POARI MĀTAURANGA | ACADEMIC BOARD
Agenda Papers

Wednesday
13 March, 2019

agenda

Poari Mātauranga | Academic Board (PM-AB)

8:30am – 11:30am, Wed., 13 March, 2019

Building 115-1007

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SECTION 1
NGĀ KUPU ARATAKI | PRELIMINARIES

AGENDA ITEM 1.01. OPENING KARAKIA

AGENDA ITEM 1.02. WELCOME FROM THE CHAIR

AGENDA ITEM 1.03. 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 1.04. **NGĀ WHAKAPĀHA | ATTENDANCE, APOLOGIES & QUORATE STATUS**

Recommendation:

That Academic Board accept the Apologies of today's meeting.

AGENDA ITEM 1.05. PITOPITO KŌRERO O NGĀ HUI | MINUTES OF THE PREVIOUS MEETING

Recommendation:

That Academic Board approve the Minutes of the meeting of Poari Mātauranga | Academic Board on 13 February, 2019.

minutes

Poari Mātauranga | Academic Board

9:00am, Wednesday, 13 February, 2019
Building 180-2043

Item 0.1 Opening Karakia

Item 0.2 Ngā Whakapāha | Apologies

- Merran Davis
- Debra Robertson-Welsh

Total Apologies: 2 members
Absences: 6 members

MOTION:
That Academic Board note the apologies for the meeting.

Moved: Marcus Williams
Seconded: Teorongonui Josie Keelan

MOTION CARRIED

Section 1 – Ngā Kupu Arataki | Preliminaries

Mema Poāri Tae Ā-Tinana | Board Members in Attendance

- Simon Tries (Acting Chair)
- Nick Sheppard
- Mark McNeill
- Marcus Williams
- Teorongonui Josie Keelan
- Glenn McKay
- Chris King
- Vanessa Byrnes
- Annette Pitovao
- Falaniko Tominiko
- Simon Nash

Total in Attendance: 11 Members

Quorate Determination

The meeting was determined as being quorate.

Hunga Mahi | Staff in Attendance

- Steve Marshall
- Rosemary Dewerse
- Anna Wheeler
- Daniel Weinholz (Secretary)

Item 1.01 Pitopito Kōrero o Ngā Hui | Minutes of Previous Meeting

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

Moved: Marcus Williams
Seconded: Teorongonui Josie Keelan

MOTION CARRIED

Item 1.02 Academic Board Membership (2018)

Discussion postponed to later in the meeting, Section 3.02 ~ 3.07.

Item 1.03 Mahia Atu | Matters Arising

No matters arose.

Item 1.04 Ngā Tautapu Arotake | Actions For Review

Part A. Finite Action Items

Date Created	Item Identifier	Description	Responsibility	Status	Target Delivery Date	Date Completed
2018-05-06	2019.AB.Action-001	**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	Closed	2019-02-13	2019-02-13
2018-07-03	2019.AB.Action-002	**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	In progress	TBC	-
2018-08-28	2019.AB.Action-005	**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	Closed	-	2019-02-13
2018-08-28	2019.AB.Action-006	**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	Closed	2018-12-04	2018-12-04
2018-09-25	2019.AB.Action-007	**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	In progress	TBC	-
2018-10-23	2019.AB.Action-008	**Academic Quality and External Evaluation and Review** To report back to the Board on the EER debrief.	Debra Robertson-Welsh	Closed	2019-02-13	2019-02-13
2018-12-04	2019.AB.Action-009	**Academic Board Self-Assessment - Survey** To complete the Academic Board Self-Assessment survey before the next meeting.	Academic Board members	Closed	2019-02-13	2019-02-13

2018-12-04	2019.AB.Action-010	**Academic Board Self-Assessment - Report** To report the feedback from the Academic Board Self-Assessment survey at the next meeting.	Simon Tries	Closed	2019-02-13	2019-02-13
2019-02-13	2019.AB.Action-011	**Improvements to the Academic Committee Meeting Calendar** Investigate the feasibility, and if possible, implement the feedback in Section 3.01 of the Minutes of 2019-02-13.	Daniel Weinholz	In progress	TBC	-

Part B. Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status	Date Removed
2018-07-03	2019.AB.Standing-001	**Review of Semesterised Delivery** To provide regular progress reports.	Simon Nash	Ongoing	-
2018-07-31	2019.AB.Standing-002	**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	Ongoing	-
2018-07-31	2019.AB.Standing-003 (Agenda 1.04 Action 5)	**NZQF Proposal** (Updated) Post-consultation outcomes from NZQA will be released “early 2019”.	Simon Tries	Ongoing	-
2019-02-13	2019.AB.Standing-004	**EPI Reporting on Māori & Pasifika Success**	TBC	Ongoing	-

Part C. Discussion of Actions for Review

Review of Semesterized Delivery
2019.AB.Standing-001

- Business Intelligence had delivered a substantial amount of data showing student demand for timetable flexibility.
- Capability to provide support services for additional flexibility needs further assessment.
- At present, this work is a low priority for Unitec, but not to be dismissed.

Impact Statements
2019.AB.Standing-002

- If existing Quality and Budget processes are followed, then impact should be minimal.
- A tracker is in place to ensure that impact on suspended programmes are mitigated.
- Anticipatory solutions are being developed for possible programme completion issues.
- Pastoral care concerns are already being addressed effectively.
- Simon Nash will produce a high level summary for Academic Board to identify programmes of concern, containing:
  - each of the programmes
  - their status
  - their risk

NZQF Proposal
2019.AB.Standing-003

- Consultation closed mid-December 2018. Outcome from NZQA expected "early 2019".

Teacher Capability Recommendations for 2019
2019.AB.Action-007

- In the next few days, Mary Johnston will release news on staff capability development, including use of Professional Development Leave.

Section 2 – Whakaritenga O Tirohanga Whānui | Overview Reporting

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

Moved: Teorongonui Josie Keelan
Seconded: Marcus Williams

MOTION CARRIED

Item 2.02 Academic Quality and External Evaluation & Review (EER)

Chris King delivered a verbal update. Discussion noted:

- Acknowledgement of the great mahi of the entire EER team
- Simon Tries shall report on this as part of the larger plan around issues raised in the EER

Item 2.03.01 New Zealand Qualifications Authority (NZQA) and Institutes of Technology & Polytechnics (ITP) Sector Update (Verbal)

- Ministerial announcement on vocational education reforms
- Operations for 2019 need to continue as usual

Item 2.03.02 Programme Development Report

Presented.

Item 2.03.03 Monitoring of Degrees at Unitec

Presented.

Section 3 – He Ritenga Me Ngā Pārongo | Information Papers

Item 3.01 Academic Committee Meeting Calendar

Discussion noted:

- To add the meeting dates of the three Postgraduate and Research committees
- April Graduation is only on the 10th, not including the 9th and 11th
- To investigate posting it on The Nest
- Due to all the institutional changes happening, the calendar for 2019 will be "flexible"

Action Item Created: *2019.AB.Action-011*
Person Responsible: *Daniel Weinholz*

Item 3.02 ~ 3.07 2019 Membership of Academic Committees

Discussion concluded that:

- New memberships are driven by the new organizational structure.
- The term “Senior Academic” is intentionally undefined in order to simply have someone recognized internally as both willing and capable of informing discussion from the front line of teaching and learning.

MOTION:
That Academic Board defer approval of 2019 Membership documents to the next meeting, and approve it simultaneously with the reviewed 2019 Terms of Reference documents.

Moved: Mark McNeill
Seconded: Simon Nash

MOTION CARRIED

Item 3.08 2018 Student Complaints Annual Report

Agreement noted that the report (in spreadsheet form) needs to:

1. Go out to the Programme Academic Quality Committees (PAQC), via Daniel Weinholz.
2. The PAQCs should then include it in their meeting agendas for in-depth reading and action within their respective areas, and then
3. Report back through Ako Ahimura | Learning & Teaching Committee and Te Poari Iho | Quality Alignment Board.

Further consideration and work needs to be given to:

- how common themes in the report shall be addressed
- comparisons against previous years
- traceability of a complaint to a programme
- Contextualizing the complaints with respect to the total number of students in a programme

Discussion noted that:

- Building planners need to plan private conversation spaces into every building.
- The high percentage of complaints on enrolments indicates a much deeper issue.

MOTION:
That Academic Board receives the Student Complaints Annual Report 2018.

Moved: Simon Nash
Seconded: Annette Pitovao

MOTION CARRIED

Item 3.09 2018 Complaints Process Feedback Report

Discussion noted that

- The new process got better ratings.
- Most students thought that complaints were poorly handled.
- The issue of complaint resolution has been “kicked around” for over 18 months.
- Complaint investigation consumes large amounts of time and resources.
- The impact of this on other areas, such as Academic Appeals, is unclear.
- Placing the responsibility on Heads of Schools is undesirable.
- Unitec could consider a “de-escalation process” which is student-friendly and utilizes the Student Advocate.

Agreement was reached that the proposal should enlarge the scope of the investigator to allow them to look at best practices at other institutions and Recommendation 2 was amended accordingly, as below.

RECOMMENDATION:

That Academic Board endorse the following.
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. The investigator would have scope to gather information of relevant best practices at other institutions.

Moved: Marcus Williams
Seconded: Nick Sheppard

MOTION CARRIED

Item 3.10 Changes to Grading Systems

Steve Marshall presented, noting that:

- that this is the first iteration of the process
- Issues had been uncovered around the Assessment Based Achievement (ABA) Scheme
- He would present on these at the next meeting.

MOTION:
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.**

Moved: Simon Tries
Seconded: Mark McNeill

MOTION CARRIED

Item 3.11 Change Library Policy to Library Procedures

Discussion concluded that the proposal should simply delegate authority of the policy to the relevant Executive Director, and allow them to manage it. The recommendation was amended accordingly, as below.

RECOMMENDATION:

That Academic Board delegate authority to the Executive Director, Student Success to make changes to the Library Policy.

Moved: Annette Pitovao
Seconded: Chris King

MOTION CARRIED

Section 4 – Whakawhiti Kōrero | Discussion Papers

Item 4.01 Academic Board Self-Assessment (Discussion)

It was noted that committee members should read this in order to inform their thought on the new Terms of Reference at the next meeting.

Item 4.02 Research Competencies at Unitec (deferred from 2018-12-04)

Presented.

RECOMMENDATION:

That Academic Board approves the Research Competencies.

Moved: Marcus Williams
Seconded: Simon Nash

MOTION CARRIED

Item 4.03 Moderation Consistency Project (deferred from 2018-12-04)

Discussion noted that:

- Getting staff to complete Moderation is a common frustration.
- Moderation often unacceptably drags on past the end of the year.
- Poor practice in Moderation is a large factor behind Unitec's Category 3 status.
- The Moderation system is being improved to empower moderators to perform their functions better.

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.

Moved: Simon Nash
Seconded: Chris King

MOTION CARRIED

Item 4.04 Being a Category 1 Organisation (Discussion)

Discussion agreed to defer this item to the next meeting.

Item 4.05 Academic Risk Management Framework

After presentation by Simon Tries, discussion centred around the role of Course Coordinators, noting that:

- These roles do exist.
- Deans had been directed to appoint no academic leadership "lower than AL", but each Network then needed to develop their own unofficial models in order to function adequately.
- Project 11 needs to consider these roles further.

RECOMMENDATION:

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

Moved: Chris King
Seconded: Glenn McKay

MOTION CARRIED

Item 4.06 Qualification & Unit Standard Reporting Issues

Simon Tries and Steve Marshall presented the context of the item. It was noted that this matter has no impact on cross-credits, but only on graduation and award of qualifications.

RECOMMENDATION:

That Academic Board approve that the 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.

Moved: Simon Tries
Seconded: Nick Sheppard

MOTION CARRIED

Item 4.07 Renewal Plan & Strategy (Presentation)

Discussion agreed to defer this item to the next meeting.

Section 5 – Ngā Rōpū Tuarua Pūrongo | Subcommittee Reports & Minutes

Item 5.01 Subcommittee Chair Reports

Nothing of note.

Item 5.02 Subcommittee Minutes

Nothing of note.

Section 6 – Ētahi Kaupapa Anō | Other Business

Item 6.01 Glenn McKay: Update on Maori Success Strategy

Glenn McKay presented a verbal update of the progress and short-term planned actions for delivery and implementation of the Strategy.

Item 6.02 Simon Tries: Educational Performance Indicator (EPI) Reporting on Maori and Pasifika Success

Discussion concluded that this report become a Standing Item on the Agenda.

Action Item Created:	*2019.AB.Standing-004*
Person Responsible:	*TBC*

Item 6.03 Details of Next Meeting

Time:	9:00am – 11:00am, Wednesday, 13 March, 2019
Location:	Building 115-1007 → NOT in the same room as 13 February
Submissions by:	COB on Friday, 1 March, 2019
Chair:	Merran Davis

Item 6.04 Closing Karakia

Simon Nash delivered the Closing Karakia

READ & CONFIRMED Chair: ……

Date: ……

AGENDA ITEM 1.06. MAHIA ATU | MATTERS ARISING

AGENDA ITEM 1.07. NGĀ TAUTAPU AROTAKE | ACTIONS FOR REVIEW

Part A. Finite Action Items

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Part B. Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status	Date Removed
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2018-07-31	2019.AB.Standing-002	**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	Ongoing	-
2018-07-31	2019.AB.Standing-003 (Agenda 1.04 Action 5)	**NZQF Proposal** (Updated) Post-consultation outcomes from NZQA will be released “early 2019”.	Simon Tries	Ongoing	-
2019-02-13	2019.AB.Standing-004	**EPI Reporting on Māori & Pasifika Success**	TBC	Ongoing	-

SECTION 2
TO BE RECEIVED

AGENDA ITEM 2.01. NGĀ RŌPŪ TUARUA PŪRONGO | SUBCOMMITTEE REPORTS & MINUTES

Recommendations:

1. **That PM-AB receive Chair Reports from the following Subcommittees:**

    a. **Unitec Ako Ahimura**
    2019-03-04 // Simon Nash

    b. **Postgraduate Research & Scholarships Committee**
    2019-03-04 // Marcus Williams

    c. **Unitec Research Committee**
    2019-03-04 // Marcus Williams

2. **That PM-AB receive Minutes from the following Subcommittees:**

    (none)

To	Academic Board	**From**	Simon Nash Chair Ako Ahimura Committee
Title	Ako Ahimura Subcommittee Chair Report for AB Mtg 20190313	**Date**	4 March 2019

Purpose

To report on the Ako Ahimura Sub-Committee's current main items in its programme of work.

Recommendation

That Academic Board receive this Ako Ahimura Sub-Committee report.

Key Points

The Committee has not met yet in 2019, as we are waiting for AB approval of new Committee membership.

Main items of work carried over from 2018, and new items are:

- The Committee to draft a workplan for 2019 for Academic Board approval.
- Consulting with Unitec staff on the use of micro-credentials ('badges') and establishing a Unitec-wide position on their introduction, use and governance.
- A Working Party is reviewing the existing Unitec Learning & Teaching Strategy, including the Living Curriculum, the Poutama, a digital learning strategy, and Learning & Teaching Models.
- Operationalising a decision to make compulsory a module on Academic Integrity for all students new to Unitec..

memo

To	Unitec Academic Board	Date	4 March 2019
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Postgraduate Research and Scholarship Committee (PGRSC)		

Simon Tries and Daniel Weinholz joined the committee to discuss administrative support for the Academic Leaders of masters and doctoral programmes. A small working party was formed to list the tasks involved, this has subsequently been completed and submitted to Project 11.

The badging of supervisor professional development is under development.

The archiving of 60 credit and lower research theses has been resolved.

The scope of a potential review of the service provision for ethical research was presented and discussed.

memo

To	Unitec Academic Board	Date	4 March 2018
From	Marcus Williams Dean Research and Enterprise	Phone No.	021 401 965
Subject	Sub Committee Chair Report – Unitec Research Committee		

The February meeting of the committee was inquorate, it focused on a discussion about future membership and the terms of reference.

This informed the proposal for constituting a new committee in response the new school-based structure at Unitec which was widely consulted with the committee and the Heads of Schools through emails and will be presented to the March Academic Board.

NZQA and ITP Sector Notes – Academic Board March 2018

NZQA signs contract for online marking system
NZQA have signed a contract for the use of an online marking system for 14 NCEA exam subjects, to begin in November of this year. The contract is with RM Results, a division of RM Education Ltd, a British company that specialises in providing information technology products and services to educational organisations and establishments.
https://www.nzqa.govt.nz/about-us/news/nzqa-signs-contract-for-online-marking-system/

NZQF consultation summary released
NZQA has released its summary of the feedback to the consultation on proposed changes to the New Zealand Qualifications Framework (NZQF).

NZQA received 64 responses to the consultation on proposed changes.
Key points were:

1) That a wider range of education products be recognised and included on the NZQF to promote greater choice, flexibility and employment opportunities and better reflect the contemporary learning environment. If accepted NZQA quality assurance processes would need to be robust as concerns were raised about the risk of proliferation and confusion.
2) To more explicitly embed transferable competencies in the NZQF (i.e. critical thinking, communication, collaboration and citizenship) because digitalisation and automation are creating changes that must be met with changing skills, competencies and capabilities within the workforce.
3) That the following technical issues in the NZQF be addressed:
    - Consider the level of trades qualifications on the NZQF, and the extent to which differences in parity of esteem are driven by the architecture of the NZQF or other considerations
    - Clarify the utility of Level 7 Diplomas and consider removing them as a qualification type
    - Clarify the qualification definitions for Level 8 Bachelor Honour degrees
    - Clarify level 7 to include degree apprenticeships
    - Update the level descriptors
    - Clarify the proportion of credits that must be at a particular level in some qualifications e.g. Master's Degrees
    - Clarify the three different routes to a Master's Degree
    - Review the purpose of Graduate Certificates and Graduate Diplomas
    - Review the qualification type naming conventions in the NZQF i.e. certificates are available from level 1 to level 6 and that Diplomas are available from level 5 to level 7
    - That the purpose and outcome statements of some qualification types needed to be strengthened
    - Literacy and numeracy standards needed to be more explicit.
4) That the NZQF be more accessible, easier to use and more relevant to stakeholders, particularly for learners, parents, employers, iwi and community. Many of these stakeholders currently engage with the NZQF through intermediaries such as secondary schools and tertiary education providers.

The consultation document is available here https://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/NZQF-Review/NZQF-consultation-paper-231018-Final.pdf

NZQA workshops
Two Unitec Staff attended an NZQA workshop in February, to help in the development of regulatory strategy and approach. NZQA wanted to identify if there is a need for more sector capability building, particularly in relation to TEOs meeting their regulatory obligations. The workshops were interactive and gathered feedback and insights on:

1. Our draft regulatory approach which includes a purpose statement, proposed approach and draft principles (attached)
2. Your capability needs, if any, in relation to meeting your regulatory obligations (complying with the requirements of the Act, the Rules and the various process in place to support these).

Public Consultation on the reform of Vocational Education
On 13th February the Minister for Education launched the public consultation on the Government's proposals for reform of Vocational Education. Consultation will run over 6 weeks until 27th March 2019. Following consultation, Cabinet will decide on the proposed changes mid-2019, with legislation to be introduced late in 2019.

Link to Kōrero Mātauranga
https://conversation.education.govt.nz/conversations/reform-of-vocational-education/

AGENDA ITEM 2.02.2. PROGRAMME DEVELOPMENT REPORT

(Verbal update)

AGENDA ITEM 2.02.3. MONITORING OF DEGREES AT UNITEC

(Verbal update)

AGENDA ITEM 2.03. MĀORI SUCCESS STRATEGY

(Verbal update)

AGENDA ITEM 2.04. CHANGES TO GRADING SYSTEMS

(Verbal update)

AGENDA ITEM 2.05.

Renewal Plan & Strategy (Presentation)

SECTION 3
PAPERS FOR APPROVAL

To: Poari Mātauranga Academic Board Date: 5 March 2019

From: Simon Tries, Manager, Te Korowai Kahurangi

Subject: Revision of Academic Board Membership and Terms of Reference and the Academic Statute

Recommendation

That the Academic Board endorse, for approval by Council, the Academic Board Membership and Terms of Reference, and the revised Academic Statute.

Justification

These changes are necessary to improve consistency in the wording of the Membership and Terms of Reference document for Academic Board, and to remove references to documents and positions that may not be current, or that require amendment. The terms of reference have been removed from the Academic Statute so that they are more readily accessible and to align Unitec with the practice of other ITP providers.

Background

A recent review of the Membership and Terms of Reference 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 and Terms of Reference and Academic Statute will be implemented and published to the Nest and H Drive.

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

Contributors

Simon Tries – Manager Te Korowai Kahurangi

Simon Nash – Director Ako, Learning and Teaching

Debra Robertson Welsh – Interim Category One Lead

Attachments

Proposed *Membership and Terms of Reference* of Academic Board

Proposed amendments to the *Academic Statute*

Academic Statute

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1. INTRODUCTION

This statute is made by Council pursuant to section 194 of the Education Act 1989.

1.1. Interpretation

In this statute:

a) Defined terms are set out in Schedule 1 to this statute;
b) Section headings and other headings are for ease of reference only and will be ignored in interpreting the statute;
c) Any reference to any gender includes all genders and a reference to the singular includes the plural and vice versa;
d) Any reference to specific organisational units and/or roles is superseded by organisational changes that result in changed structures/titles, where the functions remain;
e) Unless the context otherwise requires, references to sections and schedules are references to sections and schedules of this statute and references to a paragraph in a schedule are references to a paragraph in that schedule;
f) Any reference to a statute or regulation will be construed as a reference to that statute or regulation as amended or re-enacted from time to time;
g) Except where defined in this statute or where it is inconsistent with the context, words used shall bear the meaning set out in section 159 of the Education Act 1989.

2. SCOPE

2.1. Purpose

The purpose of this statute is to establish formally the principles and systems by which academic quality and processes will be managed at Unitec.

2.2. Application

a) The scope of this statute extends to all learning, teaching and research activities delivered by and on behalf of Unitec and applies to all Students, staff, adjunct faculty and contractors of the institute.
b) This statute shall have ongoing effect, may be reprinted in due course and may be amended at any time by Council after requesting the advice of the Academic Board and considering any advice given by the Academic Board. Any such amendments shall either be incorporated in the published information on Programmes and Courses or be notified in writing to all Students affected by the variation. The latest approved electronic version of this Statute shall be the authoritative version.
c) If a Programme is subject to an external authority with respect to the award of an academic Qualification, then where this statute is in conflict with the regulations of that authority, and if this statute cannot be amended by Council in a timely manner to conform to the regulations of that authority, the Academic Board may choose, but will not be obliged, to direct that the regulations of the external authority shall apply.
d) If there is a conflict with this statute and/or a Unitec policy in the collaborative development and/or delivery of a Programme, this statute hereby provides for the Academic Board to exercise discretion, within the bounds of law and with regard to external regulatory standards, to approve exceptions, on a case by case basis.

2.3. Principles

Academic quality will be managed in accordance with external regulatory standards and relevant statutory requirements and with regard for the following principles of Te Noho Kotahitanga:

2.3.1. Rangatiratanga – Authority and Responsibility

Academic quality is governed and managed through appropriate delegation of authority and responsibility.

2.3.2. Whakaritenga – Legitimacy

Academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions.

2.3.3. Kaitiakitanga – Guardianship

Council delegates responsibility of guardianship over academic quality matters and maintenance of the administrative accuracy of this statute to the Academic Board.

2.3.4. Mahi Kotahitanga – Co-operation

Academic quality systems and processes are developed in co-operation with appropriate partners with the understanding that all such partners share accountability for executing these in a way that supports educational performance and related evaluative questioning, development and improvement.

2.3.5. Ngākau Mahaki – Respect

These operating principles are conducive to a high-trust environment, based on respect, transparency in decision-making and consultative processes of policy development.

2.4. Quality Management System

The Academic Board shall draw up and revise from time to time a Quality Management System to ensure that there are comprehensive and coherent policies and processes that enable effective governance and management of all aspects of operations that impact Student learning, staff and Student research, and academic services, including:

a) Programme design, development and review
b) Programme delivery and assessment
c) Student guidance and support systems
d) Student achievement
e) Student and staff research
f) Professional development
g) Monitoring and external evaluation.

2.5. Requirements of Policies and Processes

All academic policies and processes will:

i) Apply the principles of Te Noho Kotahitanga
ii) Be developed from meaningful consultation with relevant Stakeholders

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iii) Provide for regular review.

3. GOVERNANCE AND MANAGEMENT

There shall be an Academic Board responsible to Council for ensuring appropriate systems are established, implemented and monitored to manage academic quality and processes at Unitec.

Te Poari Mātauranga Academic Board

3.1. Purpose

The purpose of te Poari Mātauranga | Academic Board is to:

1) Advise Council on matters relating to Programmes of study or training, Qualifications, and other academic matters
2) Exercise the powers delegated to it by Council

3.2. Membership and Terms of Reference

The powers, functions and membership of te Poari Mātauranga Academic Board shall be described in the current Membership and Terms of Reference for Te Poari Mātauranga Academic Board as approved by Council.

3.3. Accountability

The Academic Board is accountable to Council for ensuring appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System.

3.4. Responsibility

Responsibilities relating to the implementation of academic policies and processes shall be determined by Academic Board annually, or from time to time in response to identified needs and/or at the request of Council.

4. ACADEMIC QUALITY OUTCOMES

The outcomes intended to be achieved through the establishment of the principles and systems in this statute are:

1) Students who successfully complete their studies, and achieve Qualifications relevant to their career aspirations
2) Relevant Qualifications that maintain currency
3) Programmes that are academically robust and vocationally relevant
4) Research that adds value to Unitec and/or its Stakeholders
5) Rigorous evidence-based self-assessment that is used to inform development and improvement.

5. STUDENT ACHIEVEMENT

1) Student achievement will be supported by policies and processes that:
   i) ensure transparency and accuracy of internal and external reporting
   ii) align with organisational commitments in the Investment Plan
   iii) include Student participation in decision-making
   iv) are cognisant of the diverse needs and circumstances of the Student population.

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2) These policies and processes will include, but are not limited to:
   a) Student achievement
   b) Student progression
3) The Academic Board is accountable for ensuring appropriate systems are in place and for evaluating the effectiveness of these systems towards increasing educational performance.
4) Responsibility for implementing these systems will be determined annually by Academic Board and communicated to relevant organisational units and/or staff with time to negotiate appropriate workload planning and resource provision.

6. STAKEHOLDER ENGAGEMENT

1) All policies and processes within the Academic Quality Management System shall advocate representation and active participation of Stakeholders in decision making, for the purposes of:

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i) determining the degree to which Stakeholder needs are being met
ii) considering the views and interests of all affected Stakeholders
iii) responding to trends and developments in the wider community
iv) applying the principles of Te Noho Kotahitanga.

2) Academic Board is accountable for ensuring academic decisions are informed and supported by appropriate Stakeholders, or representatives thereof.
3) In section 3.1(4) the establishment of subcommittees will include appropriate Stakeholders in membership requirements that represent, where possible and practicable, the interests of:
   a) Students and graduates
   b) Employers and industry
   c) Professional associations and regulatory bodies
   d) Māori and iwi
   e) Local and regional community groups.
4) All organisational units and/or staff are responsible for obtaining Stakeholder input, including feedback and/or advice to inform decisions relating to academic developments and experiences.

7. QUALIFICATIONS AND PROGRAMMES

1) Qualifications/Programmes shall satisfy all legal requirements and meet the needs of relevant Stakeholders.
2) All Qualifications/Programmes shall be informed by self-assessment practice that emphasises:
   i) user-centred development
   ii) robust peer review
   iii) collective decision-making
   iv) responsiveness in that decision-making.
3) Policies and processes that support the management of Qualifications and Programmes will include, but are not limited to:
   a) Qualification/Programme development and approval
   b) Delivery arrangements
   c) Teaching & learning ventures
   d) Assessment and moderation
   e) Credit recognition
   f) Programme review
   g) External monitoring
   h) Programme evaluation.
4) The Academic Board is accountable for ensuring appropriate delegated authority to manage new and ongoing operations of all Qualifications/Programmes.
5) Responsibilities for academic decision-making relating to the management of Qualifications/Programmes will be delegated pursuant to this statute.

8. TEACHING AND RESEARCH

1) Learning and teaching activities, including those associated with research, shall be designed in accordance with relevant policies and processes to:

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i) support educational achievement
ii) foster Student engagement
iii) prepare Students for employment and/or educational pathways.

2) These policies and processes address, but are not limited to:
   a) Teaching and learning strategies
   b) Teaching and learning evaluation
   c) Research projects
   d) Research culture and strategy
   e) Research outputs.
3) The Academic Board is accountable for establishing appropriate mechanisms to oversee effective teaching and research practice.
4) Responsibilities relating to learning, teaching and/or research activities are specified in position descriptions, as appropriate, and managed under Unitec's performance and development system.

8.1. Research Ethics Committee

There shall be a Research Ethics Committee which shall be responsible to Council through the Academic Board and which shall have power to report directly to Council.

1) The powers and functions of the Research Ethics Committee shall be to:
   a) recommend to the Academic Board policy and processes for ensuring that Unitec's research complies with ethical standards and international best practice;
   b) approve research projects by staff and Students with respect to ensuring compliance with ethical standards and international best practice;
   c) approve protocols for ensuring that research complies with ethical standards;
   d) provide advice and guidance with regard to ethical standards related to research to anyone undertaking research at Unitec; and
   e) provide an avenue for handling complaints or queries made in relation to the ethics of research at Unitec.
2) Membership and practice of the Research Ethics Committee shall be in accordance with the National Standards for Ethics Committees and the Health Research Council's Guidelines on Ethics in Health Research.
3) Membership shall also include Student membership.

9. STUDENT SUPPORT

1) There shall exist accessible, effective and culturally-appropriate means for Students to obtain academic material and required assistance to support academic achievement.
2) Policies and processes encompass, but are not limited to:
   a) Course information
   b) Academic literacies
   c) Research guidance and supervision
   d) Student complaints
   e) Student appeals.
3) Organisational units and/or staff with responsibility for Student support systems may be required to report to Academic Board from time to time, to inform evaluations of

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effectiveness and/or provide data that contributes to the oversight of educational performance.

4) Student support systems are informed by and responsive to Student needs, operate ethically and consider the overall wellbeing and experience of Students.

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SCHEDULE 1. DEFINITIONS

In this statute, unless the context otherwise requires, the following definitions shall apply:

"Academic Board"	means the Academic Board of Unitec established by Council pursuant to section 182 (2) of the Education Act 1989 and its amendments.
“Chief Executive”	means the person appointed by the Council to the office of Chief Executive of Unitec pursuant to section 180 (1)(a) of the Act.
"Council"	means the governing body of Unitec established under section 165 of the Education Act 1989.
"Course"	means a self-contained block of study for which Credits are granted upon successful completion.
"Credit Recognition"	means the award of Credit to a Student in recognition of successful equivalent study, at the same or a higher level, in the context of another Programme and in accordance with Unitec’s policy on Credit Recognition.
“Investment Plan”	means the plan approved by the Tertiary Education Commission that describes Unitec’s commitments to achieving Government priorities, our Programme offerings and related activities and the proposed outcomes with relevant performance indicators, over a defined period.
"NZQA"	means the New Zealand Qualifications Authority.
"Programme"	means a self-contained block of study or training or a combination of Courses with which a Student is required to be Credited in order to be awarded a specified Qualification by Unitec.
"Qualification"	means either a certificate, diploma, degree, conjoint degree, graduate certificate, graduate diploma, postgraduate certificate or postgraduate diploma approved by Unitec, ITPNZ or NZQA and awarded by Unitec or NZQA.
“Quality Management System”	or (QMS) means the system of defined organisational structures, processes, responsibilities and resources used to assure quality, as approved by the Academic Board.
“Research Ethics Committee”	means the committee constituted under section 8.1 of this statute.
“Stakeholder”	means a person, group, or organisation who affects or can be affected by Unitec’s actions and/or decisions.
"Student"	means a person enrolled for one or more Courses/Programmes at Unitec.
“Unitec”	means Unitec Institute of Technology.

REFERENCE DOCUMENTS

[1] Education Act 1989

[2] Academic and Programme Management Policy

[3] Student Disciplinary Statute

DOCUMENT DETAILS

Version:	1.2	**Issue Date this Version:**	02/05/2016
This Version Approved by:	Academic Board	**Date of Approval:**	30/03/2016
Document Owner:	Executive Dean	**Document Sponsor:**	Chief Executive
Date of Next Review:	June 2015		
Date first version issued:	27/ 06 / 2013	**Original Approval Body:**	Council

AMENDMENT HISTORY

Version	Issue Date	Reason for Revision	Approved by
1	27/06/2013	Formal Periodic Review of previous Academic Statute resulting in major changes – Statute's purpose now significantly different from previous versions, hence this Statute being Version 1. Statute's purpose is now to outline the overarching systems and principles Unitec will apply to manage academic quality and processes. Administrative / operational content of previous Statute removed to a new policy document 'Academic Management Policy.'	Council
1.1	10/09/2015	Minor update in Reference Documents Section	Academic Service Centre
1.2	02/05/2016	Updated to reflect new roles, positions and committee structures	Academic Board

Poari Mātauranga | Academic Board

Membership and Terms of Reference

1. HOAKETANGA | PURPOSE

The purpose of Poari Mātauranga | Academic Board is to:

1.1 Advise Council on matters relating to Programmes of study or training, Qualifications, and other academic matters
1.2 Exercise the powers delegated by Council in Section 3 of this document

2. KAUPAPA | VALUES

2.1 Poari Mātauranga | Academic Board work is framed within the values of Rangatiratanga and Kaitiakitanga. The Committee employs the values of Mahi Kotahitanga and Ngākau Māhaki in its working processes.
2.2 Poari Mātauranga | Academic Board performs as a high-performance team with advanced skills in collaborative problem solving and co-creation of academic priorities.
2.3 Poari Mātauranga | Academic Board is accountable to Council for ensuring appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System.
2.4 Poari Mātauranga | Academic Board sets the priorities for all of its Sub-committees.

3. RANGATIRATANGA | AUTHORITY AND RESPONSIBILITIES

The authority and responsibilities of Poari Mātauranga | Academic Board shall be:

3.1 to advise Council on academic strategies and set Unitec academic direction;
3.2 to oversee and report to Council on educational performance and outcomes;
3.3 to ensure the effective operation and outcomes of Unitec's evaluative quality assurance framework;
3.4 to approve academic policies and the delegation of authority for their implementation;
3.5 to recommend to Council changes to any relevant Unitec statute/s;
3.6 to advise Council on matters relating to courses of study or training, awards, and other academic matters, including:
  3.6.1 to approve new courses of study or training and significant changes to existing Programmes, and,
  3.6.2 to submit these to the relevant external approval and accrediting body (e.g. NZQA);
3.7 to maintain the integrity of the Quality Management System;

3.8 to confer or award Qualifications to which Unitec's seal may be affixed;
3.9 to establish and oversee subcommittees and delegate responsibilities to such committees or members of the staff of Unitec as Poari Mātauranga | Academic Board considers necessary for its efficient and effective operation;
3.10 to undertake any other business as delegated or authorised by Council.

4. ACCOUNTABILITY AND REPORTING

4.1 Poari Mātauranga | Academic Board is accountable to Council, and shall report to the Council following each meeting.

5. MEMBERSHIP AND APPOINTMENTS

5.1 Appointment *ex officio* shall comprise:

- Chief Executive (Chair)
- Executive Dean, Academic
- Director, Ako
- Director, Research and Enterprise
- Director, Pacific Success
- Director, Māori Success
- Director, Student Success
- Director, International Success
- Manager, Te Korowai Kahurangi
- President, Student Council
- Chairs of:
  - Ako Ahimura | Learning and Teaching Committee
  - Te Poari Iho | Quality Alignment Board
  - Rōpū Whakaae Mātauranga **|** Academic Approvals Committee
  - Postgraduate Research & Scholarships Committee

5.2 Appointment via nomination shall comprise:

- One member of the Executive Leadership Team, as nominated and appointed by the Chief Executive
- One student representative, as nominated and appointed by the Student Council
- Two Heads of School, as nominated by the collective Heads of School and appointed by the Executive Dean, Academic
- Two Programme Managers, as nominated by Te Poari Iho | Quality Alignment Board and appointed by the Director, Ako
- Two Senior Academics, as nominated by Ako Ahimura | Learning and Teaching Committee and appointed by the Director, Ako

5.3 Additional members may be co-opted by Poari Mātauranga | Academic Board as necessary for a defined period or specific purpose.

5.4 The Chairperson of the Board shall be the Chief Executive or a nominee, or such other person appointed by Council, who will have the right to determine periods of membership and set procedures for the operation of Poari Mātauranga | Academic Board.
5.5 The term of office of appointed members shall be two years.
5.6 Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.

6. REVIEW GUIDELINES

6.1 Poari Mātauranga | Academic Board shall review its Terms of Reference annually.

7. MEETING QUOROM AND CONDUCT

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

8. SUBCOMMITTEES

8.1 Poari Mātauranga | Academic Board shall have the authority to establish subcommittees, and determine their memberships and terms of reference.
8.2 Establishment of subcommittees will include appointment of Chair, Terms of Reference, membership requirements, reporting responsibilities to the Board, extent of decision-making powers and period for which delegated authority is granted.

Approval Details

Version: 0.9

Key changes:

- Aligned with other committee ToRs for submission to Poari Mātauranga | Academic Board

Last updated: 2019-03-06

Editor:

Daniel Weinholz
Specialist - Committee Support, Te Korowai Kahurangi

Approval date: N/A

Approved by: N/A

Date: 5 March, 2019

To: Poari Mātauranga | Academic Board

From: Simon Tries, Manager, Te Korowai Kahurangi

Subject: Review of Subcommittee Membership and Terms of Reference

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Recommendation

That the Academic Board approve the revised Membership and Terms of Reference of the following subcommittees:

- Rōpū Whakaae Mātauranga Academic Approvals Committee
- Ako Ahimura Learning and Teaching Committee
- Te Poari Iho 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

There has been little change to the actual terms of reference for any of the subcommittees.

Next Steps

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

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

Contributors

Simon Tries – Manager, Te Korowai Kahurangi

Simon Nash – Director Ako, Learning and Teaching

Debra Robertson-Welsh – Interim Category One Lead

Attachments

Membership and Terms of Reference for:

- Rōpū Whakaae Mātauranga | Academic Approvals Committee
- Ako Ahimura | Learning and Teaching Committee
- Te Poari Iho | Quality Alignment Board

Rōpū Whakaae Mātauranga | Academic Approvals Committee
Membership and Terms of Reference

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

1. HOAKETANGA | PURPOSE

1.1. To ensure that any application for new or amended academic provision which is required to be approved externally meets relevant external requirements and is aligned to Unitec Strategy and meets Unitec’s internal requirements.

2. KAUPAPA | VALUES

2.1. The Committee is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Heads of School.
2.2. The Committee is accountable to Poari Mātauranga | Academic Board.

3. RANGATIRATANGA | AUTHORITY AND RESPONSIBILITIES

The Committee shall operate so as to:

3.1. Recommend to Poari Mātauranga | Academic Board regulations for the granting of the Institute’s qualifications and awards.

3.2. To recommend to Poari Mātauranga | Academic Board criteria and processes to be used for the approval of:

- academic provision, including courses, training schemes, programmes and qualifications
- delivery of partnered programmes
- teaching locations/sites
- sub-contracted delivery

3.3. Review applications for academic provision which require external approval and recommend approval to Poari Mātauranga | Academic Board.

4. ACCOUNTABILITY AND REPORTING

4.1. The Committee is accountable to Poari Mātauranga | Academic Board for its actions.
4.2. The Committee shall report to Poari Mātauranga | Academic Board following each meeting.

5. MEMBERSHIP AND APPOINTMENTS

5.1. Appointment ex officio shall comprise:
- Manager, Te Korowai Kahurangi
- Manager, Te Puna Ako
- Director, Māori Success or nominee
- Director, International Success or nominee
- Lead - Programme Development and Management, Te Korowai Kahurangi
- Business Analyst, Business Support (operational TEC liaison role)

5.2. Appointment via nomination shall comprise:
- One Senior Academic from each School, nominated and appointed by the Head of School

5.3. Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.
5.4. The Chair of Poari Mātauranga | Academic Board shall appoint the Chair of the Committee.
5.5. The term of office of appointed members shall be two years.
5.6. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.
5.7. Appointments shall be reviewed at or following the February meeting of Poari Mātauranga | Academic Board each year.

6. REVIEW GUIDELINES

6.1. The Committee shall review its Terms of Reference annually.

7. MEETING QUOROM AND CONDUCT

7.1. Quorum shall be defined as a majority of the members currently appointed to the Committee.

Approval Details

Version: 0.2
Key changes:

- Aligned with other committee ToRs for submission to Academic Board

Last updated: 2019-03-06
Editor:
Daniel Weinholz
Specialist - Committee Support, Te Korowai Kahurangi
Approval date: N/A
Approved by: N/A

Ako Ahimura | Learning and Teaching Committee

Membership and Terms of Reference

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

1. HOAKETANGA | PURPOSE

1.1. To provide Unitec with strategic directions and priorities for learning and teaching and maintains related institutional policies, protocols and associated processes.

2. KAUPAPA | VALUES

2.1. The Committee is framed within the values of Rangatiratanga and Kaitiakitanga.
2.2. The Committee performs as a high-performance team with advanced skills in partnering for successful and collaborative problem solving for academic priorities set out by Poari Mātauranga | Academic Board.
2.3. The Committee partners Te Poari Iho | Quality Alignment Board to set the priorities for Programme Academic Quality Committees.

3. RANGATIRATANGA | AUTHORITY AND RESPONSIBILITIES

The Committee shall operate so as to:

3.1 Plan, advise and report on the strategic direction of learning and teaching at Unitec including recommendations to Poari Mātauranga | Academic Board.
3.2 Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, systems and structures
3.3 Promote and support the application of good learning and teaching practice within Unitec including but not limited to curriculum, programme and course design.
3.4 Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula.

4. ACCOUNTABILITY AND REPORTING

4.1. The Committee is accountable to Poari Mātauranga | Academic Board for its actions.
4.2. The Committee shall report to the Poari Mātauranga | Academic Board following each meeting.

5. MEMBERSHIP AND APPOINTMENTS

5.1. Appointment *ex officio* shall comprise:

- Director, Ako
- Director, Māori Success or nominee

- Director, Pacific Success or nominee
- Director, Student Success or nominee
- Director, International Success or nominee
- Director, Research and Enterprise or nominee
- Digital Learning Lead
- Manager, Te Korowai Kahurangi
- Manager, Te Puna Ako
- Student President,or nominee

5.2. Appointment via nomination shall comprise:

- One Head of School, appointed by the Executive Dean, Academic
- One Senior Academic from each school, appointed by each Head of School

5.3. Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.

5.4. The Chair of Poari Mātauranga | Academic Board shall appoint the Chair of the Committee.

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

5.6. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.

5.7. Appointments shall be reviewed at or before the February meeting of Poari Mātauranga | Academic Board each year.

6. REVIEW GUIDELINES

6.1. The Committee shall review its Terms of Reference annually.

7. MEETING QUOROM AND CONDUCT

7.1. Quorum shall be defined as a majority of the members currently appointed to the Committee.

Approval Details

Version: 0.5

Key changes:

- Aligned with other committee ToRs for submission to Poari Mātauranga | Academic Board

Last updated: 2019-03-06

Editor:

Daniel Weinholz
Specialist - Committee Support, Te Korowai Kahurangi

Approval date: N/A

Approved by: N/A

Te Poari Iho | Quality Alignment Board

Membership and Terms of Reference

Unless specified otherwise, the word "Committee" in this document refers to Te Poari Iho | Quality Alignment Board.

1. HOAKETANGA | PURPOSE

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

2. KAUPAPA | VALUES

2.1. The work of the Committee is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Schools

2.2. The Committee is accountable to Poari Mātauranga | Academic Board for ensuring the management, monitoring and evaluation of the Academic Quality Management System.

3. RANGATIRATANGA | AUTHORITY AND RESPONSIBILITIES

The Committee shall operate so as to:

3.1. Oversee and monitor the application and effectiveness of the Institute's academic quality assurance system, including the provision of advice on the policies and operating procedures that support it.

3.2. Evaluate the services that support learning and teaching activities and make recommendations for continuous improvement to the Academic Board.

3.3. Provide oversight of the Programme Academic Quality Committees

3.4. Identify good practice within the Institute and promote its dissemination.

3.5. Identify common themes of causes for concern within the Institute and make recommendations for their analysis and resolution.

4. ACCOUNTABILITY AND REPORTING

4.1. The Committee is accountable to Poari Mātauranga | Academic Board for its actions.

4.2. The Committee shall report to Poari Mātauranga | Academic Board following each meeting.

5. MEMBERSHIP AND APPOINTMENTS

5.1. Appointment ex officio shall comprise:

- Director, Ako
- Director, Māori Success or nominee

- Director, Pacific Success or nominee
- Director, Student Success or nominee
- Director, International Success or nominee
- Director, Research and Enterprise or nominee
- Lead – Quality Systems, Te Korowai Kahurangi
- Manager, Te Korowai Kahurangi
- General Manager, Operations or nominee
- Student President, or nominee

5.2. Appointment via nomination shall comprise:

- One Head of School, nominated and appointed by the Executive Dean, Academic
- One Senior Academic from each School, nominated and appointed by each Head of School

5.3. Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose.

5.4. The Chair of Poari Mātauranga | Academic Board shall appoint the Chair of the Committee. The term of office of appointed members shall be one year.

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

5.6. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.

5.7. Appointments shall be reviewed at or before the February meeting of Poari Mātauranga | Academic Board each year.

6. REVIEW GUIDELINES

6.1. The Committee shall review its Terms of Reference annually.

7. MEETING QUOROM AND CONDUCT

7.1. Quorum shall be defined as a majority of the members currently appointed to the Committee.

Approval Details

Version: 0.3

Key changes:

- Aligned with other committee ToRs for submission to Poari Mātauranga | Academic Board

Last updated: 2019-03-06

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 Dean Research and Enterprise	Phone No.	021401965
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: 16st 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 Heath 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 Jauny	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	26/02/2019
CC			
From	Marcus Williams Dean Research and Enterprise	Phone No.	021401965
Subject	Unitec Research Committee (URC) membership for year 2019		

Context:

As per the Conduct of Research Policy the appointments of the terms of reference and membership shall be outlined to the Academic Board aach year. Please find below the terms of reference and membership of URC for the year 2019.

Unitec Research Committee Terms of Reference

The powers and functions of the Unitec Research Committee (URC) shall be to:

(a) Foster the conduct of research, and support the achievement of Unitec's strategic research, enterprise and innovation priorities;

(b) Propose and advise on strategic directions and priorities for research, enterprise and innovation;

(c) Provide expert advice on institutional policy;

(d) Develop protocols and guidelines and make recommendations in relation to the conduct of research, enterprise and innovation;

(e) Oversee the Grants Advisory Committee and the reporting of funded projects;

(f) Encourage and enhance the development of the research, enterprise and innovation culture along with student and staff research capability;

(g) Oversee the monitoring of research outputs and research reporting; and,

(h) Foster transdisciplinary, collaborative and externally engaged research, enterprise and innovation.

Unitec Research Committee Terms of Reference

Director of Research and Enterprise (Chair)
Māori representation
Pacifika representation
Industry Workforce Development
Director High Tech Transdisciplinary Research Network
Knowledge Specialist, Learning and Achievement
Representation from each school
ePress Editor (non-voting)

The above representation must in sum comprise the following;
2 X New and Emerging Researchers

2 X Early Career Researchers
2 X Professoriate

2019 Membership

Member Name	Committee Role
Associate Professor Marcus Williams	Chair - Director, Research and Enterprise
Asma Munir	Secretary
Dr Falaniko Tominiko	Director, Pacific Success or nominee
Dr Jo Mane	Director, Māori Success or nominee
Myls Durrant	One Member of the Student Council nominated by the Student Council
Professor Christian Probst	Director, High Technology Transdisciplinary Research
Heather Stonyer	Director Industry Partnerships or nominee
Susan Eady	Knowledge Specialist
Dr Helen Gremillion (Associate Professor)	Healthcare and Social Practice
Yusef Patel (New and Emerging)	Architecture
Roger Birchmore (Early Career)	Building Construction
Dr Lian Wu (Associate Professor)	Community Studies
Dr Iman Ardekani (Associate Professor)	Computing and IT
Dr Leon Tan (Associate Professor)	Creative Industries
Dr Jonathan Leaver (Associate Professor)	Engineering and Applied Technology
Dr Kristie Cameron (Early Career)	Environmental & Animal Science
Gerry Ryan (New and Emerging)	Trades and Services
Dr Maryam Mirzaei (Early Career)	Business Studies
Tui Matelau (Early Career)	Bridgepoint

Recommendation:
That the Academic Board approves the Unitec Research Committee Membership for the year 2019.

memo

To	Academic Board	Date	27th February 2019
CC	Te Korowai Kahurangi		
From	Simon Nash HoS, Te Miro Postgraduate	Phone No.	7302
Subject	Amendment to graduation completion form		

Recommendation:

Accept the Postgraduate Certificate in Applied Practice majoring in Digital Collaborative Learning completion term 1174 sent on the 26th February 2019 as the correct form and withdraw the approval for Postgraduate Certificate in Applied Practice majoring in Digital Collaborative Learning completion term 1182 from the 2nd of November 2018.

Rationale:

The completion term on the completion approval form sent to the Academic Board on the 2nd of November 2018 was incorrect. The new completion approval form sent to the Academic Board on the 26th February 2019 corrects this.

Prevention measures:

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

memo

To	Academic Board	Date	27/02/2019
From	Nick Sheppard, Head of School, Engineering and Applied Technology		
Subject	Incorrect Cross-Crediting Practice between the Bachelor of Engineering Technology and the New Zealand Diploma in Engineering		

Recommendation

That Academic Board approve the actions being taken within the School of Engineering and Applied technology to address incorrect Cross-Crediting Practice between the Bachelor of Engineering Technology and the New Zealand Diploma in Engineering.

Issue and Context:

The Bachelor of Engineering Technology (BEngTech) (Level 7, 360 credits) shares a significant range of learning with the New Zealand Diploma in Engineering (NZDE) (Level 6, 240 credits). Many of the courses within each programme have the same or very similar Course Names, Course Aims and Learning Outcomes. However there is no formal approval for courses to be substituted between the programmes. While the BEngTech Management Group is currently looking to align a number of courses between the two qualifications, this work has not yet been completed and approved by NZQA. This arrangement causes what may be seen as unnecessary duplication and can result in some courses for some programmes not being offered in every semester.

As a result of this scheduling difficulty, it has been common practice for a number of years for staff to allow enrolment of students in courses that seem similar from either programme to ease the difficulties that occur with scheduling the large number of courses for the two programmes. The practice stems from the fact that the BEngTech accepts credit transfer from the completed NZDE qualification to a maximum of 180 credits. A course learning equivalence table prepared by the New Zealand BEngTech Operations Group is used to demonstrate how and where the equivalent learning occurs in the NZDE for the purposes of this credit recognition. The misunderstanding of the purpose of the equivalence table occurs where Engineering staff perceive it to indicate specific equivalence between courses, which is not its intention. As a result, students have undertaken courses that they were not supposed to have been enrolled in.

The following issues have been identified as having arisen out of this practice:

Identified issues and Level of Concern:

- NZDE students have been allowed to enrol in BEngTech courses and then receive cross credit back to the NZDE. These students have not completed the assessments as proscribed in the NZDE definitive document and are therefore in breach of the NZ Board of Engineering Diplomas (NZBED) requirements for evidence of achievement of NZDE Learning Outcomes. Concern level: High
- BEngTech students have been allowed to enrol in NZDE courses and then receive cross credit back to the BEngTech. These students have not completed the assessments as proscribed in the BEngTech definitive document and are therefore in breach of the BEngTech requirements for evidence of achievement of Learning Outcomes. Concern level: High
- BEngTech students have received cross credit for BEngTech Level 5 courses from NZDE level 4 courses. This is a breach of both Unitec Policy and NZQA rules. Students risk being declined recognition of having met the requirements of the BEngTech and the Sydney Accord. Concern level: Extreme
- Some students in either programme have not acquired the requisite number of programme specific credits due to additional credits from cross credits being recorded in their record of learning. This has resulted in students thinking (and in some cases being informed by staff) that they are eligible to graduate, when they are not. While there are not many cases of this, there have been students complaints associated with this error. Concern level: High
- The practice of advising students that they have a choice as to which course they choose from either programme is incorrect and can lead to students not fulfilling the specific learning required in the course. Concern level: High

Summary of concerns

The BEngTech breaches risk Unitec's ongoing accreditation with Engineering New Zealand (IPENZ). They also risk the ability of graduates to meet IPENZ accreditation requirements for Graduate Membership, and for entry to engineering technology practice leading to professional training and recognition benchmarked against the Sydney Accord. Concern level: High

The NZDE breaches risk Unitec's ongoing accreditation with the NZBED. They also risk the ability of students graduates to be recognised as meeting the level scope of practice as outlined by the Dublin Accord (International Engineering Alliance, 2002). Concern level: High

All breaches risk action being taken by NZQA to address failure of quality assurance and mis-use of policy.

Action Plan (approved by Engineering and Applied Technology PAQC on 22/02/2019) **to address the identified issues**:

Issue	**Action**	**Responsibility & Timeframe**
Incorrect enrolment of students in courses that do not belong to their specific programme	The practice of enrolments into courses from different programmes will cease immediately. Staff to be informed that students may not select courses between programmes to ensure that the requirements of each programme is met	HoS and PL. To be completed prior to the commencement of teaching.

Unavailability of some courses in each semester from each programme create inconvenience for students	Timetable problems will be be solved by aligning courses from each programme into a shared schedule for each semester. Students may share the same classroom for identified courses and engage in joint learning at any level. They will be enrolled in their programme specific courses and will complete assessment as described in their main programme. They will be offered additional tutorial support to contextualise the learning in terms of their specific assessment requirements.	AL and SEM. Completed for 2018 and established as standard future practice.
Joint classes need to provide appropriate learning for each group	Upskilling key academic staff of joint courses to ensure appropriate delivery and assessment of jointly taught courses in accordance to NZDE and BEngTech programme requirements	HoS and PL. Compete prior to commencement of Sem 1, teaching.
Incorrect credits for completion of students due to duplicate credits from cross credits	All cases of students who have been enrolled in courses from the incorrect programme will be investigated and checked to ensure the requisite credits have been achieved at each level via cross credit.	TKK and AL. Completed for 2018 graduating students. All other cases to be resolved by end Sem 1, 2019.
Incorrect use of cross credits for courses at different levels	Any student who has received cross credit for level 5 BengTech courses from NZDE level 4 courses will have the status of their credit recognition changed from Cross Credit to APL. The basis for awarding APL is that there is a clear equivalence between the content of the courses as defined by both the NZBED and the BengTech. This is a one off solution and will not occur again once the actions noted above have been taken to ensure enrolments in the correct courses are adheared to.	TKK and PL. Completed.
Student dissatisfaction with receiving mis-information and poor advice	Work to provide appropriate communications, with HR support when framing responses to affected students and their whānau. Academic Leaders will support affected students, and if required, to elevate to HoS	HoS and AL. All comms to occur as soon as is pratical. ALs. With immediate effect.

To	Academic Board	**From**	Simon Tries, Manager Rosemary Dewerse Te Korowai Kahurangi
Title	TKK Update on Programme Evaluation and Planning work	**Date**	01/03/2019

Purpose

To provide a summary to the Academic Board of the progress on Programme Evaluation and Planning process and support made since December 2018 and proposals for PEPs in 2019.

Recommendations

That Te Poari Mātauranga | the Academic Board:

- *receive the report on the process and support made by Te Korowai Kahurangi for Programme Evaluations since December 2018*
- *approve the proposal of Te Korowai Kahurangi for a reduced Interim PEP and End of Year PEP in 2019*

Context and response

In December, analysis by Te Korowai Kahurangi of the 2018 Interim PEPs was presented to Academic Board, having been received and discussed by the Quality Alignment Board in November. As a result of evaluative reflection and of feedback received, the following actions can be reported on:

- Work has been done in collaboration with Ako Ahimura Mātauranga Māori to apply a Māori tohu (principle) to the process of evaluation in an effort to move it from purely a compliance activity into the culture of Unitec. Āta-kōrero: Evaluative Conversations has been developed, conceptualised visually (building on the principles of Te Noho Kotahitanga) with the help of Marketing, and the work to date approved by the Reo and Tikanga Committee. In two workshops on March 4th and 6th, the AAMM led by TeUirkore Biddle (Kaihautu of Te Korowai Kahurangi) introduced Āta-kōrero to Heads of Schools and Academic Leaders available to attend.
  Āta-kōrero has potential for application across a number of our evaluative and deliberative processes at Unitec.
- The Template for the 2018 End of Year PEP has been refined, making the questions more active in tone, and, as requested at QAB, the PAQC response has been changed to be less pragmatic and more evaluative. What was the HOPP's task to rate the self-evaluation capability of the programme team now lies with the PAQC.
- A Guide has been developed for completing the PEP and lodged on the NEST. https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/guide-to-programme-evaluation-and-planning/
- As requested there are now writing exemplars, matching the style of the edited template, available online: https://thenest.unitec.ac.nz/TheNestWP/wp-content/uploads/2019/01/Examples-of-good-evaluative-comments_KEQs-1-6.pdf

- Two sets of workshops have been offered by Te Korowai Kahurangi to support Schools in their 2018 End of Year PEPs: An Introduction to Āta-kōrero: Evaluative Conversations and PEP practicalities; and a Facilitated Conversation to one nominated programme team from each School toward completing their PEP. The aim is for all programme teams across Unitec eventually to conduct Āta-kōrero: Evaluative Conversations as a matter of course for the evaluation of their programmes. This will empower general knowledge by programme teams of their strengths, issues, and goals in continuing improvement.
- A Student Performance Dashboard has been developed to produce much more thorough presentation of key data, drawing from TEC and the 31st January SDR results. While this is a work in progress, it is a significant step forward.

Programme Evaluation going forward

- Te Korowai Kahurangi proposes that in 2019 a shortened Interim and a longer, summative End of Year PEP be completed.

  The Interim PEP would focus on 2-3 KEQs maximum, most likely those enabling us to focus on the success of priority students, particularly Māori and Pacific, and engagement with stakeholders, and monitor timely completion of quality processes (compliance). Details are still being worked through and will, in part be, determined by the experience of the 2018 end of year PEP

  The End of Year PEP would be summative, addressing the 6 KEQs. The aim is to complete this as close to the end of Semester Two as possible, and before students return in the New Year.

Attachments

- Āta-kōrero: Evaluative Conversations Poster for PEPs.

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Karakia

Mā te Rangatiratanga
Te Whakaritenga
Te Kaitiakitanga
Te Kotahitanga
Me Te Ngākau Māhaki
Ka tau i raro i te whakaaro kotahi
Hei oranga mō tātou katoa
Haumi ē! Hui ē! Taiki ē!

We acknowledge the mahi of Taina Pohatu that guides this process:
Taina Whakaatere Pohatu, "Āta: Growing Respectful Relationships"

http://www.rangahau.co.nz/assets/Pohatu/Pohatu%20T.pdf

Whakaritenga
Āta-Haere:
Preparation

Mahi Kotahitanga
Āta-Tuhi
Reporting on

Ngākau Māhaki
Āta-Titiro:
Reading your evidence

Rangatiratanga
Āta-Tohutohu
Setting SMART Goals

Kaitiakitanga
Āta-Whakaaro:
Interpreting your evidence

The Guiding Principles of Āta:

Kia tōtika - aspiring to standards of quality
Kia tika tonu - acting responsibly and respectfully
Kia pai - being considerate, deliberate
Kia rangatira te mahi - mindful of the uniqueness of actions and people
Kia tūpato - careful of the consequences

memo

To	Academic Board	Date	4 March 2019
CC	Daniel Weinholz		
From	Simon Nash Chair Ako Ahimura Committee		
Subject	Ako Ahimura Committee Name Change		

Purpose

To change the name and email address of the Unitec Ako Ahimura Committee to 'Ako Ahimura Committee' and aa-ltc@unitec.ac.nz.

Recommendation

That Academic Board approve a change the name of the Unitec Ako Ahimura Committee to 'Ako Ahimura Committee' and the associated email address from uaa@unitec.ac.nz to aa-ltc@unitec.ac.nz.

Justification

These changes align with standardised committee naming conventions and committee email address conventions. The new email address convention is to use a dual-language acronym for te reo Māori and English, hence, 'aa-ltc' for *Ako Ahimura – Learning & Teaching Committee*.

SECTION 4
WHAKAWHITI KŌRERO | PAPERS FOR DISCUSSION

memo

To: Poari Mātauranga/Academic Board

From: Simon Tries - Manager, Trude Cameron – Lead Quality Systems, Te Korowai Kahurangi

Subject: Review of student surveys for 2019

Date: 28/2/19

Purpose

This memo provides Poari Mātauranga/Academic Board with information on proposed changes to Unitec student Course Evaluation surveys for 2019. Te Korowai Kahurangi is seeking Academic Board approval to implement the changes recommended.

Recommendations

That Academic Board approve the following changes to the Course Evaluation Surveys:

1. That surveys occur early in the second half of semester
2. That teaching staff be instructed to have students complete the survey in class time, in their usual place of learning
3. That teaching staff are required to provide feedback on the results of surveys to students by sharing survey results and their intended actions to address issues

Context

Te Korowai Kahurangi will be responsible for student Course Evaluation surveys in 2019.The focus will be on evaluating courses in programmes that lead to qualifications. We are looking to implement changes around timing and delivery from Semester two onwards, to make the process more valuable to the institute and students.

A preliminary review of 2018 surveys has been undertaken and a full report will be provided for the next Academic Board meeting.

What Te Korowai Kahurangi has learned from last year is that response rates to surveys are low (Semester 1 result – 37%, Semester 2 result - 28%) and there is little evidence of survey results being taken back to students to close the loop. Therefore, in Semester two, the intent is to conduct the surveys earlier in the second half of the semester. Surveys will be expected to be undertaken by students in the students' usual place of learning. Given time for class instruction and administration requirements logging on to the online survey, it is expected that surveys will take approximately 10-15 minutes' of class time to complete. This change is expected to achieve a greater level of compliance, which will improve the credibility of data, and allow sufficient time for results to be analysed, a response considered, and for teaching staff to present the findings back to classes as well as be considered in the course evaluation and planning process.

memo

To	Academic Board	Date	4 March 2019
From	Simon Tries Manager Te Korowai Kahurangi	Phone No.	
Subject	ES (Exchange Student) grades		

Purpose

To notify Academic Board of a change of practice regarding ES grades and to seek approval for the proposed actions to address the consequent issues.

Recommendation:

That Academic Board notes:

- that students on a Student Outbound Exchange Programme will retain an ES grade up to 12 months from their course end data; and
- Will be given a final grade of 'CR' or 'DNC' based on their achievement in the courses undertaken as part of the exchange.

And

- Approve the retrospective change of ES grades in the system from 2015 onward to either 'CR' or 'DNC', noting that students/graduates impacted by the change will be formally notified.

Background

It has been Unitec practice to provide an 'ES' grade to Outbound Exchange students as the final grade for students' Unitec courses. Te Korowai Kahurangi was notified in January 2019 that the Tertiary Education Commission (TEC) would no longer accept 'ES' grades within the Single Data Return where the grade had been reported for a period exceeding 12 months from the end of that course.

A working party consisting of Te Korowai Kahurangi, Commercial Services, Academic Leaders and International discussed the implications of amendments to existing ES grades, and determined that:

- ES grades should be replaced with either a CR or a DNC grade (as appropriate) upon receipt of the student's transcript from overseas
- Where courses completed overseas did not match the course the student is enrolled in at Unitec (due to unforeseen changes), unspecified credits would be given (if allowed by programme regulations and aligned with the graduate profile outcomes)
- Where courses did not match and unspecified credits were not available, students would be required to complete any additional credit requirements to be complete.
- Any change of grades (from ES to CR or DNC) would need to be approved by the relevant PAQC
- Amendments to ES grades would impact on the transcripts for some of the students who have already graduated

Next steps:

- Academic Leaders to review Outbound students' transcripts and make recommendations to PAQC for approval.
- Those graduated students who are affected by this change to be notified of the changes made with an update transcript
- A correction to the grades to be re-submitted via the SDR
- Student Inbound and Outbound Exchange Policy to be reviewed and updated

Summary of 2015-2017 ES grades by programme:

	ES Grades			
Programme	**2015**	**2016**	**2017**	**Total**
BAS	3	13	6	22
BBBS			1	1
BBS	16	8	1	25
BCS		3		3
BDVA	9	3		12
BIC	7	8	3	18
BPSA		3	2	5
BSPT	12	14		26
MARCP	20	25	23	68
PGCOP		1		1
Grand Total	**67**	**78**	**36**	**181**

memo

To	Te Poari Mātauranga Academic Board	Date	4 March 2019
From	Simon Tries Jeff Honey		
Subject	2018 Student Performance Interim Report (February 2019)		

Purpose

To provide Academic Board with the *2018 Student Performance Interim Report (February 2019)*.

Recommendation

That Te Poari Mātauranga the Academic Board review the *2018 Student Performance Interim Report (February 2018)*, and:

- consider:
  - the measures required to address the significant variances across Unitec's priority groups; the factors contributing to the variances between successful course completions and qualification completions; and factors impacting on the data.
  - what other student performance measures Te Poari Mātauranga the Academic Board would like considered in the final report
- note that there are a number of recommendations made in the report which will be actioned by Te Korowai Kahurangi, and where necessary, other parties across Unitec.

Introduction

The *2018 Student Performance Interim Report (February 2019)* is intended to provide insight into student performance across Unitec, with a focus on Institutional and School level outcomes. The report outlines success rates, including against institute and sector benchmarks, across the four key educational performance indicators and key priority groups.

Commentary

This report is in an early stage of development. Future iterations of this report will be used to confirm the success of actions taken to improve student outcomes as well as to identify where further actions are required. The report will also be expanded to include measures beyond the four

education performance indicators. Ultimately, it will be a core component of Unitec's institutional self-assessment.

This first iteration, while both useful and revealing, still requires a number of improvements. The key improvements planned include detailed reporting on:

- Graduate outcomes – graduate employed/ further study, relevance of qualification to employment, achievement of specific graduate outcomes from graduate/employer perspectives
- Student experience – student course evaluations, student net promoter score (NPS), enrolment/joining experience

Additional reporting mechanisms are also being developed to provide insight into other key areas of interest. These will be shared across the institute as they become available.

Next steps

Te Korowai Kahurangi will present a final version of this report to Academic Board in May or June 2019, depending on processing times for the April Single Data Return submission to the Tertiary Education Commission. Where possible, any recommendations for improvement from Te Poari Mātauranga | Academic Board will be incorporated into the final report.

There are a number of recommendations made in the report, including:

- Review of grade approval and completion processes, time frames and organisational adherence to policy
- detailed analysis of priority group performance across all schools
- detailed analysis of course completion to qualification completion variance by school/programme

These recommendations will be actioned as soon as possible. This is expected to be completed by May 2019.

Attached: *2018 Student Performance Interim Report FINAL 20190305*

2018 Student Performance Interim Report

February 2019

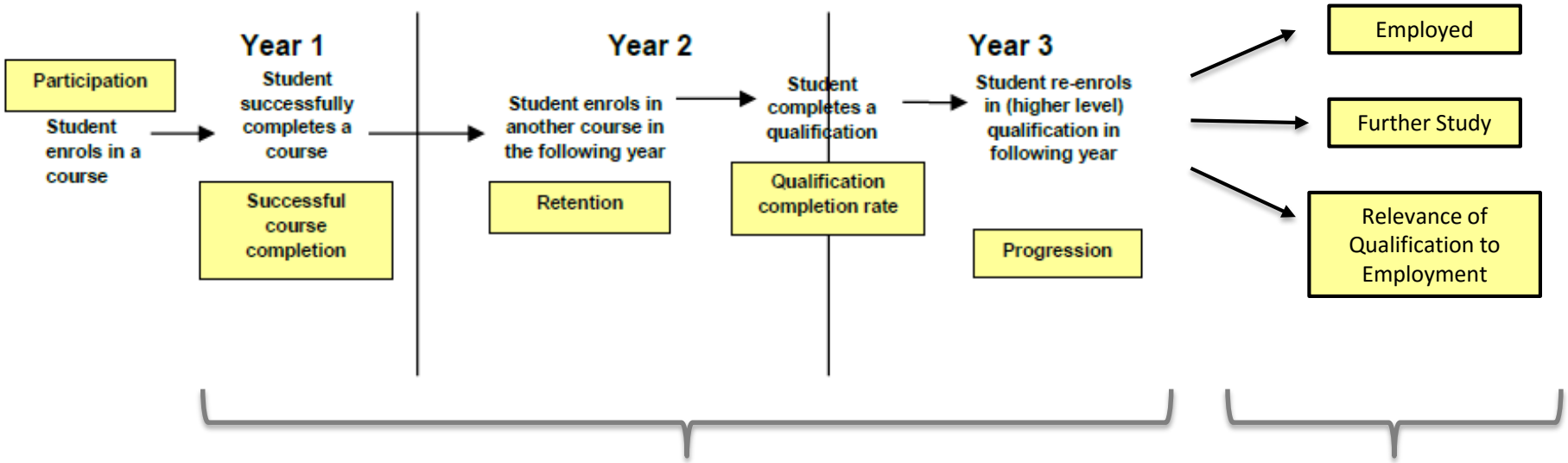
Te Korowai Kahurangi

Unitec's Student Performance Framework and Student Success KPIs

Student Performance Framework – The way we measure performance

Student educational performance is measured using the four mandatory education performance indicators (EPIs) that follow the student journey from completing their first year to graduation. All New Zealand tertiary institutes are measured and benchmarked on these metrics. Graduate outcomes are also measured using a survey to all students who graduate each semester.

Representation of how EPIs & graduate outcomes track students' achievement



Student Performance KPIs & Definitions

All New Zealand tertiary institutes are measured and benchmarked using the same EPI metrics and definitions. Below is a brief description of each. More detailed information and methodology can be found at https://www.tec.govt.nz/assets/Forms-templates-and-guides/631b96b442/EPI-Guidelines-Methodology-Update-August-2018.pdf

EPI #1: Successful course completion rate – the proportion of course enrolments (calculated on an EFTS delivered basis) ending in a given year that have been successfully completed

EPI #2: Cohort-based first year retention rate - the proportion of students in a cohort who enrol in a qualification at the same level in the year after they enter the cohort. First year retention rates are measured for students who are enrolled in a 2 EFTS or above qualification at level 4 and above.

EPI #3: Cohort-based qualification completion rate - the proportion of students in a cohort who go on to complete a qualification at the same level as the cohort.

EPI #4: Student progression rate – the proportion of students completing a qualification who then enrol, within a given time period, in a higher-level qualification. The enrolment in a higher level qualification can be at any TEO.

Graduates employed, studying or combining (GESC) - the proportion of students who have graduated that are either employed, studying or both. This is based off survey data conducted by students who have graduated.
Relevance of qualification to employment - the proportion of graduate students who are employed who rate their main job as 'highly related' or 'moderately related' to their qualification. This is based off survey data conducted by students who have graduated.

Overview of Dashboards – how we can access this information

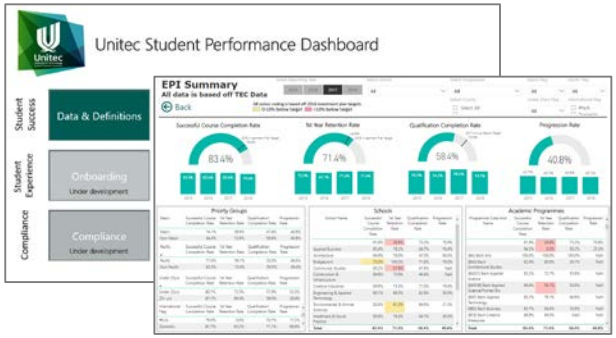
A number of interactive dashboards have been built (and will continue to be developed) that provides Unitec staff with data on applications, enrolments, student success and experience. The dashboards are built using Power BI and the user requires a Power BI login which is available to Heads of Schools, Programme Managers and various support staff.

Applications & Enrolments Dashboard

Live view (updated daily) of:
- applications pipeline
- enrolments (student headcount & EFTs)
- performance vs budget

Developed and managed by Commercial Services

Student Performance Dashboard



Post Semester view of:
- Educational Performance Indicators (EPIs)
- Graduate Outcomes
- Students Experience (Net Promoter Score - NPS)
- Student Joining Experience
- Programme Compliance

Using TEC data only and student survey data, this information is used for institutional evaluation, including of programmes and courses

Developed and managed by Te Korowai Kahurangi

2018 Student Success Performance

Successful Course Completion

1st Year Retention

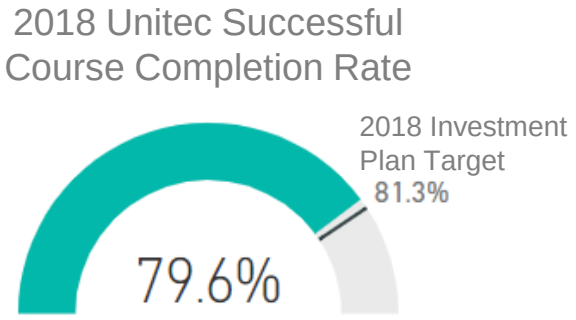
Qualification Completion

Progression to Higher Education

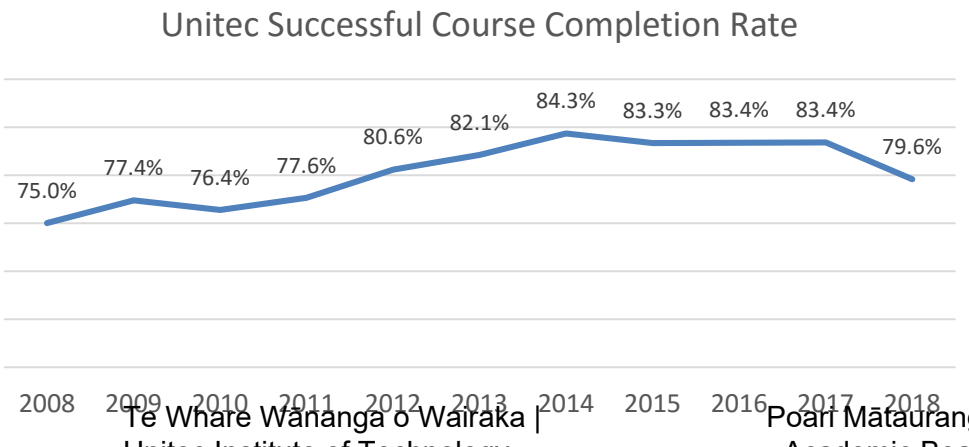
EPI #1: Successful Course Completion

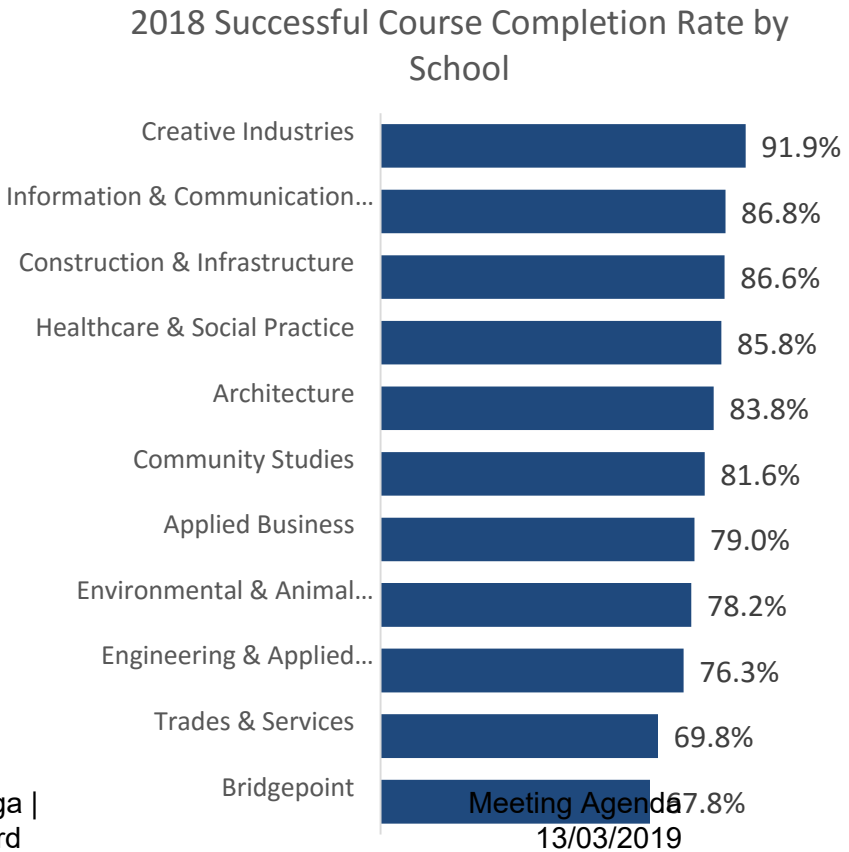
Successful course completion has dropped significantly in 2018 to be 2.7% below target. As shown in the next 3 slides, this is likely driven by grades not being processed in time rather than actual student academic performance. For the 2018 an unacceptable 4,365 student grades (across 361 courses) have not had grades reported (in the January SDR).

Of the eleven Schools, Creative Industries show the highest level of performance driven by strong course completion rates by GDip Creative Practice, PGCert Creative Practice and Bach Performing & Screen Arts programmes. Five Schools have success rates below target with Bridgepoint and Trades & Services showing significantly lower SCC rates.



2017 Benchmarks*	Successful Course Completion Rate
Unitec	83.4%
University Sector Average	87.2%
ITP Sector Average	81.7%





* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

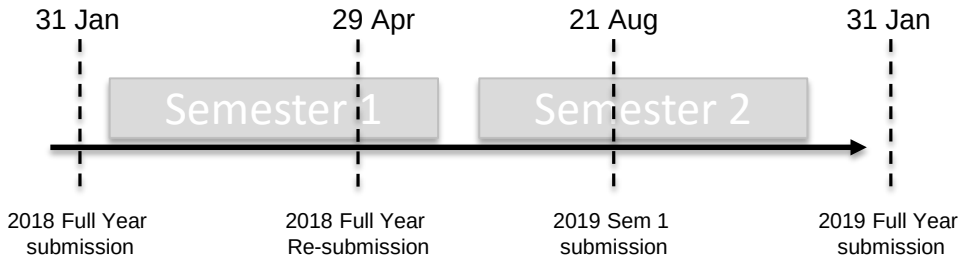
The Single Data Return (SDR) Process

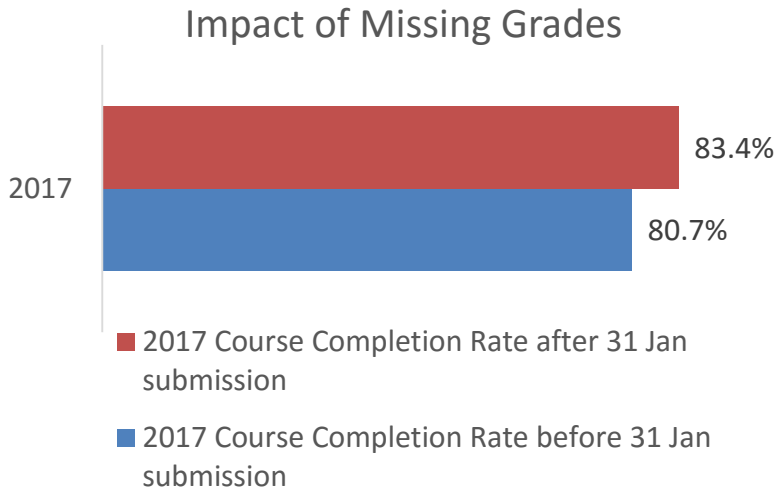
Student academic performance data is sent to TEC three times a year with mandated timeframes.

Historically, the data that Unitec is able to send is limited by the number of grades which have been processed.

After the 31 January **2019** SDR was sent to TEC, Unitec's course completion rate for 2017 increased from 80.7% to 83.4% due to a 'catch-up' of completed grades. As a result, Unitec's course completion rate was reported 2.7% lower than actual as a direct result of missing grades.

Single Data Return (SDR) Files Sent to TEC

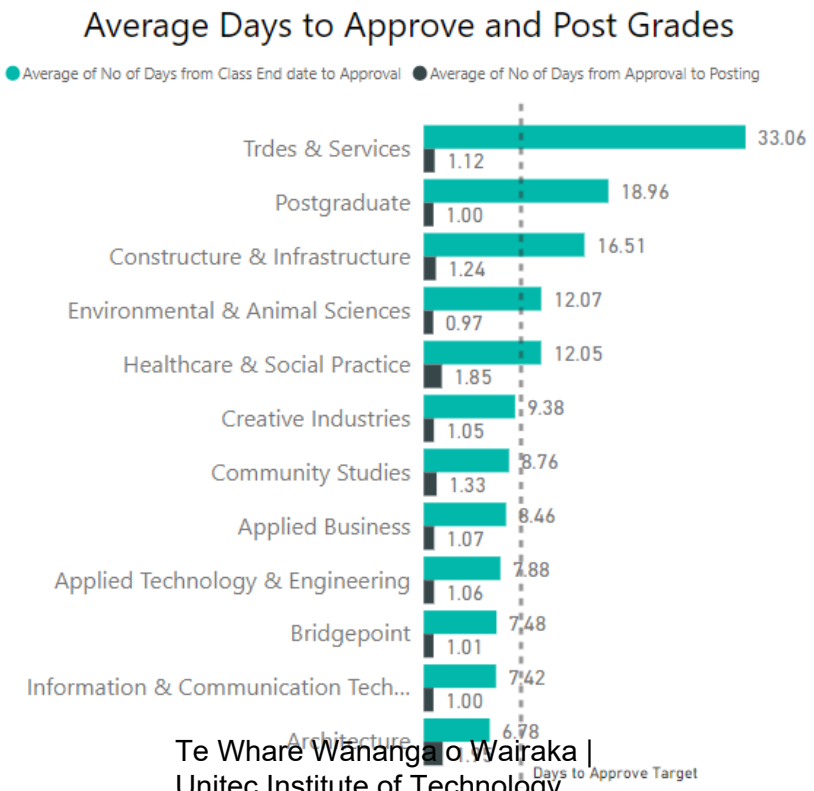


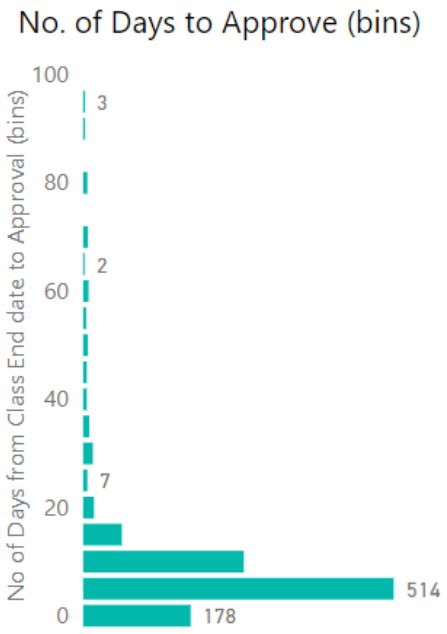


Grade Approval Process

Analysing the 2018 semester two grading performance, the average time to approve course grades across all of Unitec is 12.4 days which is above the 10 day target. Performance across the schools is inconsistent with Trades & Services averaging 33 days in total. Some courses were approved close to 100 days after the course end date.
The average time to post course grades across all of Unitec is 1.2 days vs the 1 day target.

Recommendation – to review the grade approval process (timings, staff availability, governance), reporting (increase visibility to the schools), prioritisation of historical grades.





Outstanding Grades

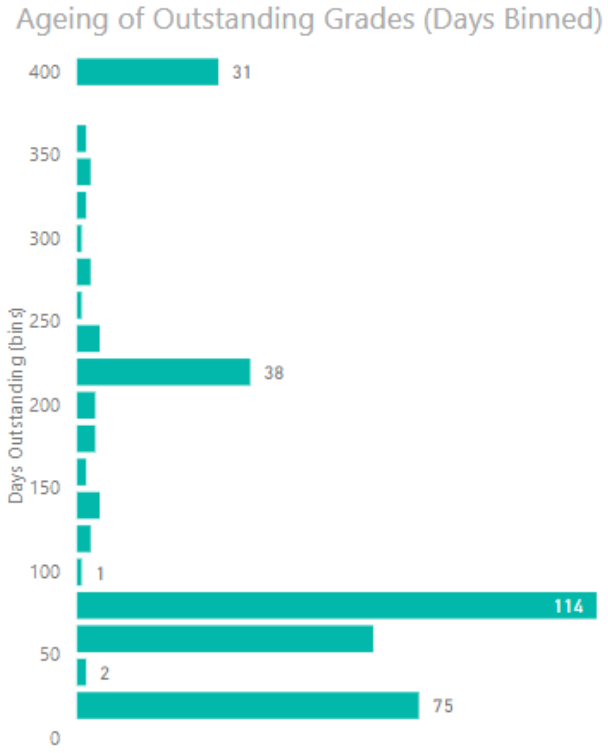
As at 19th Feb 2019, 361 courses had grades outstanding which equates to 4,365 student grades. The majority of these courses are less than 100 days outstanding however there are a number of courses showing a longer time frame (many are due to incorrect course end dates in the system).

To increase visibility and help with the prioritisation of outstanding grades, Te Korowai Kahurangi is building detailed reporting tools for reporting on grade approvals and outstanding grades. These will be actively monitored and followed up to ensure grades are entered in all fields by the 11th day following the end of course.

Outstanding Courses	Outstanding Grades
361	4365

Outstanding Grades from 2018

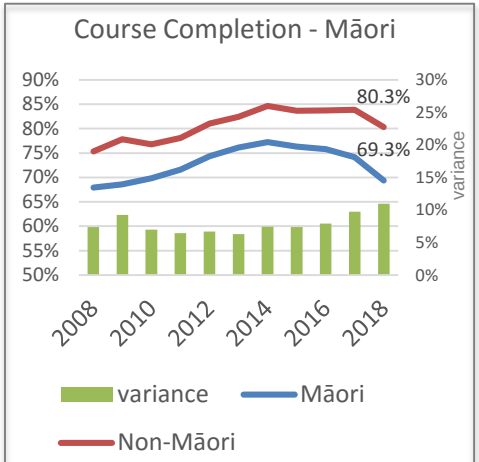
Schools	Count of Courses	Student Grades
Engineering & Applied Technology	263	2796
Construction & Infrastructure	51	639
Bridgepoint	18	394
Applied Business	7	25
Mindlab	7	175
Architecture	6	98
Healthcare & Social Practice	5	48
Community Studies	2	185
Information & Communication Technology	2	5
Total	**361**	**4365**



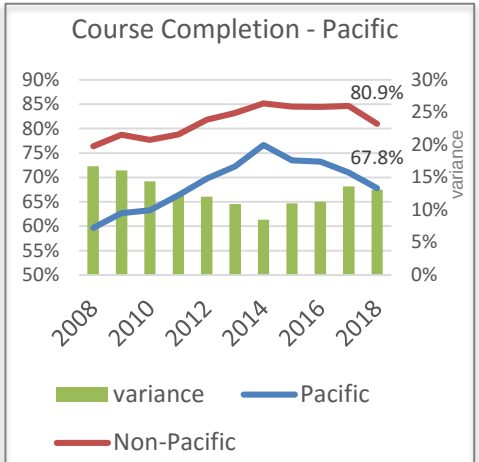
EPI #1: Successful Course Completion by Priority Groups

Course completion rates continue to fall for Māori, Pacific and Under 25 students. The gap between Pacific and non-Pacific is the greatest at 13.1%, while the variance between Māori and non-Māori is 11% and Under 25s 4.2%. SCC rates for all three groups has declined since 2014, though 2018 figures are subject to change as a result of non-processed grades. Of significant concern is the ongoing growth in disparity evident in the rates for Māori, Pacific and international students, notwithstanding that Unitec had better than sector average success rates for Māori in 2017, though the opposite was true for the other groups..

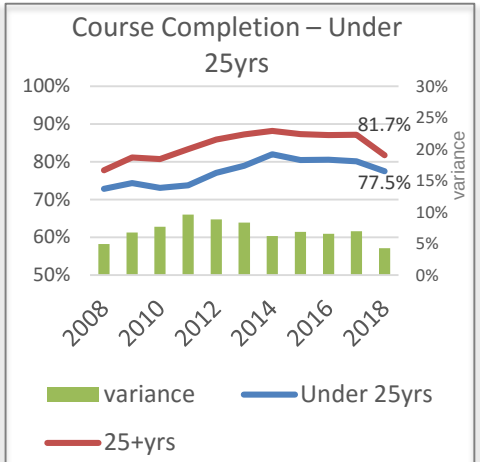
International student completion rates continue to improve into 2018 with the gap between domestic and international students widening, though this is due more (but not exclusively) to declining domestic rates.



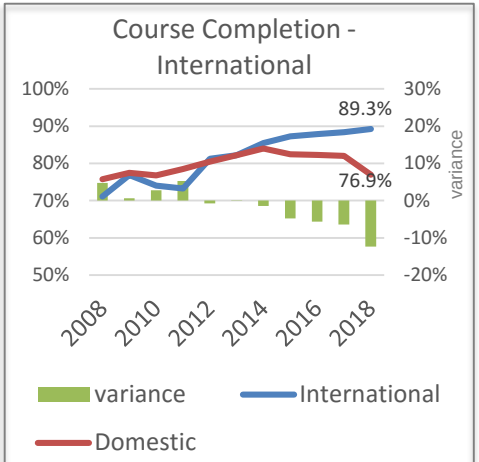
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	74.1%	83.9%	9.8%
MIT	72.6%	83.6%	11.0%
AUT	82.1%	85.2%	3.1%
University of Auckland	86.0%	89.6%	3.6%
ITP Sector	72.5%	83.2%	10.9%



2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	71.0%	84.6%	13.6%
MIT	77.1%	84.3%	7.2%
AUT	69.5%	87.0%	17.5%
University of Auckland	75.7%	90.7%	15.0%
ITP Sector	73.7%	82.2%	8.5%



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	80.1%	91.9%	11.8%
MIT	79.8%	85.7%	5.9%
AUT	84.0%	88.1%	4.1%
University of Auckland	89.1%	91.9%	2.8%
ITP Sector	80.7%	82.8%	2.1%

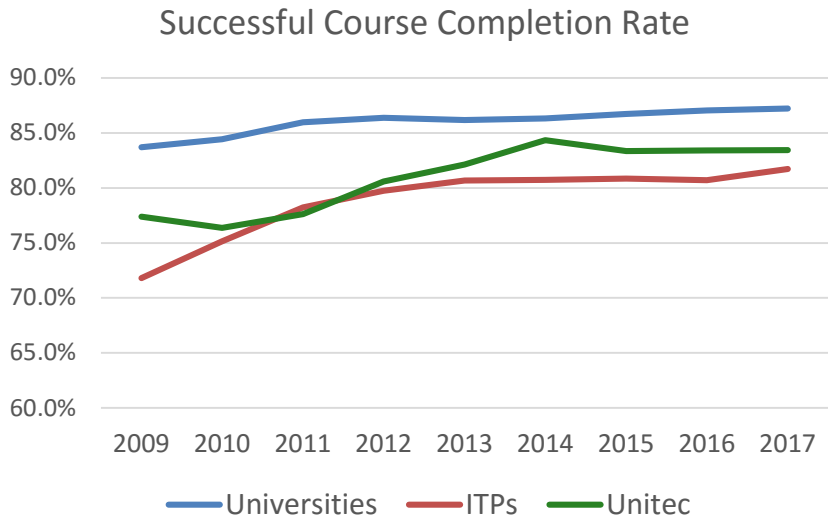


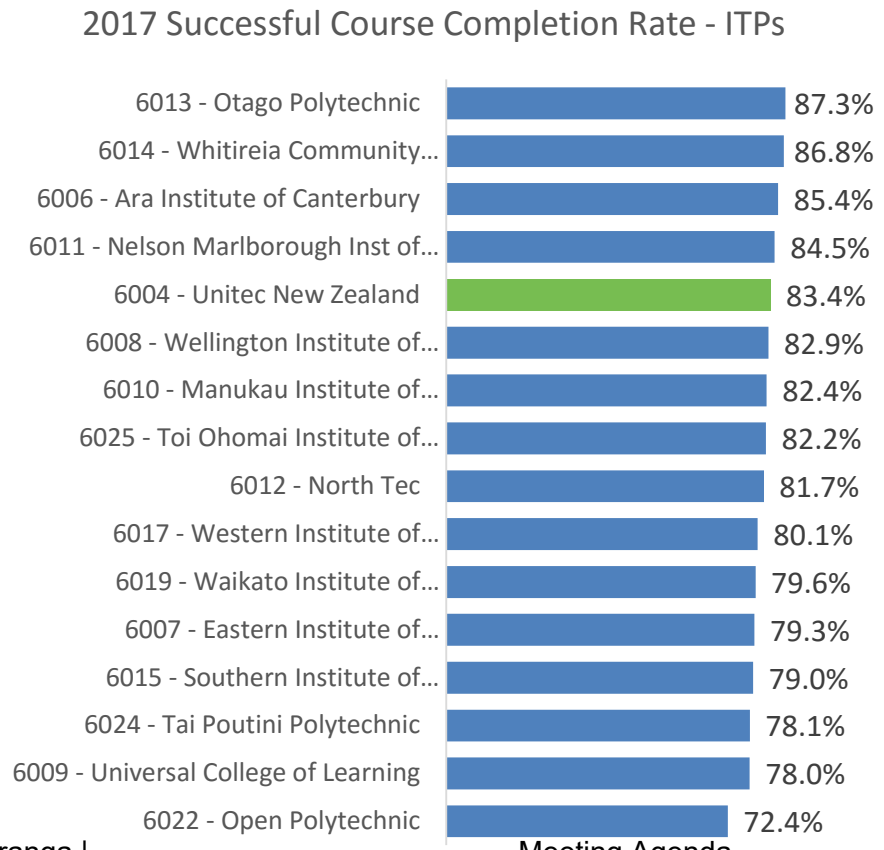
2017 Benchmarks	International	Domestic	variance
Unitec	88.4%	81.7%	-6.7%
MIT	91.8%	80.5%	-11.3%
AUT	90.6%	83.9%	-6.7%
University of Auckland	90.5%	87.3%	-3.2%
ITP Sector	91.1%	79.7%	-11.4%

EPI #1: Successful Course Completion Benchmarks

Unitec's strong growth from 2010 to 2014 showed a higher course completion rate than the ITP average. In 2017, Unitec ranked 5th of all ITPs. However, on current 2018 results, Unitec would be ranked in the lower half of all ITPs and on a par with Wintec's 2017 results.

Universities continue to show a higher, and steadily increasing, average course completion rate than ITPs.

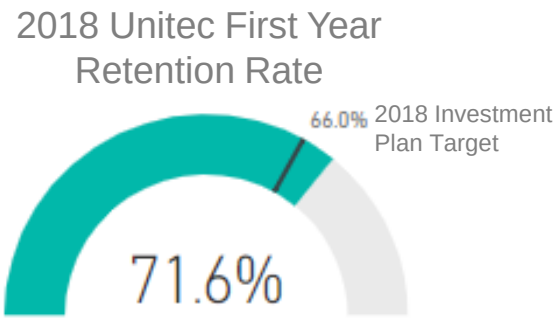




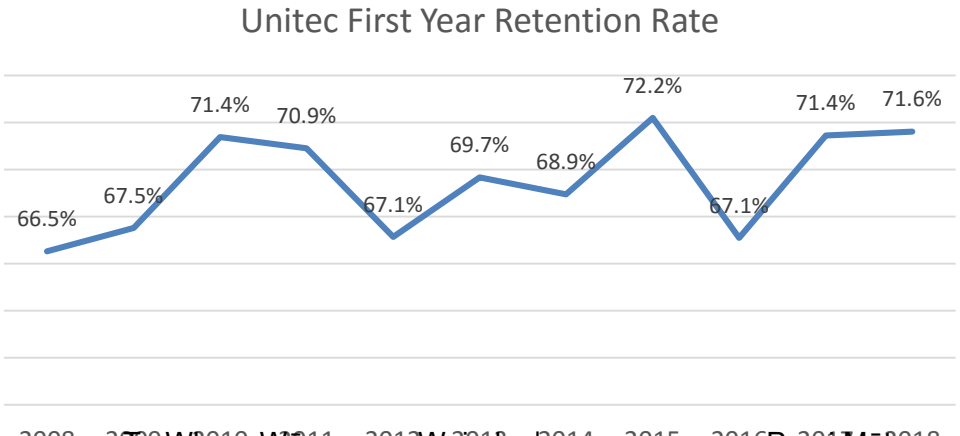
* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

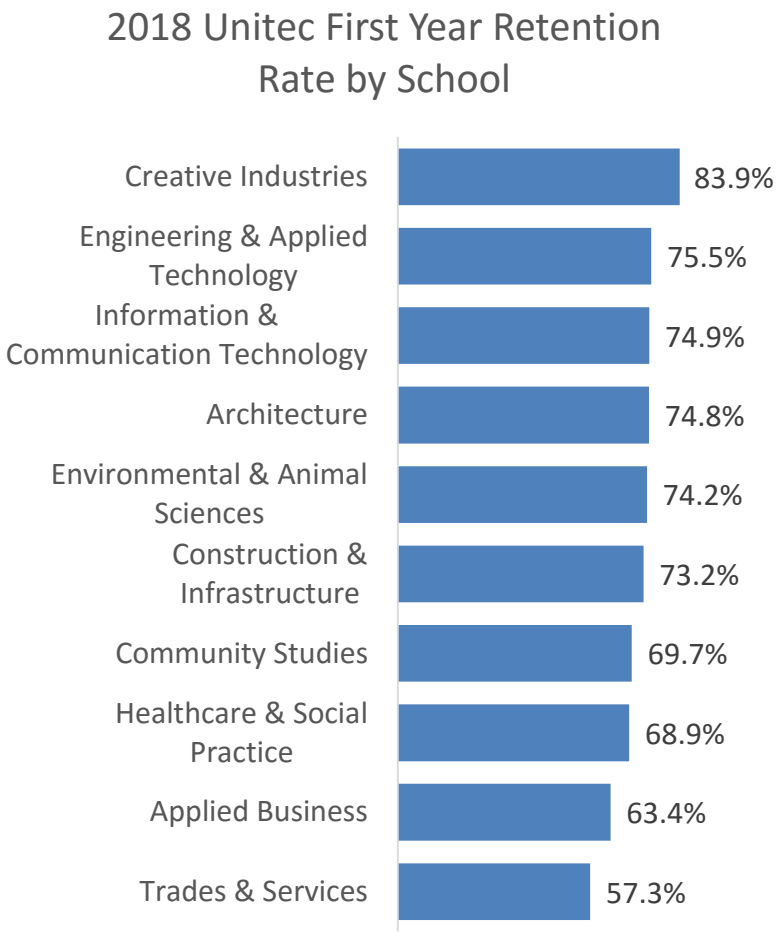
EPI #2: First Year Retention

Unitec's first year retention rates continue to track at a high level following the increase shown in 2017 and is well above target. Six schools rank above the 2018 investment plan target with Creative Industries ranked the highest of all schools driven by strong performance in their Masters of Design and Bachelor of Performing and Screen Arts programmes.



2017 Benchmarks*	1st Year Retention Rate
Unitec	71.4%
University Sector Average	78.4%
ITP Sector Average	61.6%





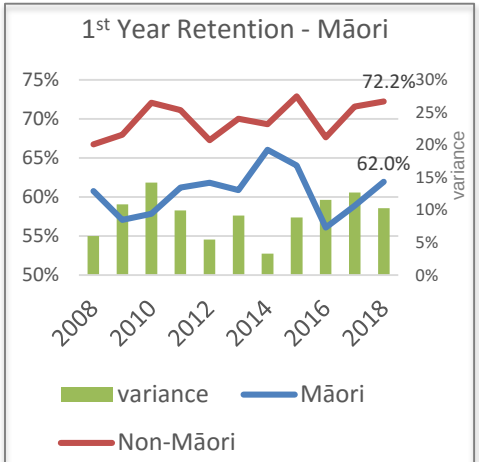
Bridgepoint excluded due to majority of programme/ course duration being less than 3/10/2019

* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

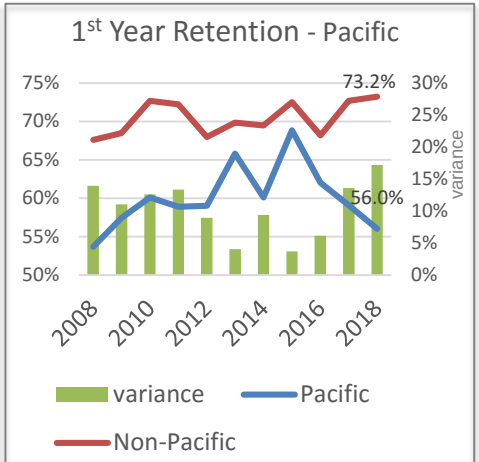
EPI #2: First Year Retention by Priority Groups

Unitec has higher disparity for Māori and Pacific students when compared to the ITP sector average and other major institutions in the region, though the difference has decresased in 2018. Pacific student retention rates continue to fall and the gap with non-pacific students is steadily increasing with it now at the highest level in the past 10 years. Māori Retention rates contine to climb, which is encouraging, while Under 25s continue to perform poorly relative to the 25+ students with the gap increasing steadily. International retention rates continue to exceed domestic rates thought these have flattened relative to 2017.

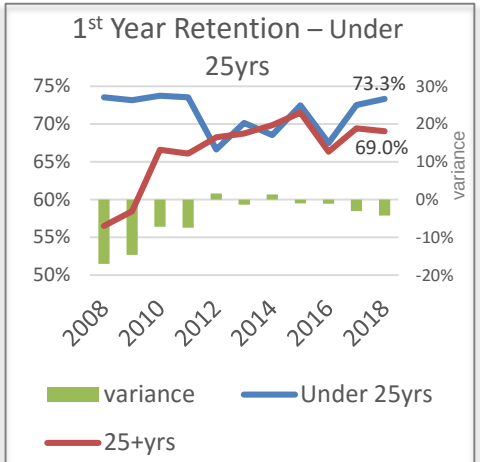
Recomendation - Te Korowai Kahurangi to conduct detailed analysis of variances across all student performance areas



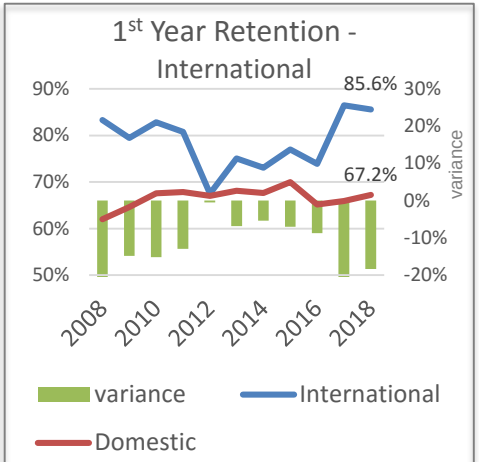
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	58.9%	71.6%	12.7%
MIT	63.8%	66.4%	2.6%
AUT	71.5%	78.5%	7.0%
University of Auckland	77.4%	82.5%	5.1%
ITP Sector	55.9%	62.6%	8.7%



2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	59.1%	72.7%	13.6%
MIT	62.1%	67.7%	5.6%
AUT	70.5%	79.3%	8.8%
University of Auckland	77.3%	82.6%	5.3%
ITP Sector	56.8%	61.9%	5.1%



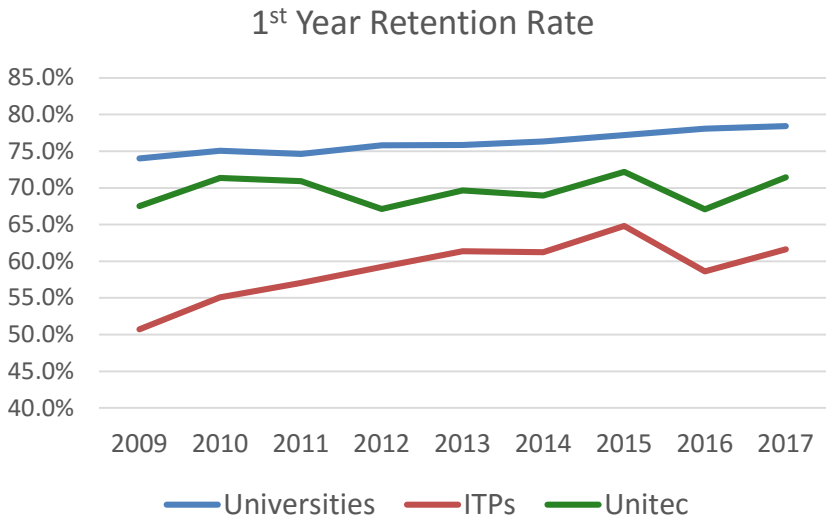
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	59.1%	72.7%	13.6%
MIT	62.1%	67.7%	5.6%
AUT	70.5%	79.3%	8.8%
University of Auckland	77.3%	82.6%	5.3%
ITP Sector	56.8%	61.9%	5.1%

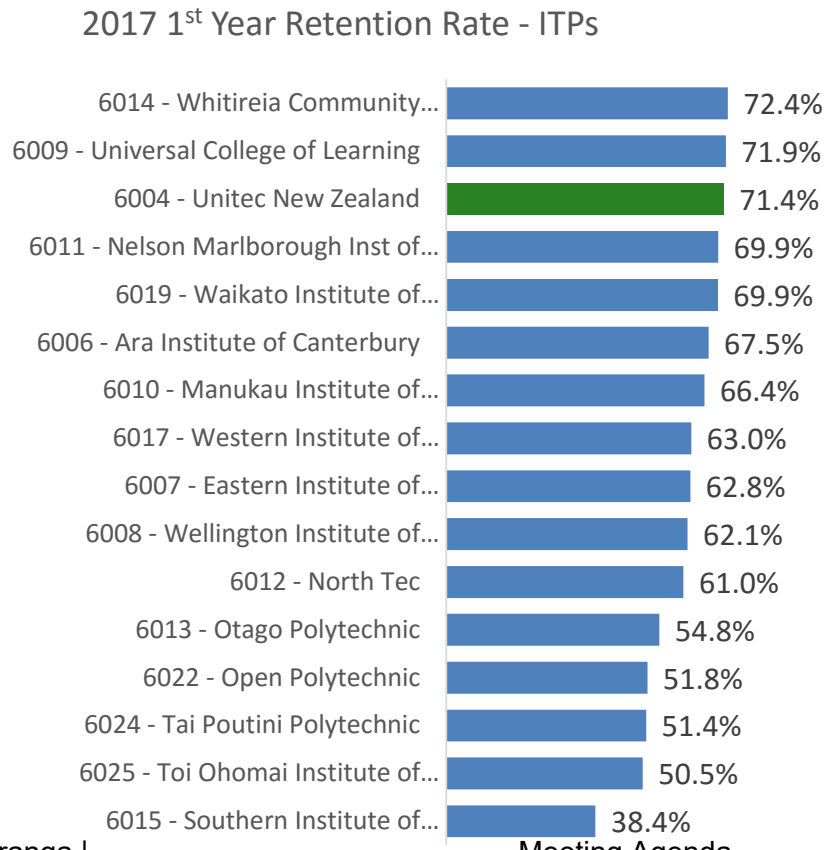


2017 Benchmarks	International	Domestic	variance
Unitec	86.4%	65.9%	-20.5%
MIT	74.7%	64.1%	-10.6%
AUT	91.1%	76.1%	-15.0%
University of Auckland	90.3%	81.2%	-9.1%
ITP Sector	73.5%	59.2%	-14.3%

EPI #2: First Year Retention Benchmarking

Unitec tracks well above the ITP average for first year retention and was ranked 3rd of all ITPs in 2017. The data suggests that Unitec first year retention rates are influenced similarly to the sector.



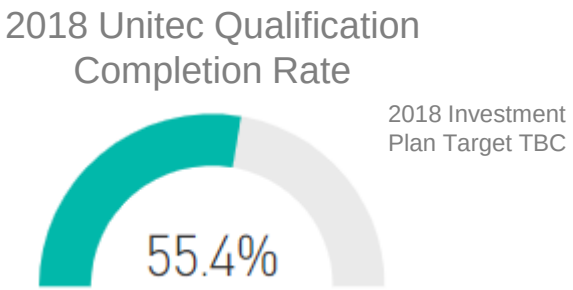


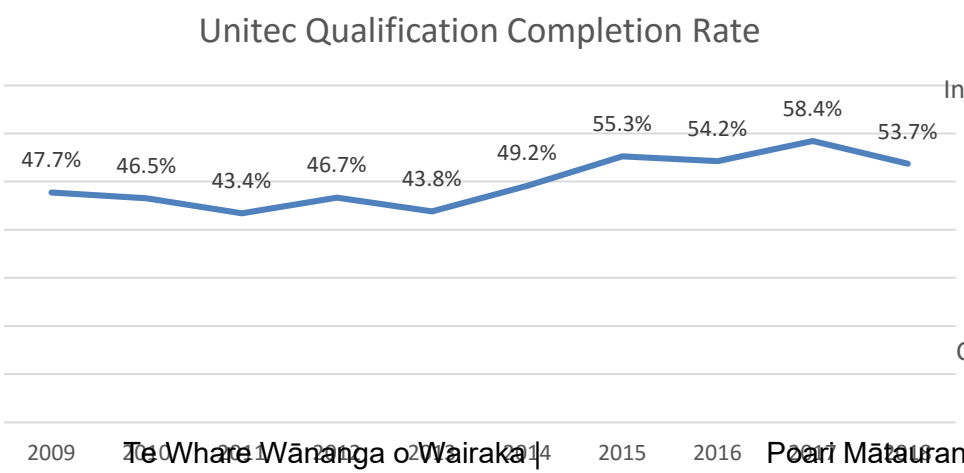
* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

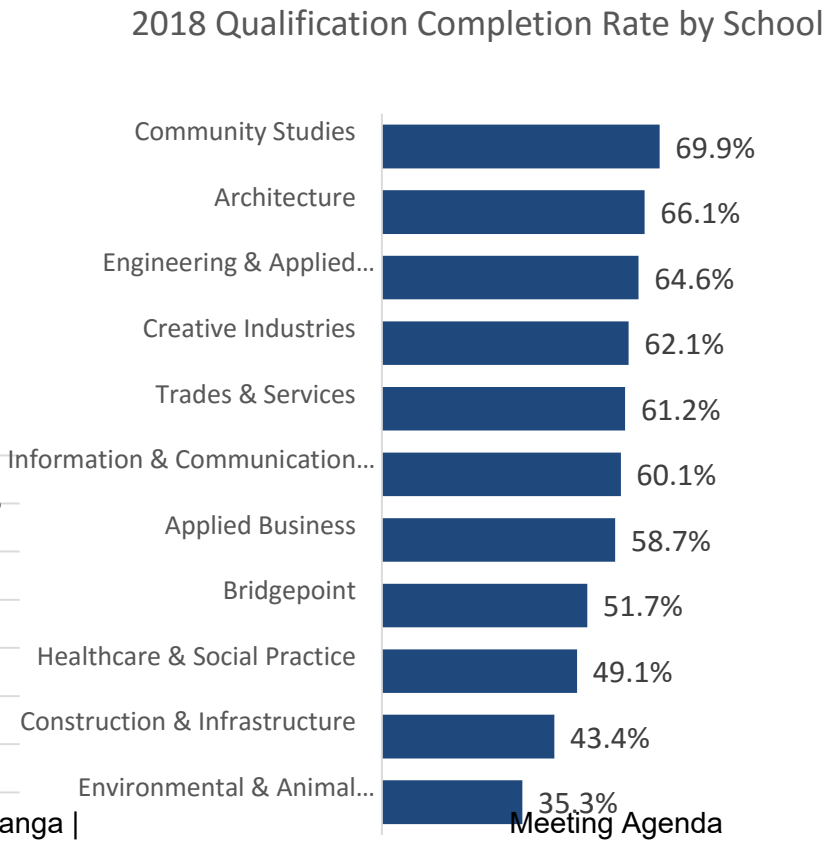
EPI #3: Qualification Completion

2018 qualification completion rates have declined in 2018 following steady growth over the past 4 years. As per course completion, this is likely impacted by processing of grades rather than actual student academic performance.

Recommendation – include qualification completion processing as part of the wider grade approval process review to speed up the process of eligibility as well as maintaining accuracy and quality

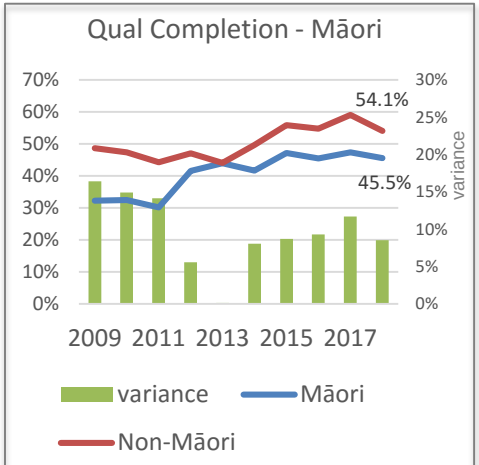




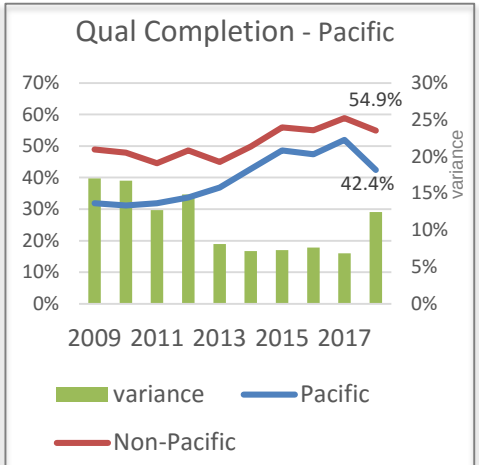


EPI #3: Qualification Completion by Priority Groups

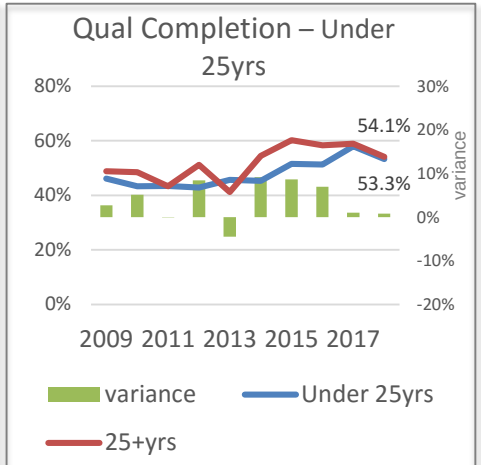
Pacific students have shown a significant decline in qualification completion in 2018 following steady growth and relatively consistent variance between Pacific and non-Pacific.
Disparity for Māori and Pacific students compared to non-Māori and non-Pacific students is higher at Unitec compared to the ITP average and MIT, while for Under25s there is little difference within Unitec or across the sector.
International qualification completion rates have remained steady in 2018 while the variance has increased significantly due to low domestic achievement.
More analysis needs to be undertaken to identify if this is a grade process driven trend or actual student performance.



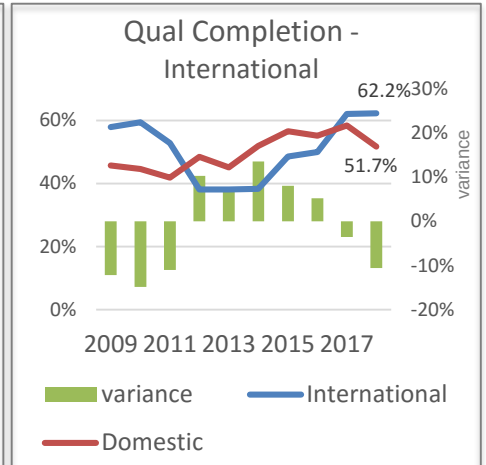
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	47.4%	59.0%	11.6%
MIT	52.5%	54.6%	2.1%
AUT	56.6%	65.1%	8.5%
University of Auckland	58.2%	69.3%	11.1%
ITP Sector	49.6%	53.7%	4.1%



2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	52.0%	58.9%	6.9%
MIT	51.9%	55.1%	3.2%
AUT	48.1%	66.3%	18.2%
University of Auckland	53.3%	70.1%	16.8%
ITP Sector	51.3%	53.1%	1.8%



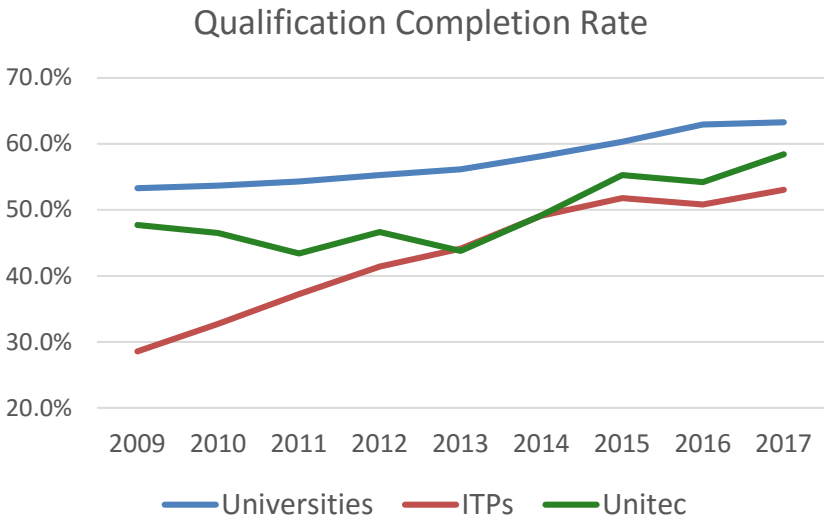
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	57.9%	59.0%	1.1%
MIT	53.7%	55.4%	1.7%
AUT	64.8%	64.5%	-0.3%
University of Auckland	69.7%	67.1%	-2.6%
ITP Sector	54.5%	51.8%	-2.7%

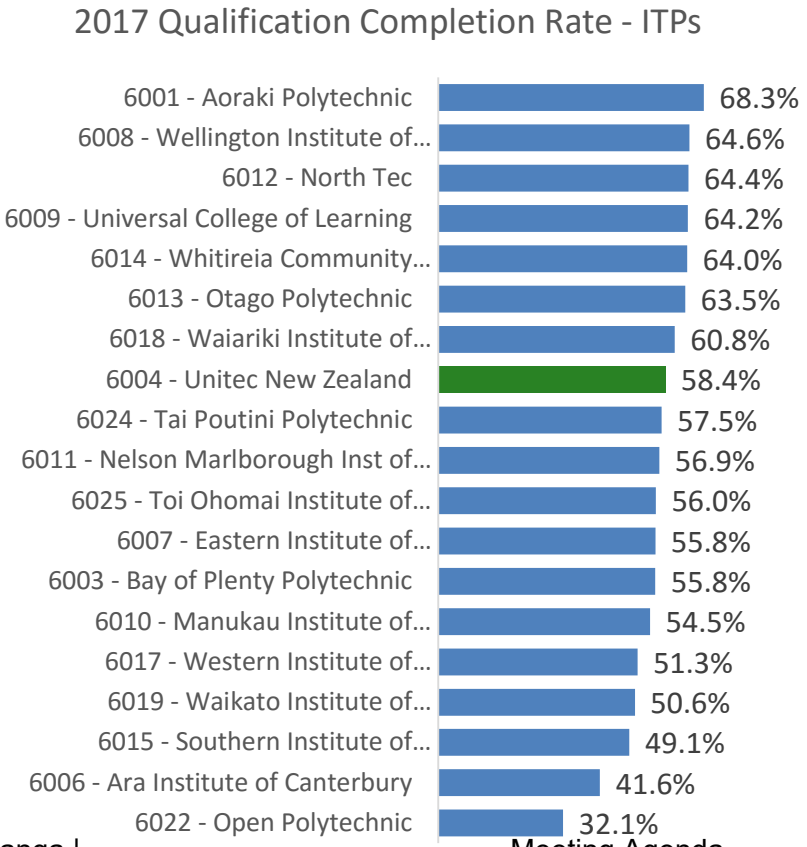


2017 Benchmarks	International	Domestic	variance
Unitec	62.0%	57.6%	-4.4%
MIT	64.0%	53.7%	-10.3%
AUT	77.5%	62.3%	-15.2%
University of Auckland	75.3%	68.0%	-7.3%
ITP Sector	65.2%	51.8%	-13.4%

EPI #3: Qualification Completion Benchmarking

Despite the recent dip in 2018, Unitec continues to improve up to 2017 (the period that benchmarking is available) for qualification completion which is in line with other ITPs and universities. In 2017, Unitec was ranked 8th across all other ITPs on this measure.
Unitec's 2018 qualification completion rates are 3% lower which would place Unitec below the sector average.





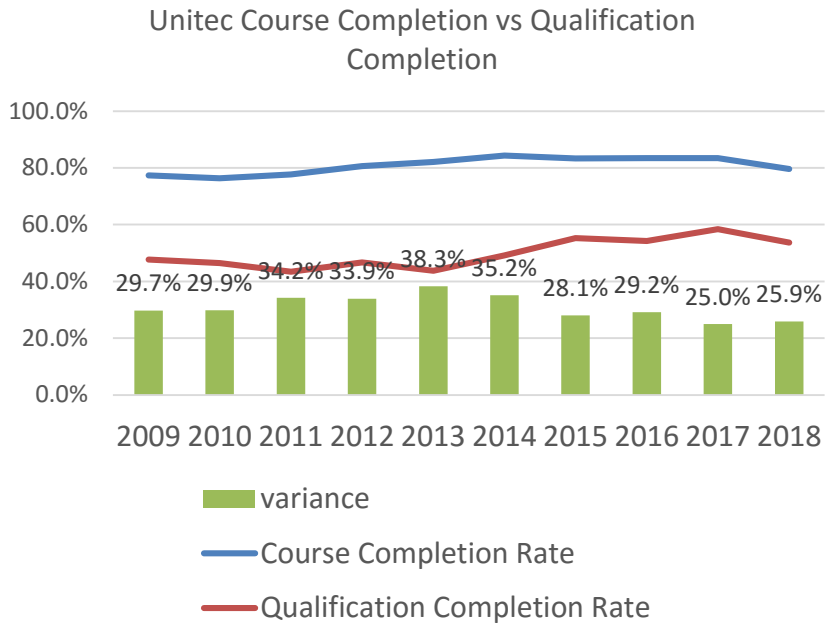
* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

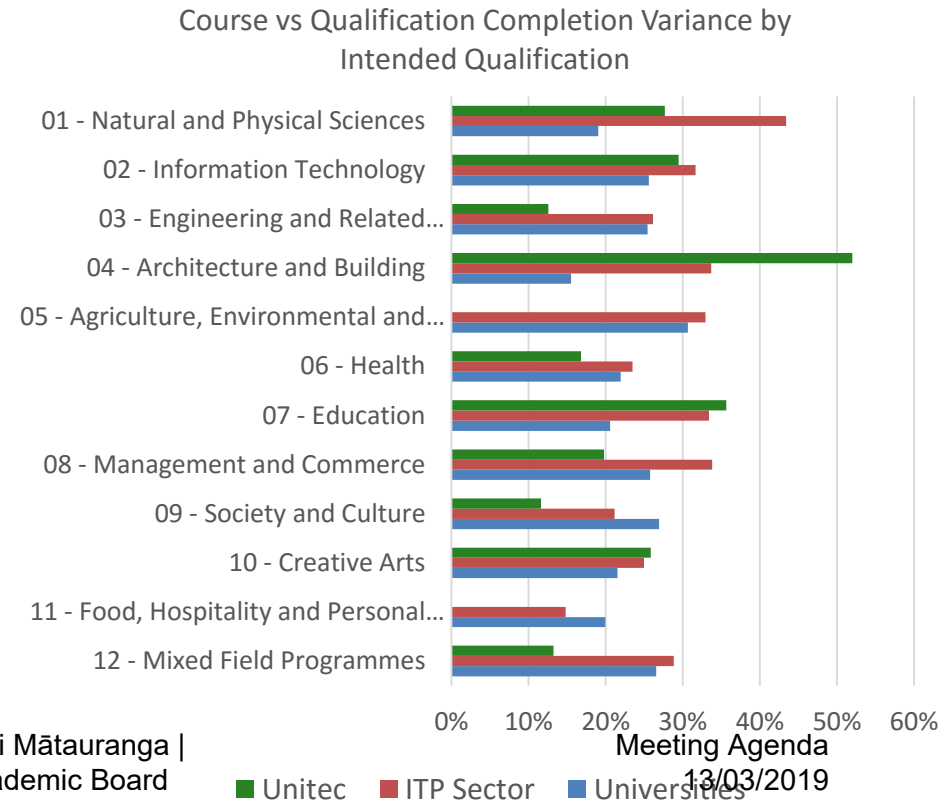
The difference between course completion and qualification completion

Unitec has consistently shown a 25-30% variance between course completion rates and qualification completion. This is a level that is consistent across the ITP sector and universities. Analysis by intended qualification shows that the variance is much higher amongst Architecture and Education qualifications.

Recommendation – Te Korowai Kahurangi to conduct detailed analysis into this area to understand drivers for the variance between course and qualification completion rates

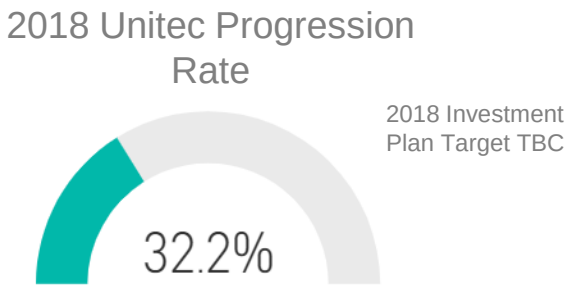
2017 Benchmarking	Course Completion Rate	Qualification Completion Rate	Variance
Unitec	83.4%	58.4%	25.0%
ITP Sector Average	81.7%	53.1%	28.6%
Universities Average	87.2%	63.3%	23.9%

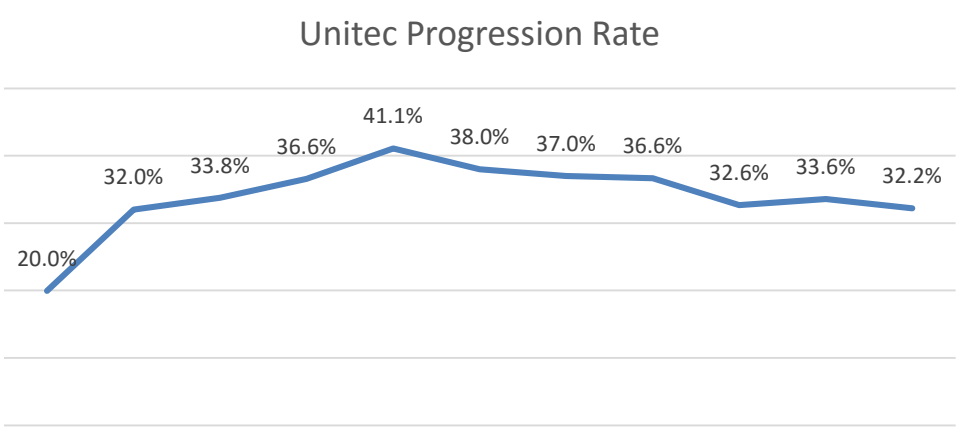




EPI #4: Progression from Level 1-4

Unitec's progression rate has dipped slightly in 2018 and continues the long term decline since 2012. Further analysis will be conducted into these trends once reporting has been built and the new school groupings can be reported on.



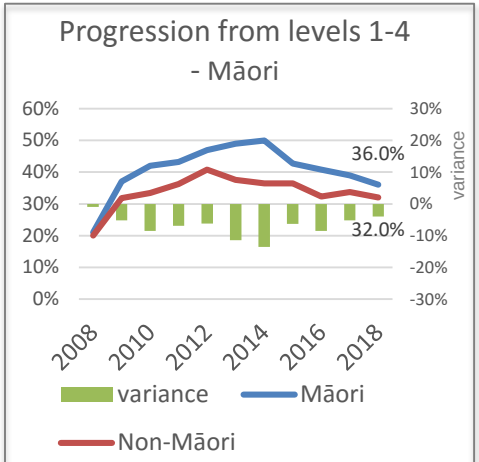


Progression Rates by School, not currently available

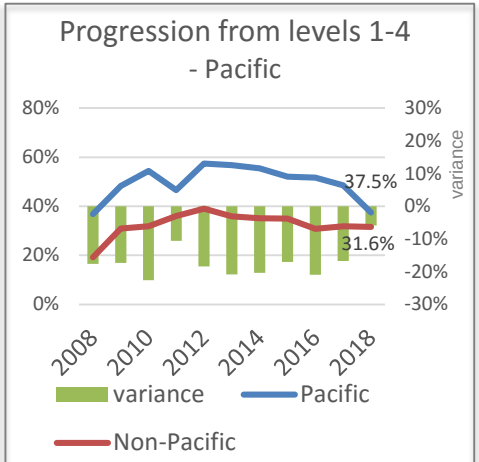
EPI #4: Progression from Levels 1-4 by Priority Groups

Similar to the other EPI metrics, there has been a decline in progression levels for Pacific students in 2018. This trend closes the gap normally shown between Pacific and non-Pacific students that Unitec historically leads over other ITPs and universities.

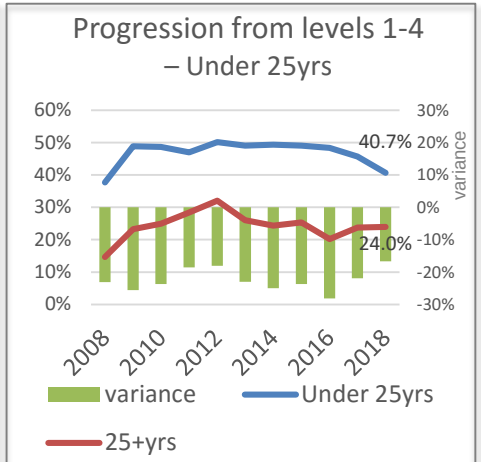
Progression rates for International students continues to increase while domestic progression rates are much lower and slowly decreasing in comparison.



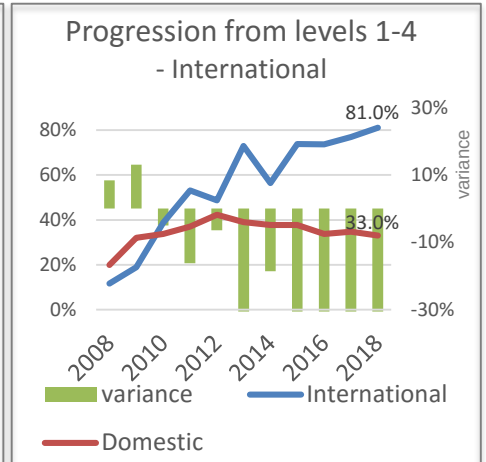
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	39.0%	33.7%	-5.3%
MIT	40.9%	40.1%	-0.8%
AUT	82.5%	85.3%	2.8%
University of Auckland	92.2%	90.4%	-1.8%
ITP Sector	36.9%	33.7%	-3.2%



2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	48.5%	31.8%	-16.7%
MIT	40.9%	39.8%	-1.1%
AUT	88.1%	83.3%	-4.8%
University of Auckland	94.5%	88.0%	-6.5%
ITP Sector	36.9%	34.1%	-2.8%



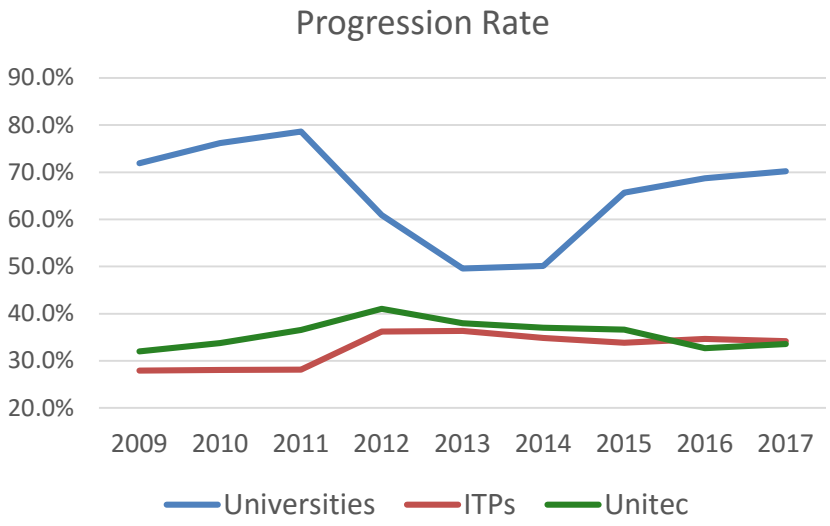
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	45.7%	23.7%	-22.0%
MIT	42.8%	37.8%	-5.0%
AUT	85.8%	77.4%	-8.4%
University of Auckland	90.8%	81.5%	-9.3%
ITP Sector	40.5%	29.5%	-11.0%

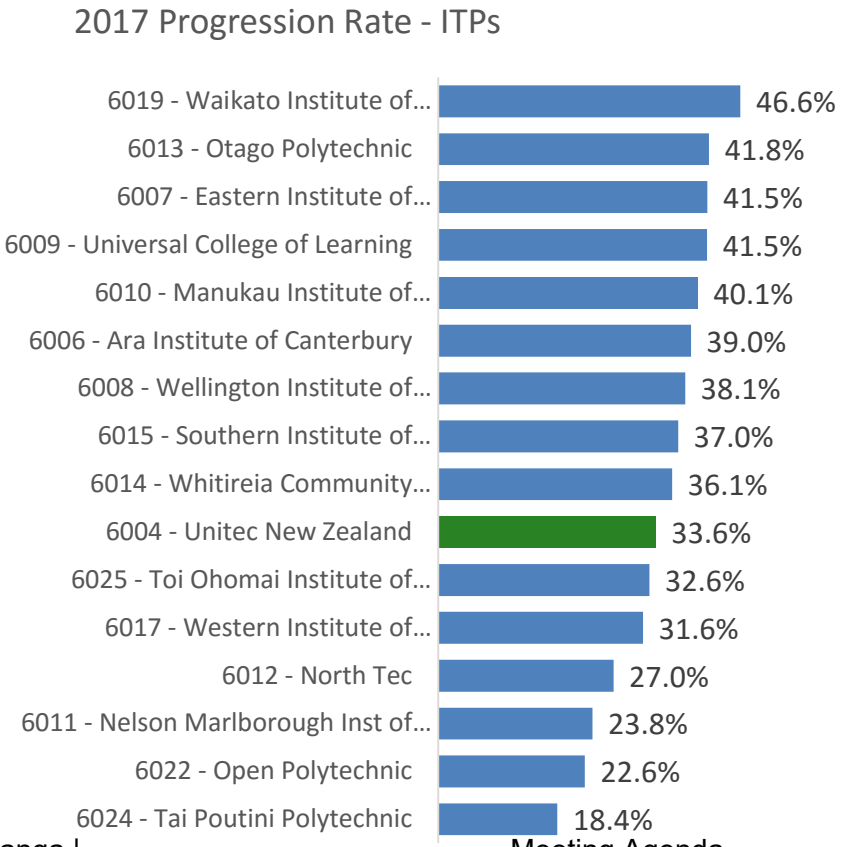


2017 Benchmarks	International	Domestic	variance
Unitec	77.0%	34.7%	-42.3%
MIT	66.5%	42.8%	-23.7%
AUT	93.6%	84.9%	-8.7%
University of Auckland	95.4%	90.0%	-5.4%
ITP Sector	69.3%	35.0%	-32.3%

EPI #4: Progression from Level 1-4

Unitec's progression rates are in line with the ITP average and well below the average for universities. In 2017, Unitec was ranked 10th of all ITPs which is the lowest ranking shown across all four EPI measures.





* ITP Sector benchmarking only available for 2017, 2018 benchmarks will be available April 2019

Next Steps

- This report is a first step towards providing greater visibility into student academic performance for Unitec. The quality of data available is still limited and Te Korowai Kahurangi are currently sourcing more data sources and developing greater reporting with the intent to improve our analysis and understanding of our students' success.

- Reporting currently under development:
    1. Educational Performance Indicators (EPIs) – course completion, first year retention, qualification completion, progression
    2. Graduate outcomes – graduate employed/ further study, relevance of qualification to employment
    3. Student experience – student course evaluations, student net promoter score (NPS), joining experience
    4. Grade processing – grade approval performance, outstanding grades

- Next steps from this report are:
    1. Review of grade approval and qualification processes, time frames and organisational adherence to policy
    2. Detailed analysis of priority group performance across all schools
    3. Detailed analysis of course completion to qualification completion variance by school/programme

memo

To	Te Poari Mātauranga Academic Board	Date	5 March 2019
From	Simon Tries, Manager, Te Korowai Kahurangi		
Subject	Academic Board Self-assessment		

Purpose

To provide Academic Board with a summary of the results of the Self-Assessment survey distributed to members.

Recommendation

That Te Poari Mātauranga Academic Board consider the self-assessment survey results and discuss opportunities to improve the effectiveness of Te Poari Mātauranga Academic Board.

Commentary

In support of being an effective governance body the Academic Board undertook to assess itself against its terms of reference at the end of 2018. A total of nine members provided a response to the self-assessment survey, the results of which are attached.

The results indicate significant variance in the members' perspectives on the Board's effectiveness in meeting its terms of reference. While the value of this self-assessment is somewhat lessened by the significant changes across Unitec throughout (particularly the second half of) 2018 and into 2019, there is still value in the current Academic Board considering the responses to each survey item and what it can do to better meets its obligations. In doing this, the Academic Board should also consider whether the current terms of reference are the most appropriate. A separate paper to the March Academic Board meeting proposes changes to the membership and terms of reference of Academic Board.

Attached:

AB 2018 Self-assessment survey results

Online summary of AB 2018 Self-assessment survey results

2018 Self-Assessment Academic Board

9	546:18	Active
Responses	Average time to complete	Status

1. How effective has Academic Board been in advising Council on matters relating to Programmes of study or training, Qualifications, and other academic matters?

Very effective	0
Somewhat effective	3
Not so effective	2
Not at all effective	0
Don't know	4

2. Comments

7
Responses

Latest Responses

"I am not directly aware of how AB advises Council. There is no regula…

"I'm not aware of what the Council/Commissioner see from AB."

"We were getting there this year, just as the Council was disestablished"

3. How effective has Academic Board been in overseeing and reporting to Council on educational performance, as agreed in an annual Programme Performance and Evaluation Plan, and on related evaluative questioning, development and improvement?

Very effective	0
Somewhat effective	2
Not so effective	3
Not at all effective	0
Don't know	4

4. Comments

5
Responses

Latest Responses

"I am not directly aware of how AB advises Council. There is no regula…

"I don't recall ever seeing the Programme Performance and Evaluation…

"I don't believe that this narrative was taken to Council by the board. …

5. How effective has Academic Board been in the making of academic policies, codes of practice, directions and developments and advising Council accordingly?

Very effective	2
Somewhat effective	4
Not so effective	1
Not at all effective	1
Don't know	1

6. Comments

5
Responses

Latest Responses

"Very effective at overseeing policy, but I am not directly aware of how…

"In my time on Academic Board I have seen some progress toward revi…

"Academic Board members have not kept abreast of external quality a…

7. How effective has Academic Board been at advising the Chief Executive and the Senior Leadership Team on academic policies, directions and developments of Unitec?

Very effective	0
Somewhat effective	5
Not so effective	1
Not at all effective	1
Don't know	2

8. Comments

6
Responses

Latest Responses

"I am not directly aware of how AB advises the CE or SLT. There is no r...

"This happens in part outside of Academic Board. I don't see this happ...

"In the past year, this is an area of great improvement. Previous to tha...

9. How effective has Academic Board been at recommending to Council changes to this [the Academic] statute and academic elements of the Student Disciplinary Statute?

Very effective	0
Somewhat effective	2
Not so effective	1
Not at all effective	1
Don't know	5

10. Comments

4
Responses

Latest Responses

"I am not directly aware of how AB advises Council. There is no regula...

"I haven't yet seen this happen, though there is a clear need."

""

11. How effective has Academic Board been at approving criteria and processes for the approval of Programmes, changes to Programmes and Programme review?

Very effective	0
Somewhat effective	7
Not so effective	2
Not at all effective	0
Don't know	0

12. Comments

5
Responses

Latest Responses

"Apart from Policy review, there is little discussion about this."

"Academic Board approved the formation of the Academic Approvals ...

"If we were effective we wouldn't have as many RFIs from NZQA."

13. How effective has Academic Board been at approving new Programmes and significant changes to existing Programmes, and, subject to Business Plan approval, to submit these to the relevant external approval and accrediting body (e.g.: NZQA)?

Very effective	0
Somewhat effective	2
Not so effective	6
Not at all effective	0
Don't know	1

14. Comments

8
Responses

Latest Responses

"This has been shaky in the past, however the devolution of the work t...

"This process has been inconsistent and not particularly effective as is ...

"There is a risk in my view that too many programme approvals go thr...

15. How effective has Academic Board been at maintaining the integrity of the Quality Management System of academic strategies, policies and processes?

Very effective	0
Somewhat effective	5
Not so effective	2
Not at all effective	2
Don't know	0

16. Comments

6
Responses

Latest Responses

"As mentioned above, the process of policy review is sound, but could ...

"Many of the policies are out of date, though a start has been made an...

"Working through the EER prep it is clear that we have gaps and weak...

17. How effective has Academic Board been at conferring or awarding Qualifications to which Unitec's seal may be affixed;?

Very effective	3
Somewhat effective	4
Not so effective	0
Not at all effective	0
Don't know	2

18. Comments

4
Responses

Latest Responses

"The process itself is somewhat flawed as the system that sits behind it...

"The process for ensuring the correct students are graduating is cumbe...

"Similar comments to 13. "

19. How effective has Academic Board been at approving generic Programme regulations?

Very effective	0
Somewhat effective	4
Not so effective	3
Not at all effective	0
Don't know	2

20. Comments

4
Responses

Latest Responses

"This is somewhat AD Hoc."

"I haven't seen any changes to these but in my view they should be dis…

"I cannot recall any discussion about programme regulations at all thi…

21. How effectively has Academic Board furnished the minutes and recommendations of all Academic Board meetings to Council?

Very effective	1
Somewhat effective	0
Not so effective	0
Not at all effective	0
Don't know	8

22. Comments

3
Responses

Latest Responses

"I am not directly aware of how AB advises Council. There is no regula…

"Not being a council member or council meeting participants, I would…

23. How effective has Academic Board been at establishing and supervising sub-committees and delegating responsibilities to such members of the staff of Unitec as the Academic Board considers necessary for its efficient and effective operation?

Very effective	1
Somewhat effective	6
Not so effective	0
Not at all effective	1
Don't know	1

24. Comments

6
Responses

Latest Responses
"*Reporting back to AB is adhoc and should be more formalised to give ...*
"*Relevant committees have been established though in some cases the...*
"*This year has seen a couple of changes, QAB and AAC so this indicate...*

25. How effective has Academic Board been at addressing any other matter required or permitted by this statute [the Academic Statute], or as otherwise delegated or authorised by Council?

Very effective	0
Somewhat effective	3
Not so effective	0
Not at all effective	0
Don't know	6

26. Comments

2
Responses

Latest Responses
"*Much better in recent times.*"
""

27. How well does the Membership of the Academic Board comprise representatives of key Stakeholders, including Students, Māori and staff?

Very well	1
Somewhat well	7
Not so well	1
Not at all well	0
Don't know	0

28. Comments

4
Responses

Latest Responses

"A number of members do not regularly attend. This needs to be moni…

"Representation is reasonable but will need to be revisited with the ne…

"Attendance can be an issue, last month we did not have a quorum."

29. How well has Academic Board ensured appropriate mechanisms exist to facilitate, manage, monitor and evaluate all aspects of the Academic Quality Management System?

Very well	0
Somewhat well	4
Not so well	5
Not at all well	0
Don't know	0

30. Comments

7
Responses

Latest Responses

"Again, adhoc and requires a more regular reporting process from TKK…

"There are some appropriate mechanisms for some of the component …

"Without an annual work plan this has been an area of risk"

31. How would you rate the quality of the papers provided to Academic Board?

Very good	2
Good	7
Not so good	0
Poor	0
Don't know	0

32. Comments

2
Responses

Latest Responses

"*They are generally very clear. There are often too many pages with so...*

""

""

33. How effective has the secretariat support for Academic Board been?

Very effective	3
Somewhat effective	6
Not so effective	0
Not at all effective	0
Don't know	0

34. Comments

4
Responses

Latest Responses

"*The committee could operate more effectively with a revamp of the a...*

"*Exemplary, Karen reminds members what is due and when.*"

35. Any general/other comments?

4
Responses

Latest Responses

"*My sense is that there is limited engagement by some members with t...*

""

For Discussion

To	Poari Mātauranga Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Poari Mātauranga Academic Board Workplan	**Date**	05 March 2019

Purpose

To provide a draft work plan for Academic Board for consideration and adoption.

Recommendation

That Poari Mātauranga Academic Board review the draft work plan, agree any necessary amendments and adopt the plan for immediate implementation.

Commentary

The proposed Academic Work plan is intended to provide structure to the operation of the Academic Board. It is intended to both signal the ongoing work of the Academic Board and to provide certainty to those who contribute to the work of the Academic Board.

It is not intended to be “set in stone” as it must also be responsive to the needs and challenges of the institute.

Attachments

DRAFT 2019 Workplan for AB - 20190305

ACADEMIC BOARD: DRAFT WORK PLAN FOR 2019

V0.1

Meeting Date	Item
TO ADD	• School evaluation • Service Centre evaluation • Institute Evaluation • Investment plan • Academic Risk Management
February	• Review of Membership and Terms of Reference • Review of outcomes from Māori Success Strategy • Review of outcomes from Pacific Success Strategy
March	• Student Performance Interim Report (for previous year) • Review of Degree Monitoring report (for previous year) • Industry engagement report (includes outcomes from Employer survey report (every second November) • Evaluation of Complaints process and outcomes (for previous year) • Evaluation of Academic Appeals process and outcomes (for previous year)
April	• Full year Student Course Survey report (for previous year) • Annual review of Student Success • Review of Enrolment processes and outcomes
May	• Staff Pulse/Engagement Survey report • Student Performance Final Report (for previous year) • Review of Programme Evaluation Plan (PEP) process and outcomes (for previous year)
June	• Graduate Survey report • Institute Research Report

Commented [ST1]: This will move to the second half of the year as degree monitoring transitions to first third of year.

July	• Semester 1 Student Course Survey report • Semester 1 Student Net Promotor Score (NPS) report • Award of Qualifications •
August	• Review of outcomes from Māori Success Strategy • Review of outcomes from Pacific Success Strategy
September	• Staff Pulse/Engagement Survey report • Semester 1 Programme Evaluation Plan (PEP) report • Student Performance Report (Semester 1) • Self-Review of performance against requirements of the *Education (Pastoral Care of International Students) Code of Practice 2016*
October	
November	• Staff Pulse/Engagement Survey report • Research production in degree programmes • Semester 2 Student Course Survey report •
December	• Award of Qualifications • Academic Board self-assessment • Review of Academic Board Membership and Terms of Reference • Student Net Promotor Score report full year (NPS)

For Discussion

To	Academic Board	**From**	Simon Tries, Manager Rosemary Dewerse Te Korowai Kahurangi
Title	Evaluation of 2018 Degree Monitoring reports	**Date**	01 March 2019

Purpose

To provide a summary report to the Academic Board on the process and outcomes from the Degree Monitoring reports from 2018 and to offer recommendations and an action plan to address identified issues.

Recommendations

That Te Poari Mātauranga | the Academic Board:

- receive the report on Degree Monitoring in 2018.
- review the recommendations and associated *Action Plan to address issues arising from the 2018 Degree Monitor's Reports;* and
- approve, following any desired amendments, the *recommended actions* and associated timeframes for completion.

Context:

External monitoring of Degrees is a key process ensuring the quality of the undergraduate and postgraduate degrees offered at Unitec. It enables us to bring high level capability and knowledge of the needs and expectations of external stakeholders to bear on the on-going evaluation and development of Unitec's degree-level programmes, bringing life to the principle of Whakaritenga.

External monitoring is, according to our policy, to be conducted on a yearly cycle.

The report on the 2018 Degree Monitor's Reports offers commendations, notes concerns arising as a result of the process, records observations from the monitors that Unitec needs to be mindful of going forward, makes recommendations in the light of those, and from those recommendations proposes an Action Plan.

Attachments

Te Korowai Kahurangi: Analysis of 2018 Degree Monitor's Reports & Action Plan

Te Korowai Kahurangi: Analysis of 2018 Degree Monitor's Reports & Action Plan

This analysis is based on and limited to Monitors' Reports and Responses from 2018. It therefore does not acknowledge recommendations already acted upon, or wider initiatives occurring.

Number of reports read: 24 covering 34 undergraduate and postgraduate programmes.[1]

Number of PAQC responses to reports read: 10/24[2]

Number of programmes paused, being taught out or ended: 12/34[3]

Commendations

- The majority of monitor's reports are of a very high quality, offering Unitec programmes excellent independent critique and constructive suggestions for continuing improvement. They made observations of real breadth and depth in terms of teaching and learning, systems and quality. Genuine engagement with their input promises greater rigour in our teaching and learning, for the benefit of all stakeholders.
- BSPT teaching staff were particularly commended by their monitor for their commitment to innovation, quality of responsive relationships with stakeholders and work with Dr Curtis Barlow on a frame from Te Ao Māori for their teaching.

Concerns

- In the monitor's reports for MComp, PGDipComp, BCS, GDC, and BCons little attention was paid to pedagogical approach, learning design elements, engagement with priority groups and wider stakeholders. Recommendations are pragmatic rather than diagnostic, and do not always arise from previous discussion. Follow-through on response to recommendations is cursory or has been lacking.
- The low number of PAQC responses to monitor's reports received by Te Korowai Kahurangi raises questions about our attention to and engagement in processes of self-assessment and/or our means of recording it. Of the responses received some avoid direct engagement with recommendations and/or fail to put a due date on actions, suggesting that greater ownership of improvement is needed – and training for that? – and means for accountability need strengthening.
- A number of monitors noted that processes, particularly of external moderation have not been occurring as regularly as they should. In two cases external monitoring has been particularly lax – 2018 being the first incidence ever of external monitoring for the ten-year operational GDHE and the first since 2013 for the BBS, PGDipBus and MBus. Generally, external monitoring visits have been two-yearly. Our policy since 2018 requires yearly monitor's visits.
- Several monitors note the need still – in the second half of 2018 – for attention to be paid to priority students, especially Māori and Pacific and their communities.

[1] As of 19 February 2019 monitor's reports had not been received by Te Korowai Kahurangi for five programmes: Masters in Landscape Architecture, Masters of Architectural Practice, Bachelor of Architectural Studies (monitor's visits occurring in October and December) and Masters of Design and Masters of Creative Practice (monitor's visits occurring in December). They were going to PAQCs and HoSs at the time of writing.
[2] This was the number in Te Korowai Kahurangi's files at the time of writing.
[3] These include the Master of Applied Practice suite – all but Social Practice and Accounting (which is to change to a Master of Professional Accounting), Master of Educational Management, Master of Social Practice, Master of International Communication, PGDip International Communication, Bachelors of International Communication, Doctor of Computing, Bachelor of Health and Social Development, Bachelor of Sport (a Diploma replaces it), Bachelor of Applied Science (Human Biology), Master of Osteopathy, Graduate Diploma of Higher Education.

Looking ahead: From the monitor's reports

- There is inconsistency in the existence and activity of programme advisory committees at undergraduate and postgraduate level. This weakens the ability of Unitec and its programmes to respond to changes in industry and community and thus remain current, relevant and "community-focused." Ensuring Māori and Pacific representation on those committees is urgent.
- While Unitec has paused, closed enrolments for or disestablished many of its postgraduate offerings from 2019 onwards, a number of issues identified in monitor's reports should be grappled with to ensure the quality of those postgraduate programmes that remain. These include:
    - Consistency in standards and student experience. The monitor for the MAP suite noted differences in quality of assessment design and practice, student support and reporting, and recommended structural centralisation to address this. Is it worth creating a means for across-School consistency in standards and student experience at postgraduate level?
    - Research Ethics. It was noted that the turnaround of ethics applications has been so slow that some projects were not even bothering to apply. It was not explained whether supervisors then asked students to change their methodology or projects dared to proceed anyway. This situation holds potential danger for Unitec if not addressed.
    - Quality of Supervision. Supervision requires research outputs, which require financial and time commitment. Workload and stretched budgets, alongside a need for proactivity and imagination in what and how to produce those outputs, need attention if postgraduate programmes are to retain, even grow, credibility and capacity for research supervision.
- A recommendation to establish, cultivate and build alumni networks is reiterated across a number of monitor's reports, partly as a way to populate advisory committees but also for the sake of tracking and supporting graduate outcomes, and of connecting with employers and possible placements/internships.
- The lack of programme-specific marketing is mentioned in several degree monitor's reports as being of real concern in terms of putting Unitec's distinctive contribution and particular strengths 'out there' to enable targeted recruitment, grow enrolments and ensure the viability of programmes (eg BAT, BPSA, BSPT, BHSD).[4] The BSPT monitor in their October report in fact advised that they invest in internal marketing initiatives, noting however the pressure this would place on time and resources. Others are already doing this. The monitor of the BHSD suggests that a previous recommendation they made for targeted marketing, which was not acted upon, may have contributed to its closure.
- Where students are able to study independently and off-campus, their access to support services and the library online needs considered attention by programme leaders for the sake of equity.
- Monitors of degrees offered on the Waitakere campus (BNurs, BHSD) record that availability of study space – especially for group assignments where talking is integral to the work – and support services is an equity issue that hampers Waitakere from being as "student-centred" as it should be.
- The monitor of the BAS particularly noted receiving very negative comment from students on the state of their classrooms and outdated equipment affecting their study, expressing concern that "word will get out." BPSA is suffering from outdated equipment and technology. What plan is possible for updating resources from here?[5]

[4] There is danger in ITP sector reform that original Unitec contribution to particular forms of training could be lost if we cannot proactively and clearly tell programme-specific stories across our offerings.
[5] In Programme Evaluations other Schools (Architecture and Creative Industries) also noted concerns around resourcing.

- Clear communication is needed around the status and resourcing of programmes in development or proposed going forward, as well as those paused in the interim or being taught-out in order to address anxiety and loyalty in students, staff and wider stakeholders.[6]
- The monitor of the GDHE queried the ongoing strategy of Unitec in terms of supporting and requiring the development of teacher capability. The GDHE has suffered a degree of neglect over the years; teacher competencies are still in development; quality assurance is not clear. What is Unitec's commitment, expectations and timeframe in this?

Recommendations:

- Te Korowai Kahurangi seek new monitors for Computer Science and Construction, ensuring that they are experienced in deep analysis of teaching and learning, student experience and stakeholder engagement.
- External Moderation and monitoring plans be lodged each year with PAQCs and Te Korowai Kahurangi and their adherence, including PAQC response where appropriate, closely tracked. Where needed, training should be offered to PAQCS in SMART response to recommendations.
- Heads of Schools lead their teams in paying particular attention to priority students, especially Māori and Pacific, in 2019, exploring pedagogies and cultural understandings to (further) support their learning.
- All degree programmes be required to have current, active, representative – including Māori and Pacific – advisory committees, and accountability in this be closely monitored until their engagement is embedded.
- The QAB investigate means for ensuring consistency in standards and student support across postgraduate programmes, and commission Tūāpapa Rangahau to audit supervision challenges in Schools and recommend initiatives to address those.
- The Research Ethics Committee review its processes toward ensuring prompt turnaround of ethics applications, especially for students operating on a limited timeframe. Offer a service to students prior to application to help them present a rigorous application first time around.
- Schools work proactively with the Alumni Office to support Alumni Connect, the new initiative to build a Unitec Alumni network.
- That Unitec revisit, or, if this has been done already, affirm its marketing policy to invest in the telling of programme specific stories that highlight the uniqueness of our offerings and their value add to graduate pathways.
- Support services lead an investigation into equity of student experience across Mt Albert and Waitakere campuses, and face-to-face and online, and instigate improvement initiatives, particularly in regard to access to study spaces, classroom resourcing, support services and the library.
- A transparent-as-possible and collaborative culture be further cultivated around the status and resourcing of programmes for the sake of good relationship.
- Expectations of teacher competency going forward be clearly communicated by Academic Board and rigorously resourced by Te Puna Ako.

[6] The monitor for the PGDipCouns noted as urgent the development of the Masters in Narrative Practice (students must have a minimum two years postgraduate study to receive accreditation as a professional Counsellor), as did the monitor for the Business offerings. Monitors of programmes being taught out noted the stress to students and, where new programmes are being brought in, the workload stress on staff.

Action Plan to address issues arising from the 2018 Degree Monitor's Reports

Recommendation	Responsible/Timeframe	Recommended Response/ Current Action	Progress
As soon as contractually possible seek new monitors for Computer Science and Construction degrees	Te Korowai Kahurangi For 2019's monitoring round if possible.	Te Korowai Kahurangi currently working with HoSs to action.	
Tighten the tracking and recording of the submission of External moderation and degree monitoring plans	PAQCs Te Korowai Kahurangi (via AQAs) End of March 2019.	Currently tracked through PAQCs and Quality Oversight Dashboard (QuOD) (under development)	
Offer training to PAQCs in making SMART responses to monitor's reports	Te Korowai Kahurangi As each monitoring report is received.		
Plan for and participate in professional development in pedagogies and cultural understanding to support priority student groups, particularly Māori and Pacific.	Heads of School 2019	For HoSs to develop a school wide plan, with appropriate stakeholders, to address this recommendation and report back to Academic Board	
All degree programmes to have actively engaged advisory committees, which include Māori and Pacific membership	Industry Engagement Team May 2019	Industry Engagement team to confirm the degree of engagement with industry, Māori and Pacific stakeholders, including IACs, and provide a report to the May meeting of Academic Board. 2019 Degree monitor's reports note this activity	
Ensure consistency in standards and student support across postgraduate programmes and address research supervision challenges	Tūāpapa Rangahau July 2019	Te Poari Iho/Quality Alignment Board commission Tūāpapa Rangahau to conduct an audit, make recommendations and produce an action plan	

Recommendation	Responsible/Timeframe	Recommended Response/ Current Action	Progress
Review processes to ensure prompt turnaround of Research Ethics applications and explore offering a pre-application review service to ensure high quality of applications	Unitec Research Ethics Committee June 2019	UREC to provide a response to the recommendation to the April Academic Board meeting.	
Grow Alumni connections	Alumni Office (Alumni Connect) and Schools Across 2019	Industry Engagement Team to include an update on this in its May report to Academic Board	
Review Unitec marketing policy toward investing in the telling of programme specific stories that highlight the uniqueness of our offerings and their value add to graduate pathways	Marketing	Marketing to provide a response to the Academic Board for consideration at its April meeting	
Investigate equity of student experience across Mt Albert and Waitakere campuses, and face-to-face and online, and instigate improvement initiatives, particularly in regard to access to study spaces, classroom resourcing, support services and the library	Student Success	Student Success to investigate and provide a report on this for the May Academic Board meeting.	
Review mechanisms for decision-making and its communication in regard to programme status (current and future) and resourcing into the future (to allay stress amongst staff and students)	Chief Executive		
Set clear expectations for teacher competency at Unitec and review and benchmark the	Academic Board Te Puna Ako	Director Ako to provide a clear strategy and supporting actions for ensuring Unitec has highly	

Recommendation	Responsible/Timeframe	Recommended Response/ Current Action	Progress
standards/levels of current training offerings		competent teaching staff, aligned with sector expectations.	

AGENDA ITEM 4.01.

Being a Quality Organisation (Discussion)

SECTION 5
ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

AGENDA ITEM 6.01. DETAILS OF NEXT MEETING

Time: 9am – 11am, Wednesday, 3 April, 2019
Location: 180-2043

Submissions by: COB on Wednesday, 20 March, 2019
Chair: TBC

AGENDA ITEM 6.02. CLOSING KARAKIA