources		
Subject	Change Library Policy to Library Procedures		

Purpose

To ask Academic Board to approve two changes

Recommendation

That Academic Board approve the following changes:

1. That the Library Policy be devolved from a Unitec Policy to Unitec Procedures
2. That changes to those Library Procedures be able to be approved by the Executive Director of Student Success

Justification

- The content of the 'Library Policy' is procedural content to do with administering a library service and does not warrant a Policy status
- Changes to the Library Procedures should be able to be approved by the Executive Director responsible for the Library which is the Executive Director of Student Success

Background

- Unitec has recently devolved a number of documents that were previously Policies to Procedures as the content of the documents was procedural. The first recommendation above is in line with this process Unitec is going through.
- The Library Department was recent merged with the Student Experience Department to become the newly formed Student Success Department.

**SECTION 4 – WHAKAWHITI KŌRERO |
DISCUSSION PAPERS**

AGENDA ITEM 4.01.

Academic Board Self-Assessment (Discussion)



memo

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

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

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

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

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

Recommendation; that the Academic Board approves the Research Competencies.

Unitec Research Competencies

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

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

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

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

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

Research Competencies

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

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

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

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

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

Purpose

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

Recommendation

That the Academic Board:

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

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

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

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

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

Rationale

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

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

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

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

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

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

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

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

Next Steps

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

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

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

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

Attachments

Moderation Tracking Semester 1, 2018.

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

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

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

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

AGENDA ITEM 4.04.

Being a Category 1 Organisation (Discussion)



memo

To	Academic Board	Date	5 February 2019
From	Simon Tries Manager, Te Korowai Kahurangi		
Subject	Academic Risk Management		

Purpose

To outline a proposed approach to managing academic risk at Unitec and to outline next steps for its implementation.

Recommendation:

That the Academic Board considers the proposed approach for managing academic risk.

Background

In September 2018 a paper “Academic Risk Management” was provided to Academic Board for discussion. The Academic Board confirmed the need to effectively manage academic risk and highlighted some improvements to what was then proposed. The feedback from Academic Board has contributed to the revised approach outlined below.

Risks vs. Issues

A ‘risk’ is an event which has the potential to occur and which, if it were to occur, would have an impact (typically perceived as a negative impact). Managing risk is the discipline of identifying, assessing and mitigating possible (negative) events with the aim of avoiding issues.

An ‘issue’ is an event which has occurred which has had an impact, either positive or negative, and which may require active management.

The purpose of an Academic Risk Management Framework is to identify, assess and mitigate potential academic risks in order to avoid Issues.

Current State

Unitec’s *Risk Management Policy and Framework* details our approach to managing risk. It outlines *what* the approach is but not *how* to “do” risk management. The Policy requires that a Risk Register *be maintained and updated on an on-going basis* as a key tool in the management of risk.

Anecdotally, risk management practices are not consistently practiced across the institute, which may be one possible contributor to the numerous instances of non-compliance with internal and external requirements (including Unitec’s own *Risk Management Policy and Framework*) some of

which have had a significant impact on Unitec's reputation and which contributed to NZQA's decision to bring forward Unitec's EER to November 2018.

As a tertiary education institute our prime concern is for the well-being and achievement of our students; however the current risk categories within our Policy do not overtly reflect this approach as risk categories addressing student wellbeing and achievement are notably missing.

Current Risk Categories within the *Risk Management Policy and Framework*:

- Reputation/Brand
- Financial (including performance against Investment Plan, Variability in long term wealth, Covenants)
- Health and Safety
- Environmental
- Legal Compliance
- Operational (Business Continuity & Information Management)
- Major Projects

Pre-Requisites for operating an Academic Risk Management Framework at Unitec

A refreshed approach to managing Academic Risk at Unitec is required which will effectively manage and mitigate Academic Risk and assist in the avoidance of issues. In the shorter term, this is expected to be a standalone risk management framework which would over the longer term be integrated into Unitec's overarching risk management framework.

To achieve this end, the following is proposed:

- A standardised Risk Register is developed for each of the four key academic levels at Unitec: course, programme, School, Institute
- A standardised approach to managing risks at each level is implemented
- Relevant staff are trained how to effectively manage risks
- Relevant documentation (and systems) developed/amended to support the process, including a review of the *Risk Management Policy and Framework*
- The value of managing risks (rather than dealing with issues) is socialised and supported by leadership at all levels

Within the above, and the outline of the proposal below, there are numerous questions and issues which will need to be worked through. The intent will be to engage in a consultative manner across relevant parts of the institute to work through the finer detail and, where necessary, to shape our practice to suit our operating rhythm.

The proposal focuses directly on risks associated with programme delivery, as these are missing from the current framework. There are many risks which have the potential to negatively impact programme delivery but which are not within the sphere of control of teaching staff. These areas will be teased out as the details of the proposed Academic Risk Management Framework are worked through.

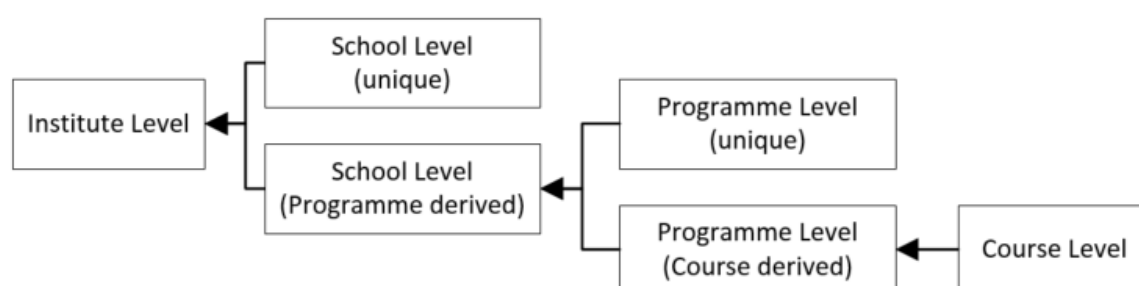
The Proposal

In order to embed an efficient and effective academic risk management framework at Unitec, the following is required:

1. An identified set of risks at each academic level of the organisation (course, programme, school, institute)
2. A clear understanding by all those involved of how the system works, including roles and responsibilities
3. A clear set of guidelines, procedures, etc. to ensure a consistent approach across the institute
4. A commitment by all involved to actively engage in the process
5. An understanding by all of the value of managing risks on an ongoing basis
6. Appropriate resourcing to ensure the success of the above

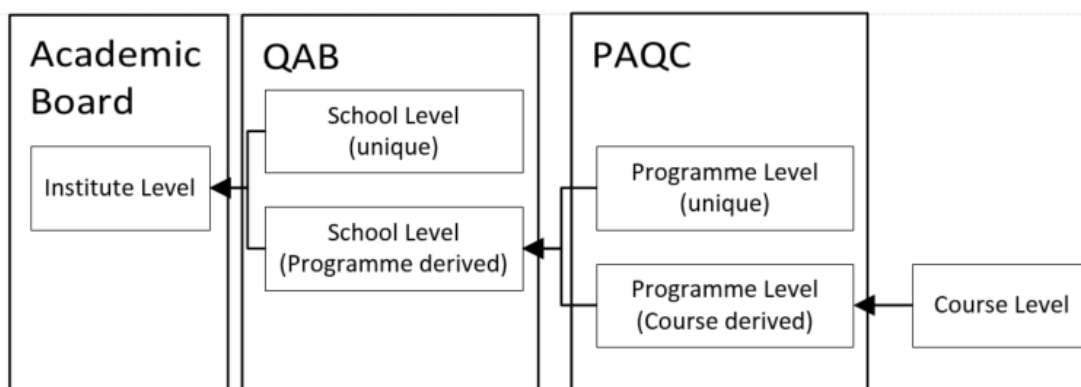
An identified set of risks at each academic level of the organisation

In order to ensure consistency in the management and reporting of Academic Risks a consistent approach to the identification of risks at the various levels is required. Most Academic Risks originate at course level. Course risks typically contribute to Programme level risks, where the same risks, albeit at a 'higher' level, are apparent (See examples in proposed risk table below). The same principle can be applied to School and Institute level risks. However, at each "level above" (Programme above Course, School above Programme) there are also unique risks which are not derived from the level below. This is presented diagrammatically as follows:



Managing the risk at the lowest possible level allows for more effective mitigation of those risks. Deriving the risks at the 'next-level' from those at the lower level allows for the 'next level' manager to be kept aware of the derived risks, as well as to sense-check the risk level across their area of accountability. An example from the draft Academic Risk Register demonstrating this can be seen below under Proposed Risk Categories.

In addition to the management of Academic Risk it is also important to have an appropriate level of governance oversight. Given the four levels at which academic risk is proposed to be managed, the following model is proposed.



In this model, the Programme Academic Quality Committees ensure there is appropriate oversight of programme level risk (which incorporates course level risk). The Quality Alignment Board would operate at School level and the Academic Board at Institute level. The role of these committees would be to maintain oversight of how effectively risk is being managed, to provide guidance, and to escalate any concerns.

Roles and responsibilities

Critical to the success of any risk management framework is those who will 'do' risk management. The people in the following roles are proposed to have the stated responsibilities. Additional roles and responsibilities may be assigned following further consultation.

Role	Responsibility
Course coordinator	Assess course level Academic risks Maintain course level risk register Escalate risks to Programme Leader, as appropriate
Programme Leader	Assess programme level Academic risks (course derived and unique risks) Maintain programme level risk register Escalate risks to Head of School, as appropriate
Head of School	Assess School level Academic risks (programme derived and unique risks) Maintain School level risk register Escalate risks to Executive Dean Academic, as appropriate
Executive Dean Academic	Assess Institute level Academic risks (programme derived and unique risks) Maintain Institute level risk register Escalate risks to Chief Executive, as appropriate
Committee	Responsibility
Programme Academic Quality Committee	Oversee Programme level risks, ensure mitigations are in place, raise any issues through the Quality Alignment Board
Quality Alignment Board	Oversee School level risks, ensure mitigations are in place, raise any issues through the Academic Board

Academic Board	Oversee Institute level risks, ensure mitigations are in place, raise any issues through Council/Commissioner via the Audit and Risk Committee
Service Centre	Responsibility
Te Korowai Kahurangi	Provide support and guidance regarding the assessment and mitigation of academic risk at all levels of the institute

Each individual fulfilling one of the Roles above would be required to consider the relevant academic risks in terms of their likelihood and impact, and to put in place mitigations to effectively manage those risks.

It is proposed that there would be an assessment of academic risk every semester, commencing at the course level and finishing with an institutional assessment. Where environmental or other factors are likely to have a significant effect on the likelihood or impact of a particular risk, then expectation would be that these be escalated to the appropriate level as required.

Proposed risk categories

The approach proposed above of managing risks through a mixture of derived and unique risks at each level necessitates a shared understanding and consistent approach to labelling risks and the influence on those risks. Many academic activities within Unitec are multidimensional from a risk perspective. For example, moderation has risks related to: its occurrence (compliance focus), its value (a learning and teaching focus), who conducts it (sub-contracting).

The approach taken below to identify and categorise risks has been focused on courses and programmes, and in particular the criteria for programme approval and accreditation. While many risks are associated with these criteria (which Unitec is required to adhere to under legislation) there are many other risks not directly associated with the criteria but which are critical to Unitec's success. i.e., the student experience. In order to ensure any Academic Risk Management Framework is manageable, the risks at each level are summarised from the lower level risks. The highlighted sections below demonstrate how the risk cascades up the different levels of the institute.

Excerpt from *draft* academic risk register:(Nb. Sections have deliberately been left blank – the intent is to show how 'cascade' works without being overwhelmed with detail):

Executive Dean, Academic Academic Board	Head of School Quality Alignment Board	Programme Leader Programme Academic Quality Committee (PAQC)
Educational Performance & Outcomes - All	School Qualification Completion - All	Qualification Completion - All
	School Successful Course Completion - All	Successful Course Completion - All
	School Retention - All	Retention - All
	School Progression - All	Progression - All
	School Graduates in further study - All	Graduates in further study - All
	School Graduates in related employment - All	Graduates in related employment - All
Educational Performance & Outcomes – Māori	School Qualification Completion - Māori	Qualification Completion - Māori
	School Successful Course Completion - Māori	Successful Course Completion - Māori

	School Retention - Māori	Retention - Māori
	School Progression - Māori	Progression - Māori
	School Graduates in further study - Māori	Graduates in further study - Māori
	School Graduates in related employment - Māori	Graduates in related employment - Māori
Educational Performance & Outcomes – Pacific	Deliberately left blank	Deliberately left blank
Educational Performance & Outcomes – Under 25	Deliberately left blank	Deliberately left blank
Educational Performance & Outcomes – International	Deliberately left blank	Deliberately left blank
Compliance	Annual attestation to NZQA Education Code of Practice SEATs Literacy & Numeracy Data Consistency Moderation Monitoring Sub-contracting Site approval International compliance Immigration NZ Delivery against approved programme Unitec Policy	Deliberately left blank
Student Experience	Programme Information/Marketing	Information provided to students is not current/correct: <ul style="list-style-type: none"> - Website information is not up to date - Offshore agents provide incorrect information to applicants - Moodle not being updated - Staff not having current information about the programme
	Student feedback and response	Deliberately left blank
	Student Complaints	Deliberately left blank
	Academic Appeals	Deliberately left blank
	Special Assessment Conditions	Deliberately left blank
	Variation of Enrolment	Deliberately left blank
	Learning Hours	Deliberately left blank
	Enrolment and Grades/Results	Deliberately left blank
	Student Misconduct	Deliberately left blank
Academic Portfolio	Programme and qualification design (App1, 2, 5)	Deliberately left blank
	Delivery methods (App 4)	Deliberately left blank
	Stakeholder engagement (App5)	Deliberately left blank
	Assessment and Moderation (App6, Acc1)	Consent and moderation requirements for the assessment of assessment standards (unit or achievement standards) are not met due to: <ul style="list-style-type: none"> - lack of teacher/assessor qualifications - not meeting all the general and specific CMR (Consent and Moderation Requirements) for the assessment standard
		Assessments on the programme are not appropriate due to: <ul style="list-style-type: none"> - not matching the requirements of the

		approved course descriptor - not being pre-assessment moderated before first use following development or any change to them - internal post-assessment moderation not being completed as per the moderation plan - external post-assessment moderation not being completed as per the moderation plan - feedback from moderation not being implemented Externally assessed achievement standards are not assessed according to requirements
	Evaluation, Review & Monitoring (App7, Acc4)	Deliberately left blank
	Research (App8, Acc5)	Deliberately left blank
	Staff/Resources (Acc2)	Deliberately left blank
Governance and management	PAQC Delegations	Deliberately left blank

Why this approach?

Much of what would be considered academic risk management processes occur informally within programme teams, Schools and across the Institute. The approach outlined in this paper seek to bring consistency and transparency to managing Academic Risk.

Benefits

- greater transparency across the organisation of academic risks and their mitigation
- increased confidence in the Unitec's current state/status as it relates to the different risk areas
- will inform the annual attestation to NZQA which the Chief Executive is required to make
- will engender a consistent approach and the sharing of good practice across the institute
- will lead to a shift from issue management to risk management

Challenges

- will require greater time investment across the institute, particularly within Schools, in the shorter term
- will require additional resources to develop and manage the risk management framework
- will required embedding a new way of working which will take some time to implement and be challenging in terms of how it feeds into future proposals, changes to existing policies, etc. Ultimately, effectively identifying and managing risks will lead to changes in the way we operate across the institute.

Next steps:

1. Workshop with and consult Heads of Schools and academic and other staff on the risk areas, processes and implementation requirements
2. Investigate, develop and roll-out an appropriate tool to support the risk management framework (i.e., the various risk registers)
3. Amend and/or create relevant policies and procedures to support a consistent approach to Academic Risk Management

4. Gain final approval for the fully developed Academic Risk Management Framework
5. Consider the most appropriate manner in which to resource this work on an ongoing basis



memo

To	Academic Board	Date	1 February 2019
From	Simon Tries Manager Te Korowai Kahurangi		
Subject	Qualification and Unit Standard Reporting Issues		

Recommendation:

That the Academic Board receive the approve the four actions identified from the investigation into the Qualification and Unit Standard Reporting issues.

Background

In May 2018, Unitec was formally advised by the New Zealand Qualifications Authority (NZQA) and the Tertiary Education Commission that they had noted discrepancies in our reporting. The number of qualification completions reported through the Single Data Return did not match the number of qualifications NZQA should have been able to award to Unitec students as a result of the completion of the relevant achievement standards (unit/assessment standards) or prescriptions (NZDipBus) reported by Unitec. The original letter, received via email, was addressed to the former Director, Academic Quality and was overlooked when she left Unitec during that same week. Unitec was queried about this matter in August, at which time an investigation into the discrepancies commenced.

Outline of Issues:

The discrepancies noted in the communication relate to 101 students with 130 discrepancies across six Programmes over the 2014 to 2017 period. The affected programmes are:

Qualification/ Prospectus Code	Programme Code	Description
NC1543	NCRE	National Certificate in Real Estate (Sales Person)
NC5121	NZDB	New Zealand Diploma in Business
NC5351	NDAT	National Diploma in Architectural Technology
NC5352	NDCM	National Diploma in Construction Management
ND5353	NDQS	National Diploma in Quantity Surveying
ND5502	NCEEE	National Certificate in Electrical Engineering (electrician)

The investigation and correction of these errors has taken a considerable amount of time and are largely due to:

- Poor data entry
- Incorrect setup of programmes in PeopleSoft

- Lack of current programme documentation
- PeopleSoft system errors
- Practice of the time resulting in TEC approval not being sought

These issues are intended, in part, to be addressed through the Data Consistency Project being undertaken by Te Korowai Kahurangi:

- Data Consistency Project, the purpose of which is to ensure that all programme data for any particular programme is consistent across all relevant platforms including: approved programme documentation, NZQA, TEC, PeopleSoft (and related IT systems) and the Unitec website. This project is underway, though still in the early stages.

Recommendation:

Recommended actions taken to resolve the issues are:

- 1. NCRE**
A correction to be sent to TEC to rescind the qualification completion for two students whose qualification completions were reported to TEC in error.
- 2. NZDB – Diploma in Business Studies (Lv5)**
 - 2.1 A correction to be sent to TEC to rescind the qualification completion for five students who were reported as completing the NZDB, when in fact they completed Diploma in Business Studies (Lv5).
 - 2.2 A request to be made to TEC for retrospective approval of the Diploma in Business (Lv5) to allow for these five completions to be reported. If TEC accepts this approach, NZQA will also need to approve an extension of time for the award of the qualification, that status of which was changed from “expiring” to “discontinued” in January 2019.
- 3. NZDB – NZQA Completion**
 - 3.1 Four students were identified as “Not-Complete” by NZQA. Four of those students’ qualification completions have since then been verified as “Complete” by NZQA following manual entry of the results required as a result of the different versions of the NZDB.
 - 3.2 One of the students didn’t meet the completion requirements for the programme. The School is intending to work with the student to resolve this issue.
- 4. NCEEE**
A correction to be sent to TEC to rescind the qualification completion for 35 students whose qualification completions for the NCEEE programme were reported to TEC in error; students had only met the requirements for NCEE2.

The students who completed NCEE2 either Completed or Completed and Graduated with a certificate of completion (Model B) if they achieved the required total units as specified in the NCEE2 regulations. Students were expected to apply to NZQA for the award of the actual National Certificate.

When this was set up in early 2000, there was an issue in obtaining Programme approval for NCEE2 and NCEE3 from NZQA and TEC. These two programmes were approved as part of NCEEE(Lv4). Within PeopleSoft these three programmes hold the same prospectus code (used for reporting to TEC through the SDR). A final resolution to this issue is still being worked through.

NDAT, NDCM and NDQS

PeopleSoft data entry errors have been identified and resolved and the relevant student results have been reported to NZQA. No further action required for these programmes.

Appendices:

1. The table below identifies the type of errors and the related programme:

Type of error	Programmes
Error in reporting correct programme completion to TEC	NZDB, NCEEE
Error in reporting unit standards to NZQA	NZDB NCEEE, NDAT, NDCM, NDQS,
Error in results entry in PeopleSoft	NZDB, NDAT, NDCM, NDQS
Error in completion entry in PeopleSoft	NCRE
Error in NZQA Qualification check	NZDB

2. The specific errors relating to each of the programmes, the actions taken or recommendation to resolve the errors are outlined in the table below.

Qualification/ Prospectus Code	Programme Code	Description	No of case	Reason	Action/Progress
NC1543	NCRE	National Certificate in Real Estate (Sales Person)	2	Two students in NCRE completion was entered on the system in error. This has been rectified on the system.	A correction to be sent to TEC to rescind the qualification completion for the two students. (Date TBC by Commercial Services)
NC5121	NZDB	New Zealand Diploma in Business	26	<ul style="list-style-type: none"> Results were entered and recorded on our system, yet they weren't successfully reported to NZQA. Manual result entry error 	Completed. Missing prescriptions were reported to NZQA.
NC5121	NZDB	New Zealand Diploma in Business	5	Programme Completions for five students who completed with the Diploma in Business Studies (Lv5) were reported in error. A correction to be sent to TEC to rescind the qualification completion for five students who were reported as completing the NZDB, when in fact they completed Diploma in Business Studies (Lv5).	A request to be made to TEC for retrospective approval of the Diploma in Business (Lv5) to allow for these five completions to be reported. If TEC accepts this approach, NZQA will also need to approve an extension of time for the award of the qualification, that status of which was changed from "expiring" to "discontinued" in January 2019.
NC5121	NZDB	New Zealand Diploma in Business	5	<p>Four students were identified as "Not-Complete" by NZQA. Four of those students' qualification completions have since then been verified as "Complete" by NZQA following manual entry of the results required as a result of the different versions of the NZDB.</p> <p>One of the students didn't meet the completion requirements for the programme. The School is intending to work with the student to resolve this issue</p>	School to work with the student to resolve the issue.

NC5351	NDAT	National Diploma in Architectural Technology	18	<ul style="list-style-type: none"> Results were entered and recorded on our system, yet these results weren't successfully reported to NZQA. Manual result entry error 	Completed. Missing standards have been reported to NZQA.
NC5352	NDCM	National Diploma in Construction Management	27	<ul style="list-style-type: none"> Results were entered and recorded on our system, yet these results weren't successfully reported to NZQA. Manual result entry error 	Completed. Missing standards have been reported to NZQA.
ND5353	NDQS	National Diploma in Quantity Surveying	12	<ul style="list-style-type: none"> Results were entered and recorded on our system, yet these results weren't successfully reported to NZQA. Manual result entry error 	Completed. Missing standards have been reported to NZQA.
ND5502	NCEEE	National Certificate in Electrical Engineering (electrician)	35	<p>35 students' completion of NCEEE programme were reported to TEC yet the records show required standards weren't reported to NZQA. It was confirmed that these students had completed required standards for NCEE2.</p> <p>The completion qualification for NCEEE for these students will be rescinded.</p>	A correction to be sent to TEC to rescind the qualification for these 35 students. Further actions and timeframes still to be determined.
Total			130		

AGENDA ITEM 4.07.

Renewal Plan & Strategy (Presentation)

SECTION 5 – NGĀ RŌPŪ TUARUA PŪRONGO | SUBCOMMITTEE REPORTS & MINUTES

Recommendations:

1. That Academic Board acknowledge that no Subcommittee Reports have been submitted.
2. That Academic Board receive the following Minutes.
 - a. Academic Approvals Committee
That Academic Board receives the Minutes of the meeting(s) of 28 November, 2018 and 29 November, 2018.
Simon Tries (Chair)
 - b. Quality Alignment Board
That Academic Board receives the Minutes of the meeting(s) of 27 November, 2018.
Debra Robertson-Welsh (Chair)
 - c. Research Committee
That Academic Board receives the Minutes of the meeting(s) of 10 September, 2018 and 8 November, 2018.
Marcus Williams (Chair)
 - d. Research Ethics Committee
That Academic Board receives the Minutes of the meeting(s) of 19 September, 2018 and 21 October, 2018.
Nigel Adams (Deputy Chair)