



## **POARI MĀTAURANGA | ACADEMIC BOARD**

### **MEETING AGENDA**

**Wednesday  
3 April, 2019**



# agenda

## POARI MĀTAURANGA | ACADEMIC BOARD

<b>Date:</b>	<b>Wednesday, 3 April, 2019</b>
<b>Scheduled Start:</b>	<b>0900h</b>
<b>Scheduled End:</b>	<b>1100h</b>
<b>Location:</b>	<b>Building 112-4021</b>

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## SECTION 1                      NGĀ KUPU ARATAKI | PRELIMINARIES

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### **Item 1.01        Opening Karakia**

Manawa mai te mauri nuku  
Manawa mai te mauri rangi  
Ko te mauri kai au  
he mauri tipua  
Ka pakaru mai te pō  
Tau mai te mauri  
Haumi e, hui e, taiki e!

### **Item 1.02        Welcome from the Chair**

- Approved by Crown Commissioner on 19 March, 2019
  - Academic Statute
  - Terms of Reference 2019 Poari Mātauranga | Academic Board
  - Approvals located at:  
<H:\2. Academic Development\E-Academic Library\2.0 Committees\Academic Board\Papers\2019\0403\Approvals for Statute and PM-AB ToR>
- Nominations and appointments underway; action for Chairs to follow up
  - Poari Mātauranga | Academic Board
  - Ako Ahimura | Learning & Teaching Committee
  - Rōpū Whakaae Mātauranga | Academic Approvals Committee
  - Te Poari Iho | Quality Alignment Board
- Priority Group and Subcommittee Chair Reporting
  - One simple template under development
  - On-boarding with Priority Group Directors
  - On-boarding with Academic Governance Committee Chairs

## Poari Mātauranga | Academic Board

### 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:
  - Executive Dean, Academic – Chair
  - Chief Executive
  - 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 Executive Dean (Academic) 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.
- 7.2 Appointed members may nominate a staff member proxy to represent them with full voting rights.

## **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.

<b>Approval Details</b>
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Key changes:

- Approved by the Council / Crown Commissioner, Murray Strong, and re-versioned to v1.00.

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Daniel Weinholz  
Specialist - Committee Support, Te Korowai Kahurangi

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Endorsed by: Poari Mātauranga | Academic Board

Approval date: 2019-03-19

Approved by: Crown Commissioner, Murray Strong



**MEMBERSHIP STRUCTURE 2019****Poari Mātauranga | Academic Board**

<b>Appointment</b>	<b>Position</b>	<b>Member</b>
Ex officio	Executive Dean, Academic	Merran Davis
	Chief Executive	Merran Davis
	Director, Ako	Simon Nash
	Director, Research and Enterprise	Marcus Williams
	Director, Pacific Success	Falaniko Tominiko
	Director, Māori Success	Toni Rewiri
	Director, Student Success	Annette Pitovao
	Director, International Success	Tracy Chapman
	Manager, Te Korowai Kahurangi	Simon Tries
	Student President	Helen Vea
	Chairs of:	
	➤ Ako Ahimura   Learning and Teaching Committee	Simon Nash
	➤ Te Poari Iho   Quality Alignment Board	Debra Robertson-Welsh
Via nomination	➤ Rōpū Whakae Mātauranga   Academic Approvals Committee	Simon Tries
	➤ Postgraduate Research and Scholarships Committee	Marcus Williams
	One member of the Executive Leadership Team	... Chief Executive
	One student representative	... Student Council
	Head of School – 1	... HOSs ... ExecDean, Acad
	Head of School – 2	... HOSs ... ExecDean, Acad
	Programme Manager – 1	... TPI-QAB ... Dir, Ako
	Programme Manager – 2	... TPI-QAB ... Dir, Ako
Co-opted	Senior Academic – 1	... AA-LTC ... Dir, Ako
	Senior Academic – 2	... AA-LTC ... Dir, Ako

## **SECTION 2                      STANDING ITEMS**

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### **Item 2.01              Ngā Whakapāha | Attendance, Apologies & Quorate Status**

#### **RECOMMENDATION**

**That the Committee accept the Apologies of today's meeting.**

### **Item 2.02              Mahia Atu | Matters Arising**

(None)

### **Item 2.03              Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting**

#### **RECOMMENDATION**

**That the Committee approves the Minutes of the meeting of 2019/03/13.**



# minutes

## **Poari Mātauranga | Academic Board (PM-AB)**

Date:	Wednesday, 13 March, 2019
Scheduled Start:	0830h
Scheduled End:	1130h
Location:	Building 115-1007

**MEETING OPENED:** 0833

The assigned Chair (Merran Davis) was delayed, so Simon Nash functioned as the *de facto* Chair for this meeting.

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

#### **Item 1.01      Opening Karakia**

The Chair invited Simon Tries to deliver the opening karakia.

#### **Item 1.02      Welcome from the Chair**

The Chair welcomed the Committee Members.

#### **Item 1.03      Committee Membership (current)**

Nothing to note.

#### **Item 1.04      Ngā Whakapāha | Attendance, Apologies & Quorate Status**

##### **Board Members (2018) Departed from Company**

1. Daniel Fuemana
2. Rosie Stanton

Total members departed from company: 2 members

## **Mema Poāri Tae Ā-Tinana | Board Members (2018) Present**

1. Merran Davis (late)
2. Nick Sheppard (late)
3. Debra Robertson-Welsh
4. Marcus Williams (late)
5. Teorongonui Josie Keelan (late)
6. Glenn McKay (late)
7. Chris King (late)
8. Vanessa Byrnes
9. Simon Tries
10. Annette Pitovao
11. Simon Nash
12. Helen Vea (1-to-1 replacement as Student President)

Total members present: 12 members

## **Apologies**

1. David Glover
2. Mark McNeill
3. Falaniko Tominiko

Total apologies: 3 members

## **MOTION**

**That the Committee accept the apologies for the meeting.**

Moved: Simon Nash

Seconded: Simon Tries

**MOTION CARRIED**

## **Absences**

1. Craig Hilton

Total absences: 1 members

## **Quorate Status**

The meeting was determined as being quorate.

## **Hunga Mahi | Staff in Attendance**

1. Daniel Weinholz (Secretary)
2. Steve Marshall
3. Tracy Chapman

**Item 1.05 Pitopito Kōrero o Ngā Hui | Minutes of Previous Meeting**

The Chair opened the floor for members to speak. No items were raised.

**MOTION**

**That the Committee approve the Meeting Minutes of 13 February, 2019.**

Moved: Annette Pitovao

Seconded: Vanessa Byrnes

**MOTION CARRIED**

**Item 1.06 Mahia Atu | Matters Arising**

The Chair opened the floor for members to speak. No items were raised.

## Item 1.07 Ngā Tautapu Arotake | Actions For Review

### 1.07.1 Finite Action Items

Date Created	Item Identifier	Description	Responsibility	Target Delivery Date	Status	Date Completed
2018-05-06	2019.AB.Action-001	<b>Academic Board Risk Register</b> To provide a final report detailing the format and content of this to the first meeting of Academic Board 2019.	Simon Tries	2019-02-13	Closed	2019-02-13
2018-07-03	2019.AB.Action-002	<b>Renewal Plan</b> To provide a paper outlining the rationale and detailing the responses from consultation with various areas at the next Academic Board meeting.	Chair, Academic Board	N/A	<b>CLOSED By Chair (Simon Nash)</b>	<b>2019-03-13</b>
2018-08-28	2019.AB.Action-005	<b>Academic Board Membership</b> 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	<b>Clarifying NZQAs Requirement to retain all student assessment material</b> 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	2018-12-04	Closed	2018-12-04
2018-09-25	2019.AB.Action-007	<b>Teacher Capability Recommendations for 2019</b> 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	TBC	<b>CLOSED</b>	<b>2019-03-13</b>
2018-10-23	2019.AB.Action-008	<b>Academic Quality and External Evaluation and Review</b> To report back to the Board on the EER debrief.	Debra Robertson-Welsh	2019-02-13	Closed	2019-02-13
2018-12-04	2019.AB.Action-009	<b>Academic Board Self-Assessment - Survey</b> To complete the Academic Board Self-Assessment survey before the next meeting.	Academic Board members	2019-02-13	Closed	2019-02-13

2018-12-04	2019.AB.Action-010	<b>Academic Board Self-Assessment - Report</b> To report the feedback from the Academic Board Self-Assessment survey at the next meeting.	Simon Tries	2019-02-13	Closed	2019-02-13
2019-02-13	2019.AB.Action-011	<b>Improvements to the Academic Committee Meeting Calendar</b> Investigate the feasibility, and if possible, implement the feedback in Section 3.01 of the Minutes of 2019-02-13.	Daniel Weinholz; Simon Tries	2019-04-03	In progress	-
2019-03-13	2019.AB.Action-012	<b>Online Marking – Anticipation of Student Expectations</b> From 2020, NZQA shall introduce Online Marking for secondary students. Those students will later enrol in Unitec, and TKK anticipates that students will expect the same. Ako Ahimura should investigate this matter and lead planning for management of higher student expectations.	Chair of Ako Ahimura – Simon Nash	TBC	In progress	-
2019-03-13	2019.AB.Action-013	<b>Self-Assessment on Police Programme Development</b> Produce a bullet point / summary of the learnings gained through this process. Provide the output to Nick Wilson by Friday, 22 March, 2019 for inclusion in the Unitec consultative response.	Debra Robertson- Welsh; Simon Nash; Simon Tries	2019-03-22	In progress	-
2019-03-13	2019.AB.Action-014	<b>Working Group – Interpretation of Te Noho Kotahitanga in the Academic Statute</b> Investigate the addition of a clause to relevant parts of the Statute to clarify the interpretive context of Te Noho Kotahitanga, and report back to Academic Board with a recommendation.	Teorongonui Josie Keelan; Steve Marshall; Simon Tries	2019-04-03	In progress	-

### 1.07.2 Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status / Priority	Date Removed
2018-07-03	2019.AB.Standing-001	<b>Review of Semesterised Delivery</b> To provide regular progress reports.	Simon Nash	Lowered priority	-
2018-07-31	2019.AB.Standing-002	<b>Impact statements</b> 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.  <i>Meeting 2019-04-03: Simon Nash to report on status of Teach-Out Tracker.</i>	Simon Nash	Ongoing	-
2018-07-31	2019.AB.Standing-003 (Agenda 1.04 Action 5)	<b>NZQF Proposal</b> (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	Simon Tries	CLOSED	2019-03-13
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### 1.07.3 Discussion Notes

The Chair opened the floor for discussion. No other items or motions were noted.

DRAFT



## SECTION 2 TO BE RECEIVED

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### **Item 2.01 Ngā Rōpū Tuarua Pūrongo | Subcommittee Reports & Minutes**

The Chair opened the floor for any verbal additions to the reports. No additional action items or motions were raised.

#### **MOTION**

**That the Committee receive the Subcommittee Report from Ako Ahimura.**

Moved: Debra Robertson-Welsh  
Seconded: Teorongonui Josie Keelan

**MOTION CARRIED**

#### **MOTION**

**That the Committee receive the Subcommittee Report from the Postgraduate Research and Scholarships Committee.**

Moved: Marcus Williams  
Seconded: Chris King

**MOTION CARRIED**

#### **MOTION**

**That the Committee receive the Subcommittee Report from the Unitec Research Committee.**

Moved: Marcus Williams  
Seconded: Simon Nash

**MOTION CARRIED**

The absence of any Subcommittee Minutes, especially from the Postgraduate Research and Scholarships Committee, was noted. The Secretary (Daniel Weinholz) agreed to double-check for these.

### **Item 2.02 Ngā hē me te Āpiti whai Ara Pūrongo | Oversight, Reporting & Tracking**

The Chair invited Simon Tries to speak concerning the Sector Update, Programme Development Report and Monitoring of Degrees at Unitec.

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

Discussion highlighted that the impact of Online Marking and related student experiences and expectations should be raised at Ako Ahimura.

**Action Item:** 2019.AB.Action-012  
**Responsibility:** Chair of Ako Ahimura – Simon Nash

### 2.02.2 Programme Development Report (Verbal)

Discussion reflected on possible ways that RoVE may impact Programme Development. No additional action items or motions were raised.

Discussion agreed that production of a Self-Assessment of Police Programme Development could have value as evidence of self-evaluative practice for both Unitec now and any future developments. This needs to be completed by a few days before March 27 in order to be sent to Nick Wilson who is coordinating a Unitec consultative feedback submission.

**Action Item:** 2019.AB.Action-013  
**Responsibility:** Debra Robertson-Welsh; Simon Tries; Simon Nash

### 2.02.3 Monitoring of Degrees at Unitec (Verbal)

Steve Marshall delivered a verbal update, noting that everything is on track from a functional perspective. No additional action items or motions were raised.

#### MOTION

**That the Committee receive the following verbal and / or written reports:**

- Sector Update
- Programme Development Report
- Monitoring of Degrees at Unitec

Moved: Debra Robertson-Welsh  
 Seconded: Nick Sheppard

**MOTION CARRIED**

### Item 2.03 Māori Success Strategy (Verbal)

The Chair invited Glenn McKay to speak. No additional action items or motions were raised.

#### MOTION

**That the Committee receive the update on Māori Success Strategy (Verbal).**

Moved: Marcus Williams  
 Seconded: Chris King

**MOTION CARRIED**

**Item 2.04      Changes to Grading Systems (Verbal)**

The Chair invited Steve Marshall to speak. No additional action items or motions were raised.

**MOTION**

**That the Committee receive the update on Changes to Grading Systems (Verbal).**

Moved:        Simon Tries  
Seconded:    Nick Sheppard

**MOTION CARRIED****Item 2.05      Renewal Plan & Strategy (Presentation)**

The Chair invited Merran Davis to deliver a provisional verbal update instead a presentation due to the data from the Semester 1, 2019 enrolment intake about a week away from being fully collected. The presentation shall be deferred to the next meeting. This item was renamed with the addition of "Development". No additional action items or motions were raised.

**MOTION**

**That the Committee receive the verbal update on the Renewal Plan & Strategy Development (Presentation).**

Moved:        Marcus Williams  
Seconded:    Glenn McKay

**MOTION CARRIED****SECTION 3                  PAPERS FOR APPROVAL****Item 3.01      Review of Academic Statute & Poari Mātauranga | Academic Board**

The Chair invited Simon Tries to speak, giving context to the item and inviting discussion.

It was suggested that the following be added to the Statute, Section 2.5i. – "... application of the principles both in their original context and the context stated herein." – and similarly to the introductory paragraph of Section 2.3. The Committee agreed to set up a Working Group with an Action Item to investigate these suggestions and present a proposal related to the Principles in the Statute.

**Action Item:**        2019.AB.Action-014

**Responsibility:**    Teorongonui Josie Keelan; Steve Marshall; Simon Tries

Regarding the Terms of Reference, the Committee agreed to make the default Chair to be the Executive Dean, Academic instead of the Chief Executive, affecting Section 5.1 and Section 5.4. The Committee also agreed to add a new Section 7.2, stating that members can nominate a proxy with full voting rights.

Merran Davis endorsed Simon Nash as the future Chair.

#### **MOTION**

**That the Committee endorse, for approval by Council, the Academic Board Membership and Terms of Reference (subject to changes to 5.1 and 5.4, and the addition of 7.2), and the revised Academic Statute.**

Moved: Simon Tries

Seconded: Debra Robertson-Welsh

Debra Robertson-Welsh called for a vote. The vote resulted in a unanimous decision in favour of the motion.

**MOTION CARRIED**

#### **Item 3.02 Review of Subcommittees**

The Chair invited Simon Tries to speak, giving context to the item and inviting discussion. The Committee agreed to add a new Section 7.2 to all subcommittees, stating that members can nominate a proxy with full voting rights. No additional action items or motions were raised.

The Committee agreed to co-opt Andrea Thumath (Manager, Unitec Pathways College) to membership of Te Poari Iho | Quality Alignment Board for a term of 1 year, as a partial representative of the Under-25 Priority Group.

#### **MOTION**

**That the Committee approve the revised Membership and Terms of Reference of the following subcommittees, subject to listed Section amendments:**

- **Addition of Section 7.2 to all the following subcommittees, stating a provision for members to nominate a proxy with full voting rights.**
- **Rōpū Whakaae Mātauranga | Academic Approvals Committee**
- **Ako Ahimura | Learning and Teaching Committee**
- **Te Poari Iho | Quality Alignment Board**
  - **Section 5.2 – Change from “one” to “two” Heads of School**
  - **Section 5.4 – Remove the sentence related to the term of office**

Moved: Simon Tries

Seconded: Glenn McKay

**MOTION CARRIED**

**Item 3.03      Review of Postgraduate Research & Scholarships Committee**  
**(Membership)**

The Chair invited Marcus Williams to speak, giving context to the item and inviting discussion. No additional action items or motions were raised.

**MOTION**

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

Moved:          Marcus Williams  
 Seconded:      Chris King

**MOTION CARRIED**

**Item 3.04      Review of Unitec Research Ethics Committee (Membership)**

The Chair invited Marcus Williams to speak, giving context to the item and inviting discussion. No additional action items or motions were raised.

**MOTION**

**That the Committee acknowledges the membership for the UREC for the year 2019.**

Moved:          Marcus Williams  
 Seconded:      Teorongonui Josie Keelan

**MOTION CARRIED**

**Item 3.05      Review of Unitec Research Committee**

The Chair invited Marcus Williams to speak, giving context to the item and inviting discussion. No additional action items or motions were raised.

**MOTION**

**That the Committee approves the Unitec Research Committee Membership for the year 2019.**

Moved:          Marcus Williams  
 Seconded:      Teorongonui Josie Keelan

**MOTION CARRIED**

**Item 3.06      Amendment to Graduation Completion Form**

The acting Chair, Simon Nash, spoke. No additional action items or motions were raised.

**MOTION**

**That the Committee accept the Postgraduate Certificate in Applied Practice majoring in Digital Collaborative Learning completion term 1174 sent on the 26<sup>th</sup> 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 2<sup>nd</sup> of November 2018.**

Moved: Simon Tries  
Seconded: Nick Sheppard

**MOTION CARRIED****Item 3.07 Incorrect Cross-Crediting Practice**

The Chair invited Nick Sheppard to speak. No additional action items or motions were raised.

**MOTION**

**That the Committee 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.**

Moved: Nick Sheppard  
Seconded: Chris King

**MOTION CARRIED****Item 3.08 TTK Update on Programme Evaluation and Planning Work**

The Chair invited Simon Tries to speak. No additional action items or motions were raised.

**MOTION**

**That the Committee:**

- **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 for an End of Year PEP in 2019**

Moved: Simon Tries  
Seconded: Nick Sheppard

**MOTION CARRIED**

**Item 3.09      Ako Ahimura Committee Name Change**

The Chair invited Simon Nash to speak. No additional action items or motions were raised.

**MOTION**

**That the Committee 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](mailto:uaa@unitec.ac.nz) to [aa-ltc@unitec.ac.nz](mailto:aa-ltc@unitec.ac.nz).**

Moved:            Simon Tries  
Seconded:       Glenn McKay

**MOTION CARRIED****SECTION 4                      WHAKAWHITI KŌRERO | PAPERS FOR DISCUSSION****Item 4.01      Review of Student Surveys for 2019**

Simon Nash, on behalf of the Chair (late), invited Simon Tries to speak. The Committee discussed various aspects of improved survey administration – how, when and who. No additional action items or motions were raised. Simon Tries will clarify these matters in the guidelines which will be sent out.

**MOTION**

**That the Committee approve the following changes to the Course Evaluation Surveys:**

- 1. That surveys occur early in the second half of semester, starting from Semester 2, 2019.**
- 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**

Moved:            Simon Tries  
Seconded:       Debra Robertson-Welsh

**MOTION CARRIED**

**Item 4.02      Exchange Student Grades**

The Chair invited Simon Tries to speak. No additional action items or motions were raised.

**MOTION**

**That the Committee 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.

Moved: Simon Tries  
Seconded: Teorongonui Josie Keelan

**MOTION CARRIED**

**Items 4.03 ~ 4.07**

Deferred to next meeting.

**SECTION 5      ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS****Item 5.01      Details of Next Meeting**

The Chair announced the details of the next meeting.

Time: 9:00am – 11:00am, Wednesday, 3 April, 2019  
Location: Building 180-2043  
Chair: Simon Nash  
Submissions by: COB Wednesday, 20 March, 2019

**Item 5.02      Closing Karakia**

The Committee Members delivered the closing karakia collectively.

**MEETING CLOSED:** 1130h

**READ & CONFIRMED**

Chair: .....

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Item 2.04 Ngā Tautapu Arotake | Actions For Review

### 2.04.1 Finite Action Items

Date Created	Item Identifier	Description	Responsibility	Target Delivery Date	Status	Date Completed
2019-02-13	2019.AB.Action-011	<b>Improvements to the Academic Committee Meeting Calendar</b> Investigate the feasibility, and if possible, implement the feedback in Section 3.01 of the Minutes of 2019-02-13.	Daniel Weinholz; Simon Tries; Hiroko Hodge	2019-04-03	In progress	-
2019-03-13	2019.AB.Action-012	<b>Online Marking – Anticipation of Student Expectations</b> From 2020, NZQA shall introduce Online Marking for secondary students. Those students will later enrol in Unitec, and TKK anticipates that students will expect the same. Ako Ahimura should investigate this matter and lead planning for management of higher student expectations.	Chair of Ako Ahimura – Simon Nash	TBC	In progress	-
2019-03-13	2019.AB.Action-013	<b>Self-Assessment on Police Programme Development</b> Produce a bullet point / summary of the learnings gained through this process. Provide the output to Nick Wilson by Friday, 22 March, 2019 for inclusion in the Unitec consultative response.	Debra Robertson-Welsh; Simon Nash; Simon Tries	2019-03-22	In progress	-
2019-03-13	2019.AB.Action-014	<b>Working Group – Interpretation of Te Noho Kotahitanga in the Academic Statute</b> Investigate the addition of a clause to relevant parts of the Statute to clarify the interpretive context of Te Noho Kotahitanga, and report back to Academic Board with a recommendation.	Teorongonui Josie Keelan; Steve Marshall; Simon Tries	2019-04-03	In progress Item 4.1	-

## 2.04.2 Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status / Priority	Date Removed
2018-07-03	2019.AB.Standing-001	<b>Review of Semesterised Delivery</b> To provide regular progress reports.	Simon Nash	Lowered priority	-
2018-07-31	2019.AB.Standing-002	<b>Impact statements</b> 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. <i>Meeting 2019-04-03: Simon Nash to report on status of Teach-Out Tracker.</i>	Simon Nash	Ongoing	-
2018-07-31	2019.AB.Standing-003 (Agenda 1.04 Action 5)	<b>NZQF Proposal</b> (Updated) Post-consultation outcomes from NZQA will be released "early 2019".	Simon Tries	Ongoing	-

## 2.04.3 Discussion Notes

## **SECTION 3                      ITEMS TO RECEIVE**

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### **Item 3.01            Priority Group Updates**

#### **RECOMMENDATION**

**That the Committee receive the following Priority Group Updates:**

- 1. Māori**
- 2. Under 25**
- 3. Pasifika**
- 4. International**

**Item 3.02 Ngā Rōpū Tuarua Pūrongo | Subcommittee Minutes**

**RECOMMENDATION**

**That the Committee receive the Subcommittee Minutes, stored at the following location/s:**

**Te Poari Iho | Quality Alignment Board  
Meeting 2019/03/28**

<H:\2. Academic Development\E-Academic Library\2.0 Committees\Quality Alignment Board\Minutes\2019>

**Unitec Postgraduate Research and Scholarships Committee  
Meeting 2019/02/12**

<H:\2. Academic Development\E-Academic Library\2.0 Committees\Postgraduate Research & Scholarships Committee\Minutes\2019>

**Unitec Postgraduate Research and Scholarships Committee  
Meeting 2019/03/05**

<H:\2. Academic Development\E-Academic Library\2.0 Committees\Postgraduate Research & Scholarships Committee\Minutes\2019>

**Item 3.03 Subcommittee Chair Reports**

(None)

**Item 3.04      Sector Update**

Presenter:      Trude Cameron

**RECOMMENDATION**

**That the Committee receive the written and / or verbal Sector Update on the New Zealand Qualifications Authority (NZQA) and Institutes of Technology & Polytechnics (ITP).**

## **NZQA and ITP Sector Notes – Academic Board April 2018**

### **Top Art Exhibition Launches for 2019**

On Monday 25 February, the New Zealand Qualifications Authority (NZQA) opened the 2019 Top Art exhibition, with hosts, Massey University.

The portfolios will be displayed in the main foyer of Massey University's College of Creative Arts until 8 March when they will be split into two tours of 30 portfolios to travel the country; one going south, the other north.

This annual touring exhibition is coordinated by NZQA and features NCEA Level 3 Visual Art portfolios by students who achieved Excellence in 2018. Several also achieved New Zealand Scholarship.

The Top Art exhibition showcases the best of the five fields of NCEA Level 3 Visual Arts; design, painting, photography, printmaking and sculpture. What is displayed is just a small selection of the exceptional artwork produced in schools across the country.

The exhibition is an opportunity for students to celebrate their achievement with their whānau, friends, and their teachers.

For more information about the exhibition and to see the tour schedule, please visit: [nzqa.govt.nz/top-art](http://nzqa.govt.nz/top-art)

### **Christchurch terrorist attack: Support for students and providers**

The Ministry of Education and education organisations are focused on ensuring all students affected have the support they need. Information about support available can be found [here](#).

All international students in New Zealand are supported by the code of practice for pastoral care so they are well informed, safe and properly cared for. Information on that support can be found [here](#).

New Zealand's national threat level has for the first time been lifted to high which triggers actions to help keep people safe, such as increased aviation and boarder security. This includes additional security screening at Christchurch Airport.

Overseas family members who may be concerned about a student's safety should go to <https://familylinks.icrc.org/new-zealand/en/Pages/Home.aspx> where you can register an individual's details and see if family members are safe. Visitors to New Zealand can also self-register themselves so family and friends know they are safe.

Immigration NZ has information for affected family members [here](#). People considering travel to New Zealand are advised to seek advice from their own government. Currently, we are not aware of any countries advising against travel to New Zealand.

You can access updates from the New Zealand Government at [www.beehive.govt.nz](http://www.beehive.govt.nz)

## **Supporting NITT students top priority for NZQA**

Accreditation has been withdrawn for Auckland based New Zealand Institute of Technical Training Limited (NITT) to provide Level 5 and Level 6 Business Diplomas. Supporting students through this process is the key priority for NZQA.

The withdrawal of accreditation means that NITT can no longer deliver these programmes to students. NZQA also issued a compliance notice directing NITT to provide a full refund of fees for all students affected by the accreditation withdrawal and consequent course closure.

Acting Deputy Chief Executive Quality Assurance, Eve McMahon, says NZQA has monitored NITT since July 2018 and has found serious issues with the quality of their assessment and moderation. “This situation has raised ongoing concerns about the capability of NITT’s assessors to make quality assessment decisions and the standard of the teaching programme, resulting in the decision to withdraw accreditation.

“NZQA has a role to ensure New Zealand’s qualifications are credible and robust nationally and internationally, so students and employers can have faith in their qualifications and the integrity of the New Zealand Qualifications Framework. Where providers are not meeting the standards we expect of them, NZQA will take action to ensure the integrity of New Zealand’s tertiary education system. ” Ms McMahon says the welfare of students is paramount. “We appreciate this is a difficult time for the 67 affected students and our priority is to support them as much as possible.

“We are liaising with other agencies such as Immigration New Zealand and the Public Trust to get the best outcomes for students. Students attended a meeting in Auckland on 18 March with representatives from NZQA, Immigration New Zealand and the Public Trust to hear about the next steps. “We are committed to working with students over the coming weeks to provide whatever practical support we can.”

## **Guidance for providers about enrolling students transitioning from New Zealand Institute of Technical Training (NITT)**

This information has been prepared for tertiary education organisations who are considering offering a place to students from New Zealand Institute of Technical Training Limited (NITT) who were enrolled on the New Zealand Diploma in Business Accounting, Administration and Technology (Level 5 and 6) (‘the Business Diplomas’).

### *Withdrawal of accreditation*

The New Zealand Qualifications Authority (NZQA) has withdrawn the accreditation of NITT to provide the Business Diplomas.

Students who were enrolled on the Business Diplomas at NITT can no longer continue their studies with NITT.

Any provider considering offering a place to a student transitioning from NITT should ensure that they support the student to make well-informed enrolment decisions that are appropriate for the student’s expectations, English language proficiency, and academic capability.

Any provider offering a place to a student transitioning from NITT must take care to obtain valid and robust evidence that the student has the necessary English proficiency for the programme they are seeking to enrol in, and be prepared to provide evidence of this to NZQA on request.

### *Students’ achievement at NITT*

There were serious issues identified with NITT’s assessment practices in the Business Diplomas. Many of the assessments NITT marked as a ‘pass’ should not have been passed.

As a result, the students who were enrolled at NITT at the time accreditation was withdrawn cannot automatically be awarded credit towards a qualification based on credit they gained while they were enrolled at NITT.

Assuming that a thorough pre-enrolment process has been carried out, there is nothing to prevent a provider from agreeing to conduct a Recognition of Prior Learning (RPL) assessment to determine whether a student has valid and authentic evidence of meeting particular learning outcomes.

Providers must ensure that any such RPL assessment is robust and well documented, and be prepared to provide evidence of this to NZQA on request.

Alternatively, providers may determine that it is more appropriate to enrol students at the beginning of a programme.

#### *Fee considerations*

Business Diploma students affected by the withdrawal of accreditation are receiving a full refund of fees paid to NITT. There may be a short delay before the refunds are available to students. All usual legislative requirements apply to providers offering a place to NITT students.

#### *Visa considerations*

Immigration New Zealand (INZ) is aware of the circumstances of the withdrawal of accreditation. Providers can direct any enquiries about visas to INZ.

#### *Who to contact with queries:*

[NITTstudent@nzqa.govt.nz](mailto:NITTstudent@nzqa.govt.nz)

[INZstudentcontact@mbie.govt.nz](mailto:INZstudentcontact@mbie.govt.nz)

### **Guidelines for applying for PTE registration and maintaining PTE registration**

NZQA has completed a review and revision of guidelines, application forms and pages associated with the [Private Training Establishment Registration Rules 2018](#), and the associated web pages.

NZQA has reviewed the *Guidelines for applying for registration as a private training establishment* and the [new version of the guidelines](#) is now available.

There are new [Guidelines for maintaining registration as a private training establishment](#). These guidelines explain, in detail, NZQA requirements and expectations.

Information about these guidelines or registration as a private training establishment can be found here, [Approvals and Accreditation team](#).



**Item 3.05      Programme Development Report**

Presenter:    TBC

**RECOMMENDATION**

**That the Committee receive the written and / or verbal update on the Programme Development Report.**

**Item 3.06      Monitoring of Degrees at Unitec**

Presenter:    TBC

**RECOMMENDATION**

**That the Committee receive the written and / or verbal update on the Monitoring of Degrees at Unitec.**

**Item 3.07      Renewal Plan & Strategy Development (Presentation)**

**RECOMMENDATION**

**That the Committee receive the Renewal Plan & Strategy Development (Presentation).**

**SECTION 4**                      **ITEMS TO APPROVE**

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<b>To</b>	Academic Board	<b>From</b>	Review Working Group
<b>Title</b>	Review of Academic Statute & Poari Mātauranga	<b>Date</b>	27/03/2019

## Purpose

This memo outlines the recommendations of the Review of Academic Statute & Poari Mātauranga Working Party that was requested at the last Academic Board meeting to undertake an assessment of suggestions for clarification of Section 2.3 of the Academic Statute. The recommendation clarifies the interpretation of the application of the principles of Te Noho Kotahitanga within the context of the Academic Statute mandate.

## Recommendation

That the Academic Board endorses the following recommended changes to Section 2.3 of the Academic Statute for approval by the Commissioner.

[The following sections replace the current Sections 2.1 through 2.3 (2.3.1 – 2.3.5)]

## 2. SCOPE

### 2.1. Purpose

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

### 2.2 Principles

Academic quality will be managed in accordance with external regulatory standards and relevant statutory requirements which will be underpinned by the principles of Te Noho Kotahitanga that shall be enacted accordingly.

## Te Noho Kotahitanga

### Preamble

The Treaty of Waitangi is the founding document of New Zealand. Unitec acknowledges the great importance of this living, dynamic document, and will continue to respect and promote the equal standing which it confers on Māori and Pākehā. Unitec will put the following values into practice in pursuing its goals:

### Kupu Whakatau

Ko te Tiriti o Waitangi te kawenata mō tō tātau motu, Aotearoa. He kawenata whakahirahira, ko te Whare Wānanga o Wairaka e tautoko ana i te noho kotahitanga ā te Māori me te Pākehā. Ko te Whare Wānanga o Wairaka ka ū tonu ki te whakamana i ngā kaupapa me ōna puāwaitanga.

<b>Te Noho Kotahitanga – The Partnership</b>		<b>Academic Statute Application</b>
<b><i>I – Authority and Responsibility</i></b> Unitec accepts the principle that Māori have authority over and responsibility for all teaching and learning relating to the Māori dimensions of knowledge.	<b><i>I – Rangatiratanga</i></b> E whakarite ana te Whare Wānanga o Wairaka ki te pūtake ake o te rangatiratanga o te Māori me ngā mātauranga Māori.	<b><i>I – Rangatiratanga   Authority and Responsibility</i></b> Academic quality is governed and managed through appropriate delegation and authority and responsibility
<b><i>II – Legitimacy</i></b> Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefit of all.	<b><i>II – Wakaritenga</i></b> E whakarite ana te Whare Wānanga o Wairaka ki te mana o tēnā, o tēnā, ki te noho kotahi, ki te puaki i tōna ake reo, ki te whakamahi i ngā rawa mo ngā iwi katoa.	<b><i>II – Wakaritenga   Legitimacy</i></b> Academic decision-making processes legitimise the contributions of Māori and others and ensures that ethics and integrity inform subsequent actions.
<b><i>III – Guardianship</i></b> Unitec accepts responsibility as a critical guardian of knowledge.	<b><i>III – Kaitiakitanga</i></b> E whakarite ana te Whare Wānanga o Wairaka ki te kaitiakitanga o ngā taonga mātauranga.	<b><i>III – Kaitiakitanga   Guardianship</i></b> Council delegates responsibility of guardianship over academic quality matters and maintenance of the administrative accuracy of this statute to the Academic Board.
<b><i>IV – Co-operation</i></b> Unitec affirms that a spirit of generosity and co-operation will guide all its actions.	<b><i>IV – Mahi Kotahitanga</i></b> E whakarite ana te Whare Wānanga o Wairaka kia tau he ngākau māhaki i roto i ngā mahi katoa.	<b><i>IV – Mahi Kotahitanga   Co-operation</i></b> Academic quality systems and processes are developed in cooperation 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.
<b><i>V – Respect</i></b> Unitec values each partner's heritage and customs, current needs and future aspirations. Māori and Pākehā working together within Unitec.	<b><i>V – Ngakau Mahaki</i></b> E whakarite ana te Whare Wānanga o Wairaka ki te whakanui i ngā taonga tuku iho o ngā ao e rua, ā hikoi ki mua. Ko te Māori me te Pākehā e mahi tahi ana mō Te Whare Wānanga o Wairaka.	<b><i>V – Ngakau Mahaki   Respect</i></b> These operating principles are conducive to a high trust environment, based on respect, transparency in decision-making and consultative processes of policy development.

## Justification

This work was undertaken to address the concern that the principles of Te Noho Kotahitanga as expressed in the Academic Statute were a variation of the principles as expressed in the partnership document. The purpose of this difference was that the principles of TNK were designed and contextualized for application within the remit of the Academic Statute.

Therefore to avoid any confusion with regards to the variation of the principles, it was decided to clarify the relationships between Te Noho Kotahitanga and the contextualized meaning within the context of the Academic Statute..

### **Contributors**

The working party included Teorongonui Josie Keelan; Simon Tries; Steve Marshall.

**SECTION 5                      WHAKAWHITI KŌRERO | ITEMS TO DISCUSS**

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# memo

To	Te Poari Mātauranga Academic Board	Date	26 March 2019
From	Simon Tries Jeff Honey		
Subject	2018 Student Performance Interim Report (March 2019)		

## Purpose

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

## Recommendation

That Te Poari Mātauranga the Academic Board review the *2018 Student Performance Interim Report (March 2019)*, 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 (March 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. This version of the report replaces an earlier (February 2019) version which was provided to the March Academic Board meeting but was unable to be considered due to time constraints.



### **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 20190326



# 2018 Student Performance Interim Report

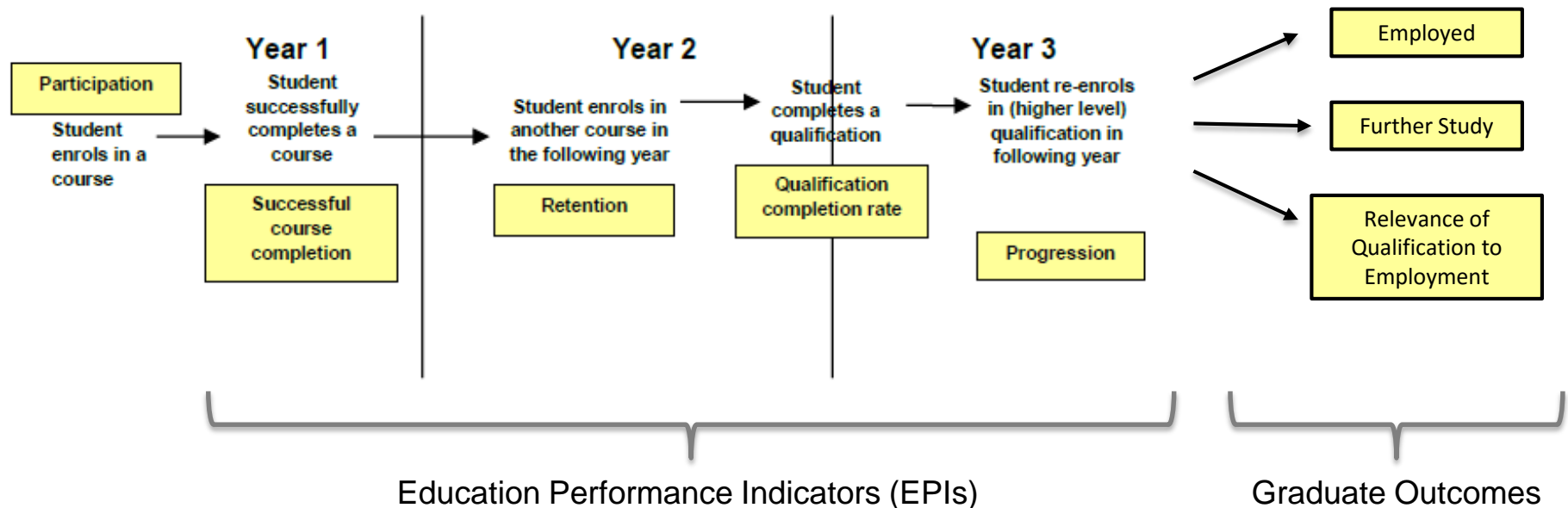
March 2019  
Te Korowai Kahurangi

# 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

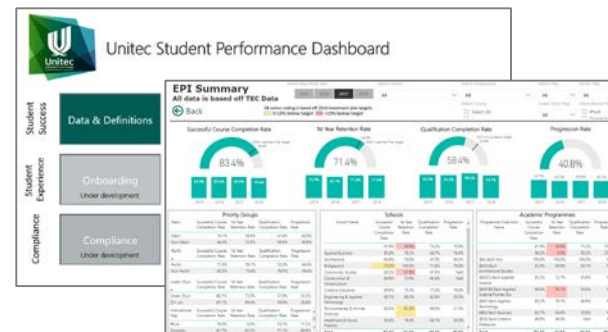


Live view (updated daily) of:

- 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

# 2018 Student Success Performance

Successful Course Completion

1st Year Retention

Qualification Completion

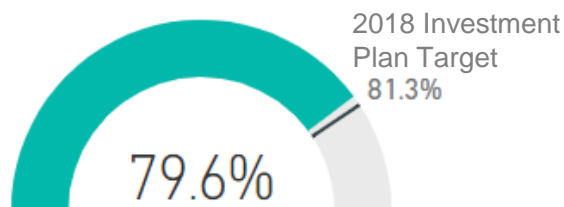
Progression to Higher Education

# 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).

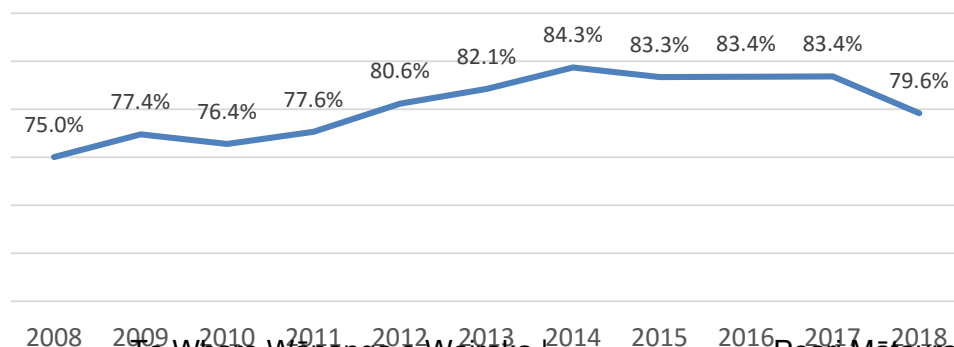
Of the eleven Schools, Creative Industries show the highest level of performance driven by strong course completion rates by GDip Creative Practice, PGCert Creative Practice and Bach Performing & Screen Arts programmes. Five Schools have success rates below target with Bridgepoint and Trades & Services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

## 2018 Unitec Successful Course Completion Rate

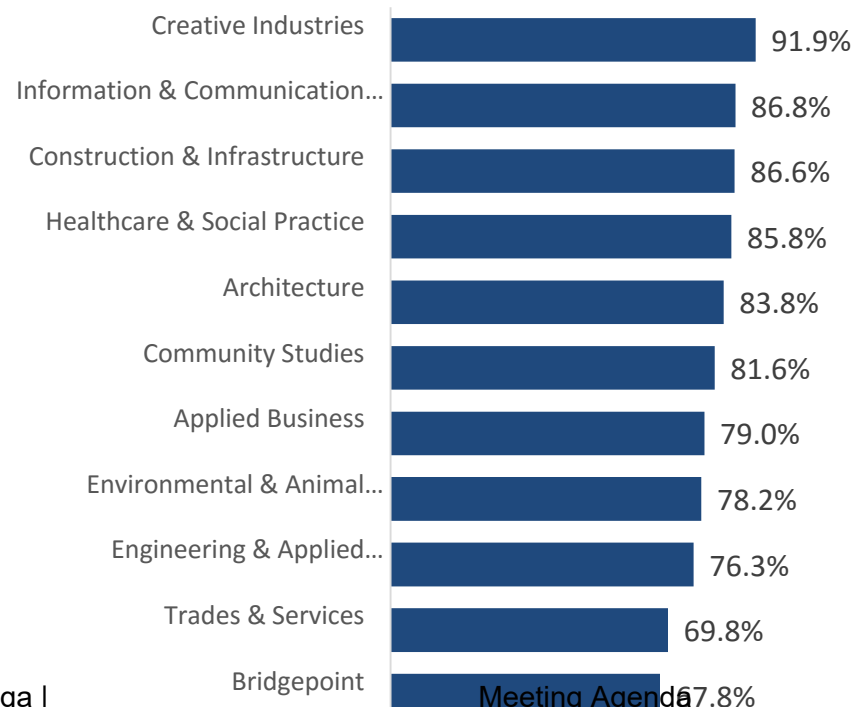


2017 Benchmarks*	Successful Course Completion Rate
Unitec	83.4%
University Sector Average	87.2%
ITP Sector Average	81.7%

## Unitec Successful Course Completion Rate



## 2018 Successful Course Completion Rate by School





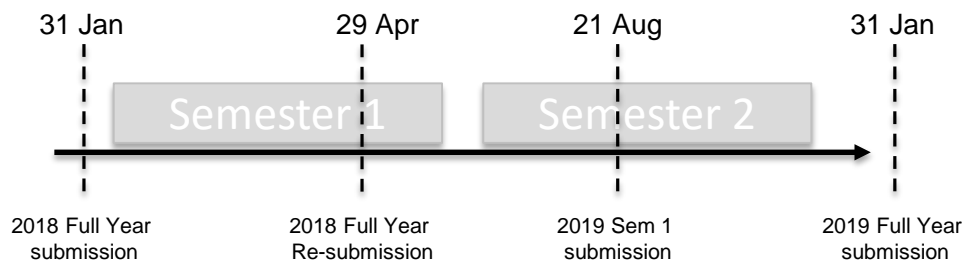
# The Single Data Return (SDR) Process

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

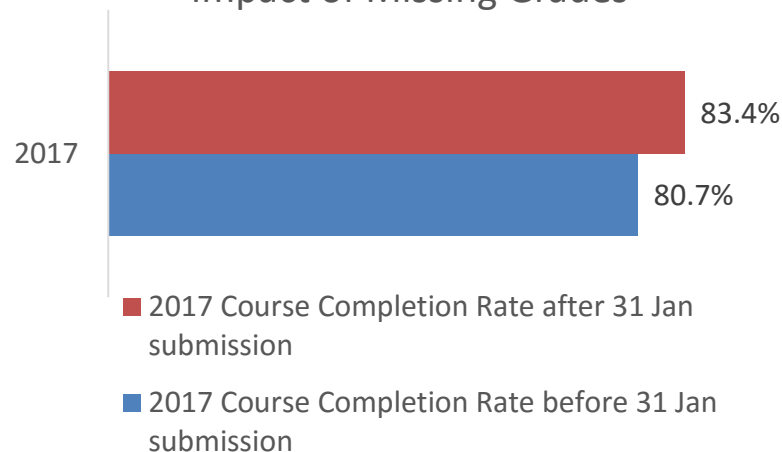
Historically, the data that Unitec is able to send is limited by the number of grades which have been processed.

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



## Impact of Missing Grades



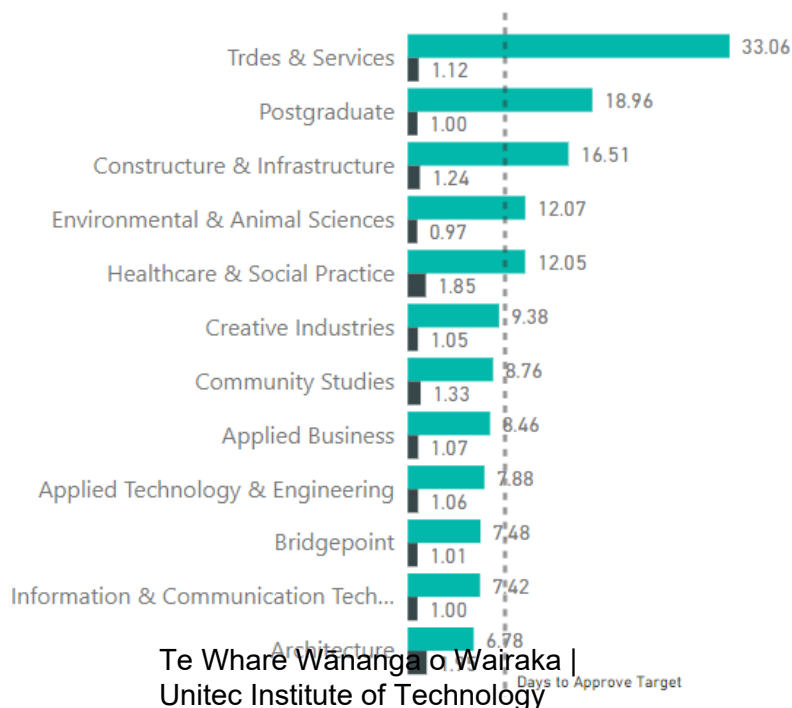
# Grade Approval Process

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.

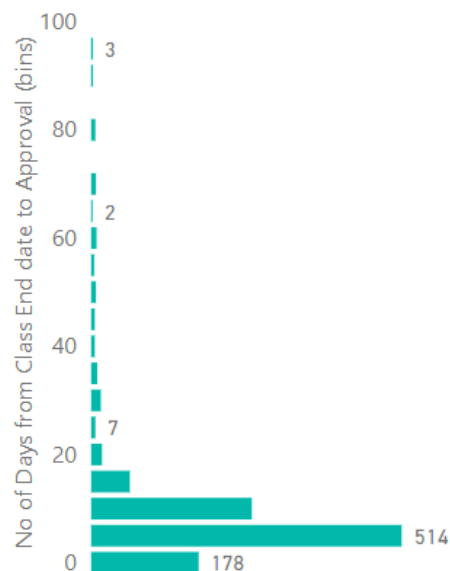
**Recommendation** – to review the grade approval process (timings, staff availability, governance), reporting (increase visibility to the schools), prioritisation of historical grades.

## Average Days to Approve and Post Grades

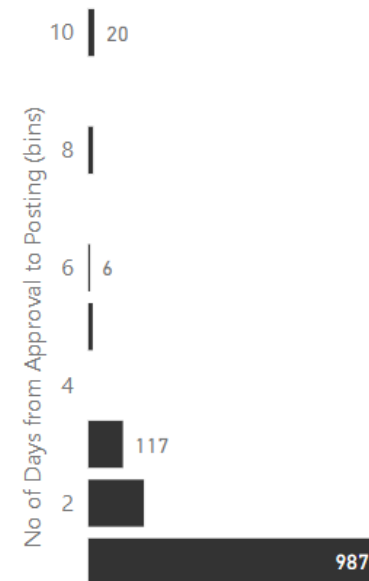
● Average of No of Days from Class End date to Approval ● Average of No of Days from Approval to Posting



## No. of Days to Approve (bins)



## No. of Days to Post (bins)



# Outstanding Grades

As at 19<sup>th</sup> 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 11<sup>th</sup> day following the end of course.

Outstanding Courses

**361**

Outstanding Grades

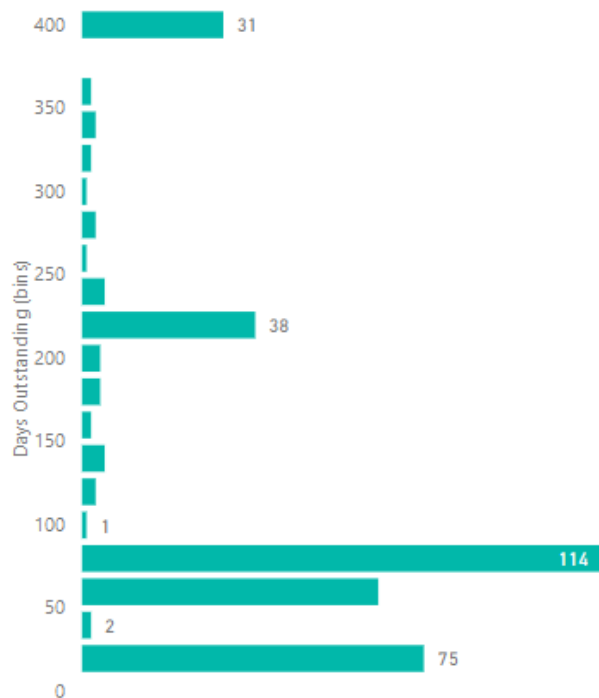
**4365**

## 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
<b>Total</b>	<b>361</b>	<b>4365</b>

Te Whare Wānanga o Wairaka |  
Unitec Institute of Technology

## Ageing of Outstanding Grades (Days Binned)



Poari Mātauranga |  
Academic Board

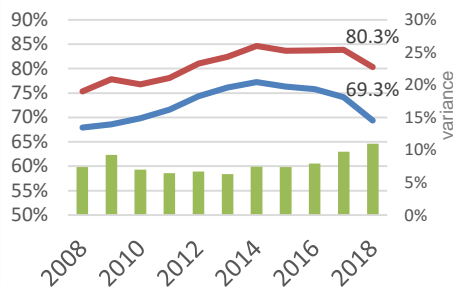
Meeting Agenda  
03/04/2019

# 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..

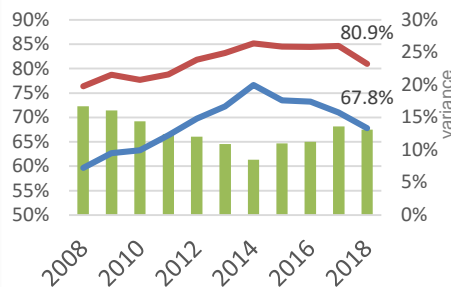
International student completion rates continue to improve into 2018 with the gap between domestic and international students widening, though this is due more (but not exclusively) to declining domestic rates.

Course Completion - Māori



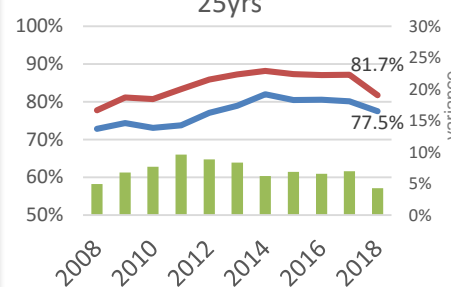
variance Māori Non-Māori

Course Completion - Pacific



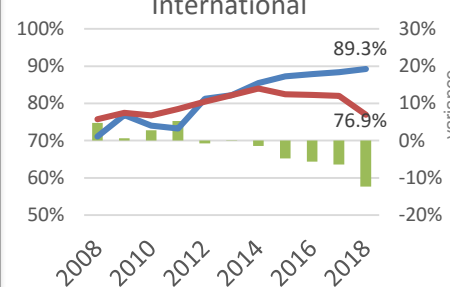
variance Pacific Non-Pacific

Course Completion - Under 25yrs



variance Under 25yrs 25+yrs

Course Completion - International



variance International Domestic

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%	10.7%

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%

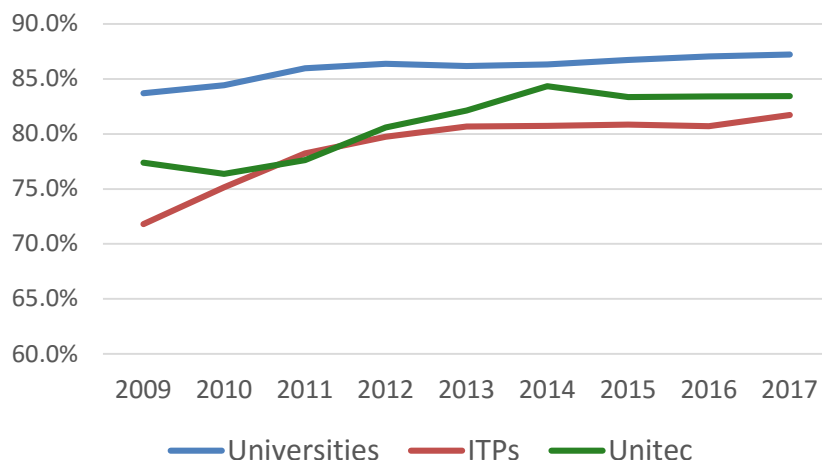
2017 Benchmarks	International	Domestic	Variance
Unitec	88.4%	81.7%	-6.7%
MIT	91.8%	80.5%	-11.3%
AUT	90.6%	83.9%	-6.7%
University of Auckland	90.5%	87.3%	-3.2%
ITP Sector	89.1%	79.7%	-9.4%

# EPI #1: Successful Course Completion Benchmarks

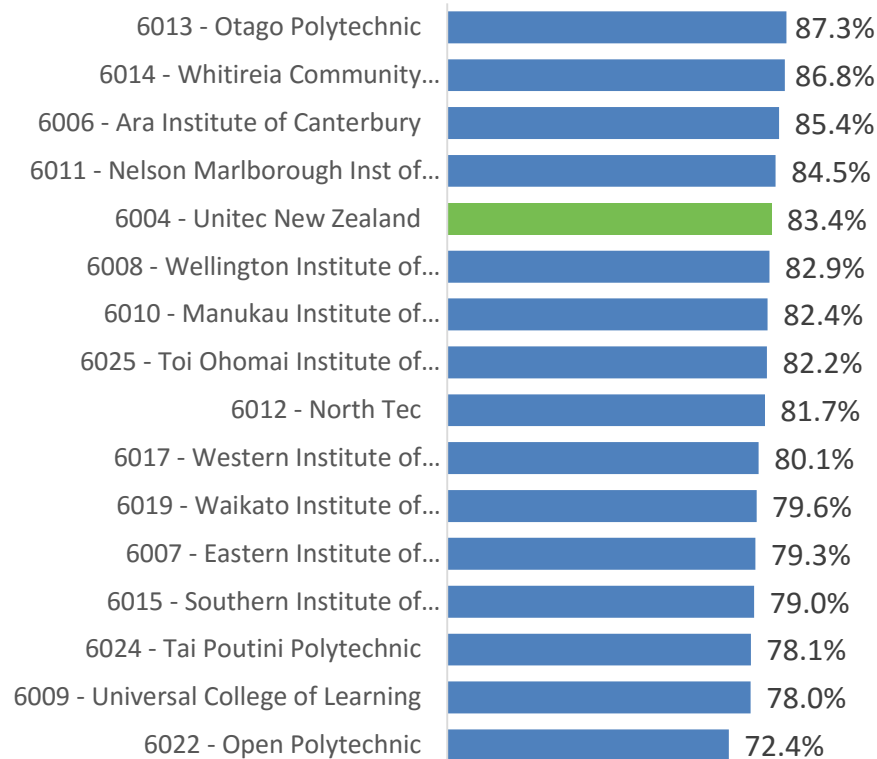
Unitec's strong growth from 2010 to 2014 showed a higher course completion rate than the ITP average. In 2017, Unitec ranked 5<sup>th</sup> of all ITPs. However, on current 2018 results, Unitec would be ranked in the lower half of all ITPs and on a par with Wintec's 2017 results.

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

Successful Course Completion Rate



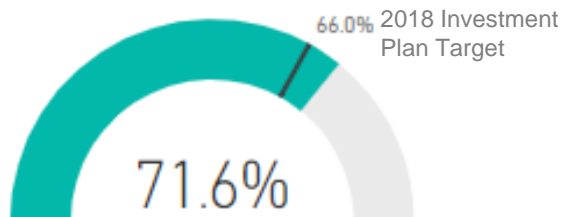
2017 Successful Course Completion Rate - ITPs



## EPI #2: First Year Retention

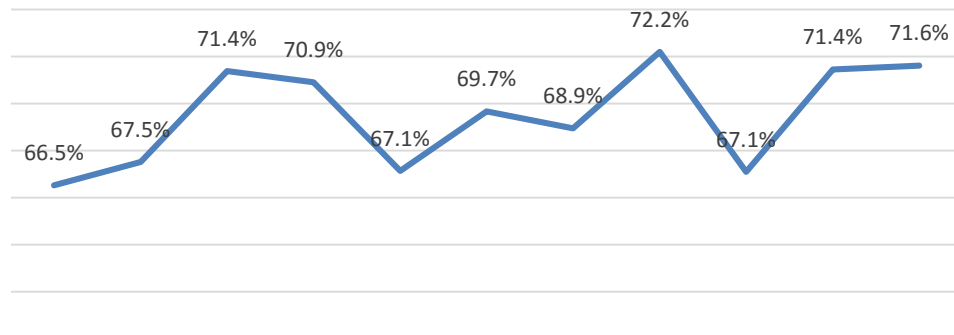
Unitec's first year retention rates continue to track at a high level following the increase shown in 2017 and is well above target. Six schools rank above the 2018 investment plan target with Creative Industries ranked the highest of all schools driven by strong performance in their Masters of Design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

### 2018 Unitec First Year Retention Rate

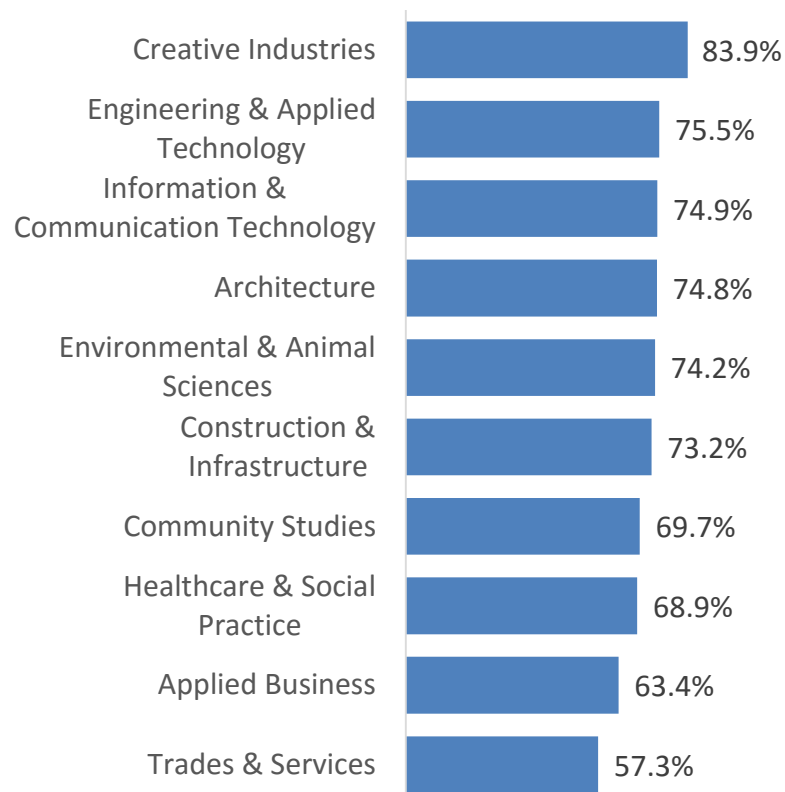


2017 Benchmarks*	1 <sup>st</sup> Year Retention Rate
Unitec	71.4%
University Sector Average	78.4%
ITP Sector Average	61.6%

### Unitec First Year Retention Rate



### 2018 Unitec First Year Retention Rate by School

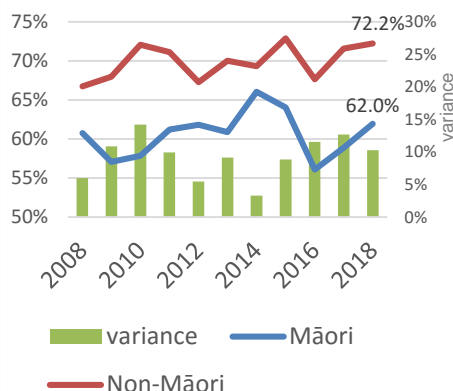


## EPI #2: First Year Retention by Priority Groups

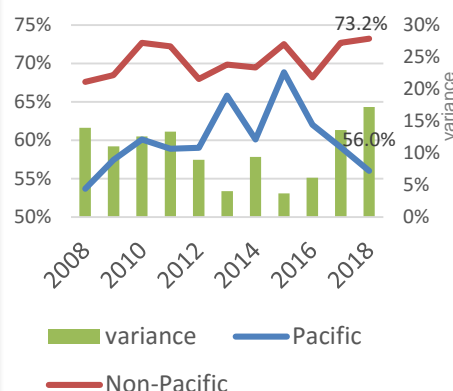
Unitec has higher disparity for Māori and Pacific students when compared to the ITP sector average and other major institutions in the region, though the difference has decreased in 2018. Pacific student retention rates continue to fall and the gap with non-Pacific students is steadily increasing with it now at the highest level in the past 10 years. Māori Retention rates continue 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 though these have flattened relative to 2017.

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

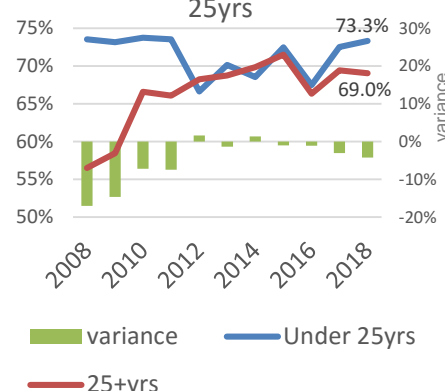
1<sup>st</sup> Year Retention - Māori



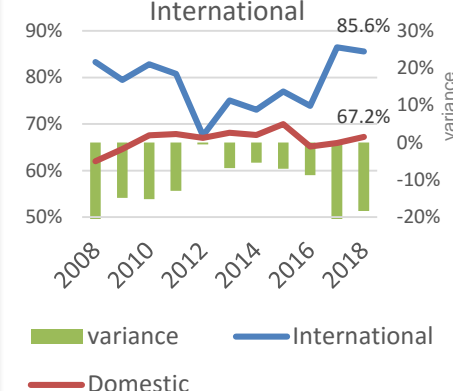
1<sup>st</sup> Year Retention - Pacific



1<sup>st</sup> Year Retention - Under 25yrs



1<sup>st</sup> Year Retention - International



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%	6.7%

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%

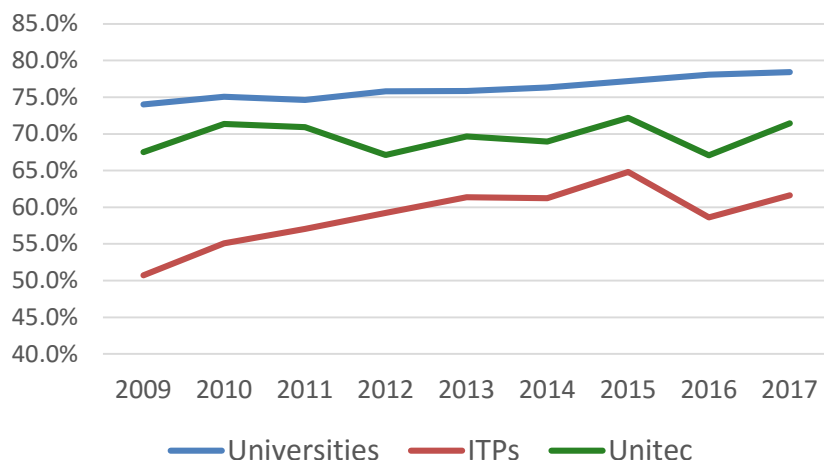
2017 Benchmarks	Under 25yrs	25+yrs	Variance
Unitec	59.1%	72.7%	13.6%
MIT	62.1%	67.7%	5.6%
AUT	70.5%	79.3%	8.8%
University of Auckland	77.3%	82.6%	5.3%
ITP Sector	56.8%	61.9%	5.1%

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	85.6%	67.2%	-14.3%

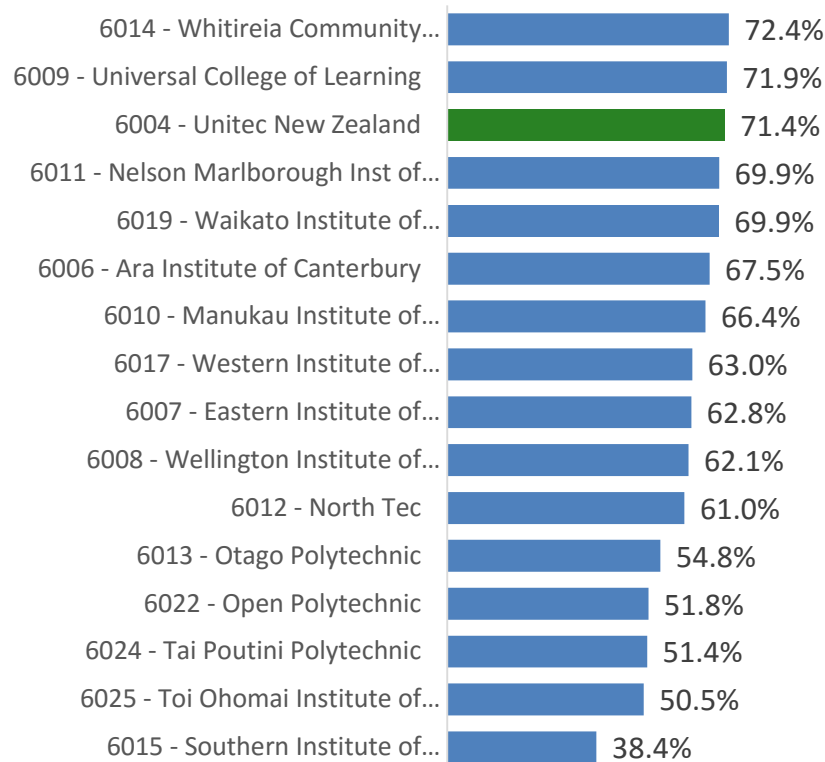
## EPI #2: First Year Retention Benchmarking

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

1<sup>st</sup> Year Retention Rate



2017 1<sup>st</sup> Year Retention Rate - ITPs



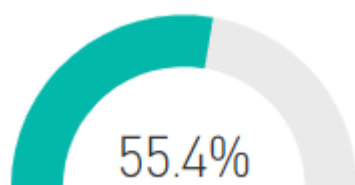


## EPI #3: Qualification Completion

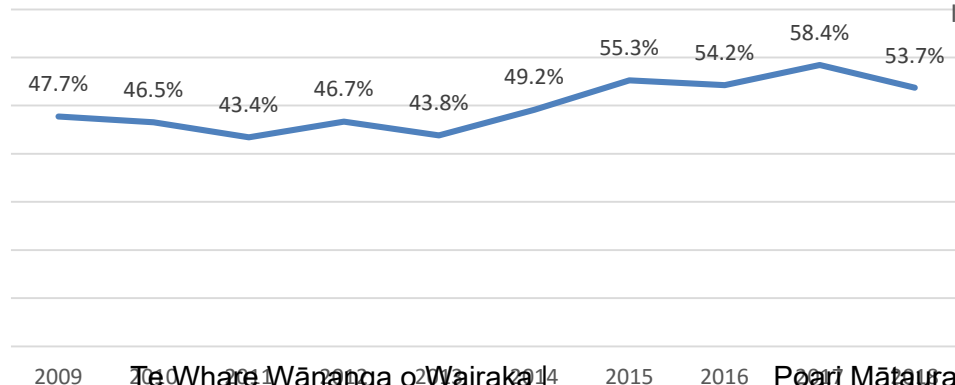
2018 qualification completion rates have declined in 2018 following steady growth over the past 4 years. As per course completion, this is likely impacted by processing of grades rather than actual student academic performance.

**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

### 2018 Unitec Qualification Completion Rate



### Unitec Qualification Completion Rate



### 2018 Qualification Completion Rate by School



## EPI #3: Qualification Completion by Priority Groups

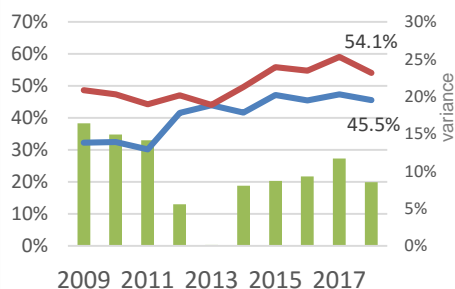
Pacific students have shown a significant decline in qualification completion in 2018 following steady growth and relatively consistent variance between Pacific and non-Pacific.

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.

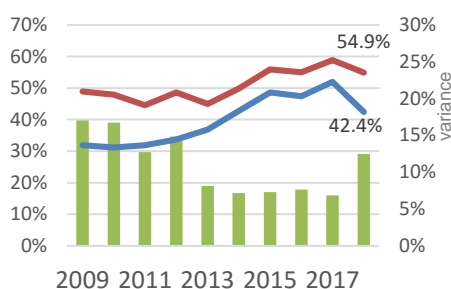
International qualification completion rates have remained steady in 2018 while the variance has increased significantly due to low domestic achievement.

More analysis needs to be undertaken to identify if this is a grade process driven trend or actual student performance.

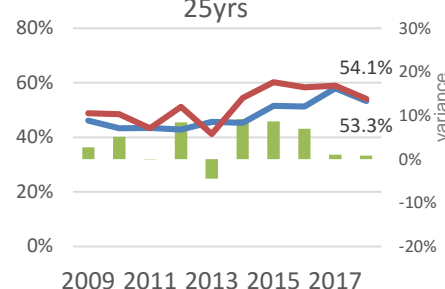
Qual Completion - Māori



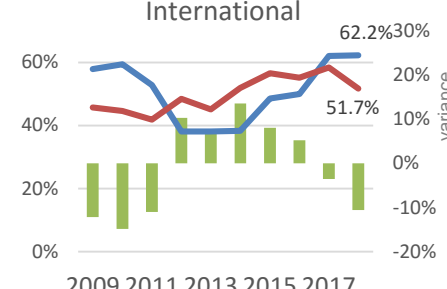
Qual Completion - Pacific



Qual Completion - Under 25yrs



Qual Completion - International



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%	55.7%	6.1%

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%

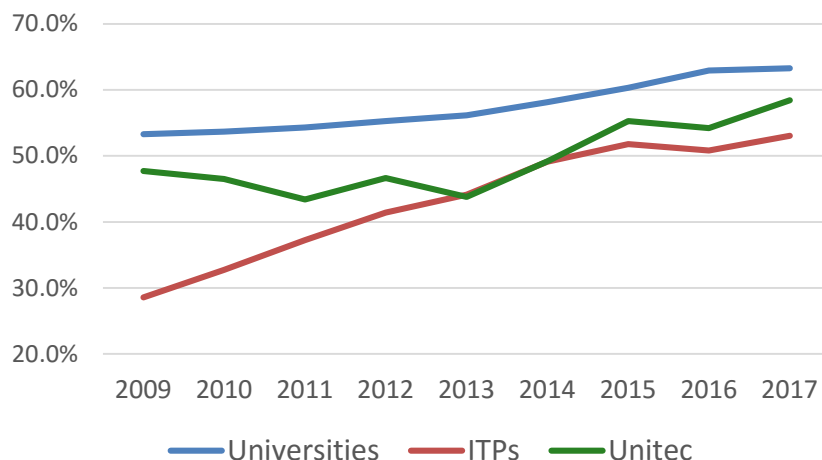
2017 Benchmarks	International	Domestic	Variance
Unitec	62.0%	57.6%	-4.4%
MIT	64.0%	53.7%	-10.3%
AUT	77.5%	62.3%	-15.2%
University of Auckland	75.3%	68.0%	-7.3%
ITP Sector	63.2%	51.8%	-11.4%

## EPI #3: Qualification Completion Benchmarking

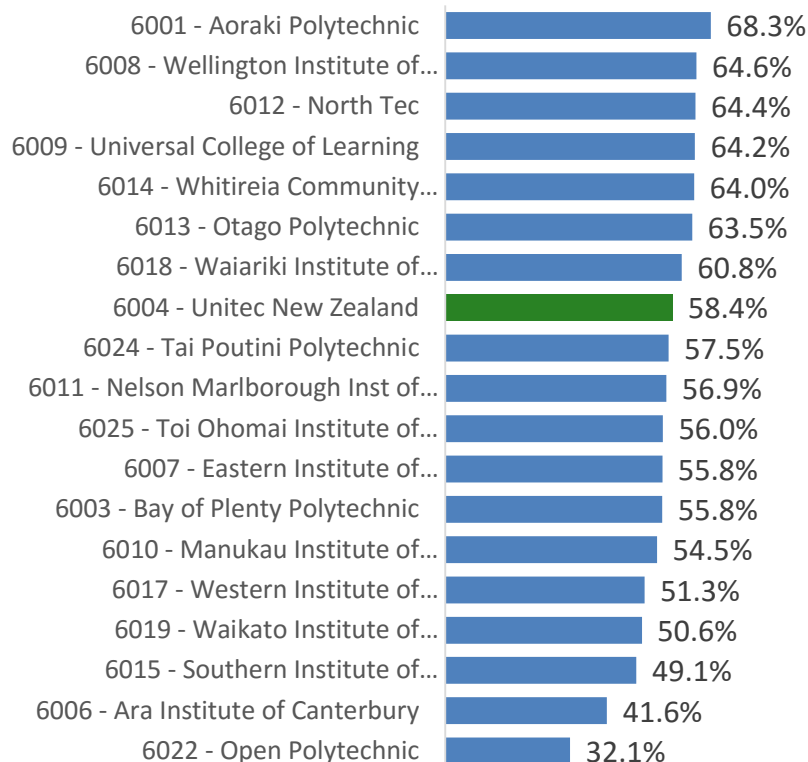
Despite the recent dip in 2018, Unitec continues to improve up to 2017 (the period that benchmarking is available) for qualification completion which is in line with other ITPs and universities. In 2017, Unitec was ranked 8<sup>th</sup> across all other ITPs on this measure.

Unitec's 2018 qualification completion rates are 3% lower which would place Unitec below the sector average.

Qualification Completion Rate



2017 Qualification Completion Rate - ITPs



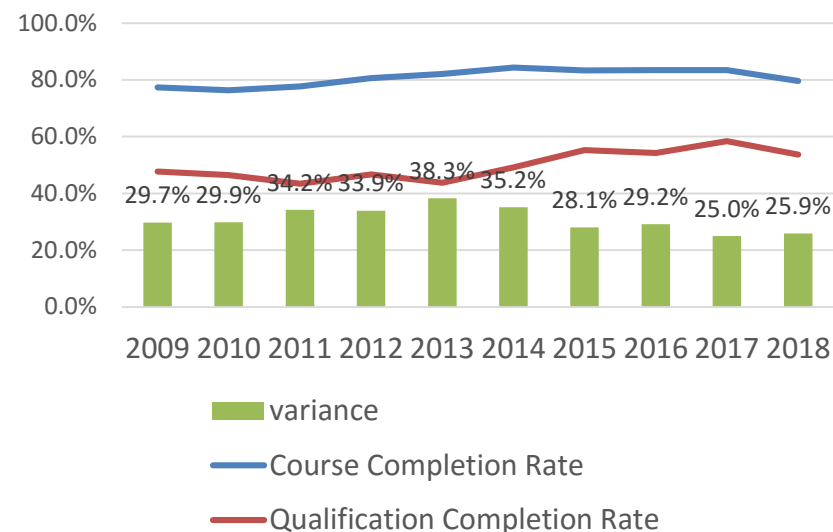
# The difference between course completion and qualification completion

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.

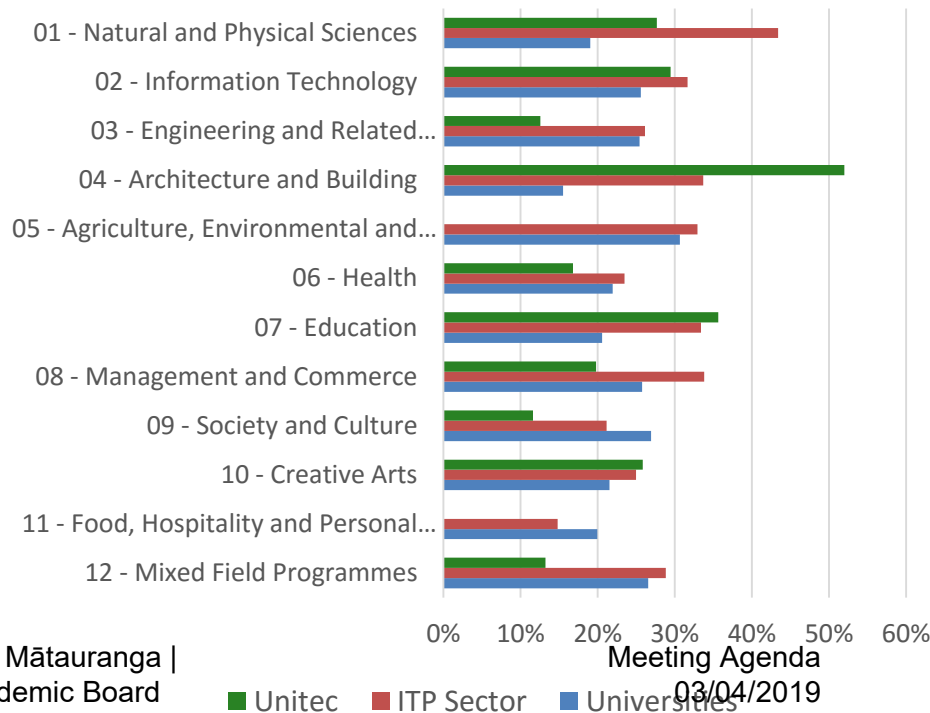
**Recommendation** – Te Korowai Kahurangi to conduct detailed analysis into this area to understand drivers for the variance between course and qualification completion rates

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%

Unitec Course Completion vs Qualification Completion



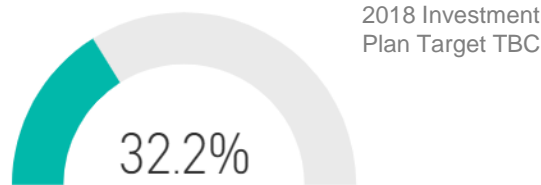
Course vs Qualification Completion Variance by Intended Qualification



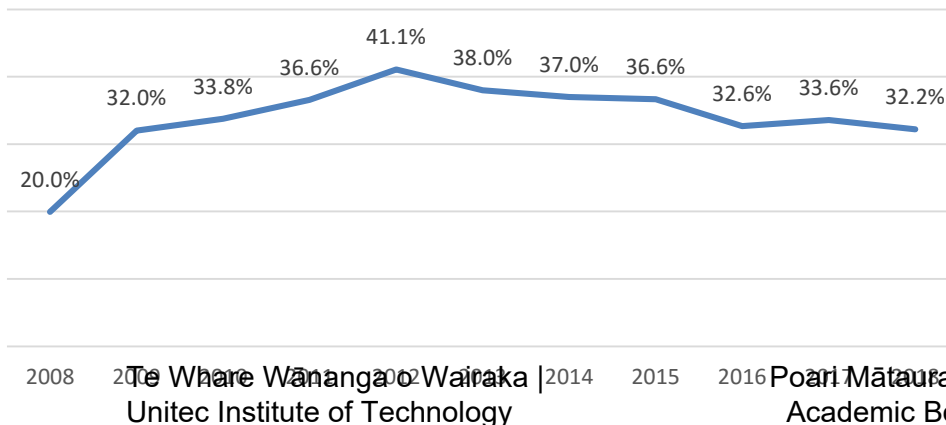
## EPI #4: Progression from Level 1-4

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.

### 2018 Unitec Progression Rate



### Unitec Progression Rate



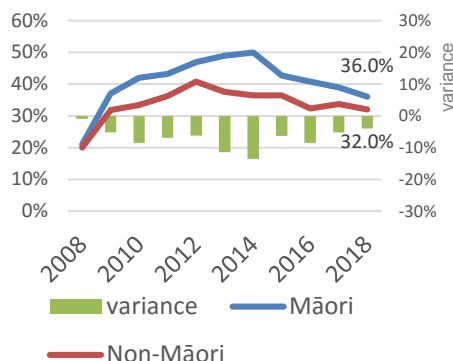
Progression Rates by School, not currently available

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

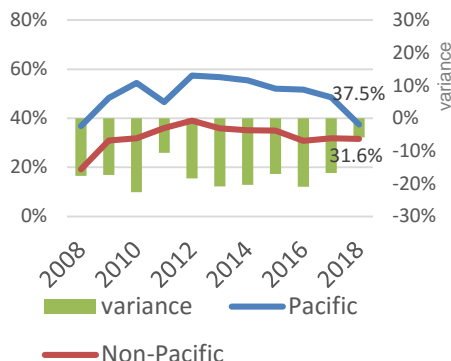
Similar to the other EPI metrics, there has been a decline in progression levels for Pacific students in 2018. This trend closes the gap normally shown between Pacific and non-Pacific students that Unitec historically leads over other ITPs and universities.

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

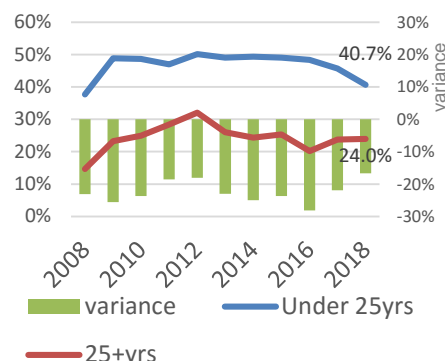
Progression from levels 1-4  
- Māori



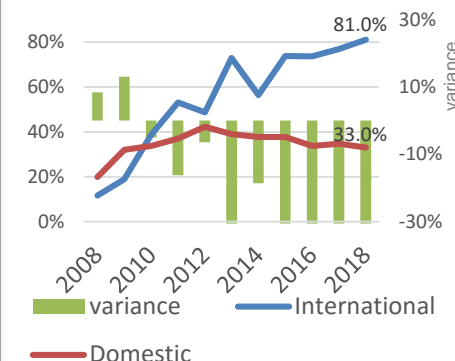
Progression from levels 1-4  
- Pacific



Progression from levels 1-4  
- Under 25yrs



Progression from levels 1-4  
- International



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%	33.1%	-3.8%

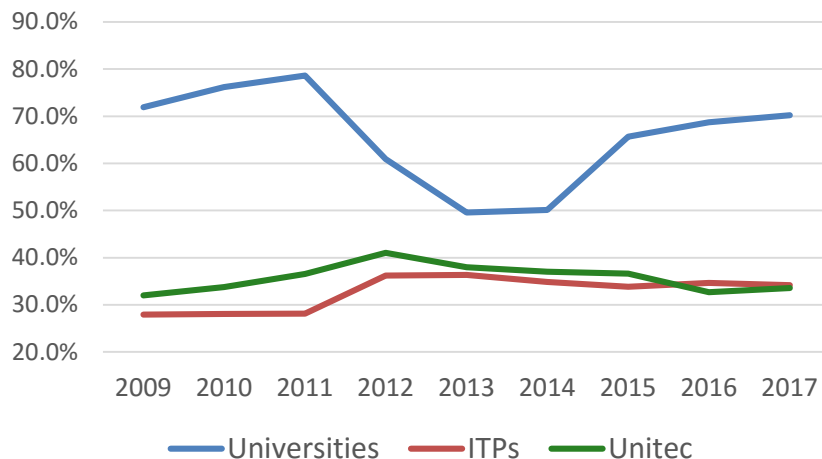
2017 Benchmarks	Pacific	Non-Pacific	Variance
Unitec	48.5%	31.8%	-16.7%
MIT	40.9%	39.8%	-1.1%
AUT	88.1%	83.3%	-4.8%
University of Auckland	94.5%	88.0%	-6.5%
ITP Sector	36.9%	34.1%	-2.8%

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%

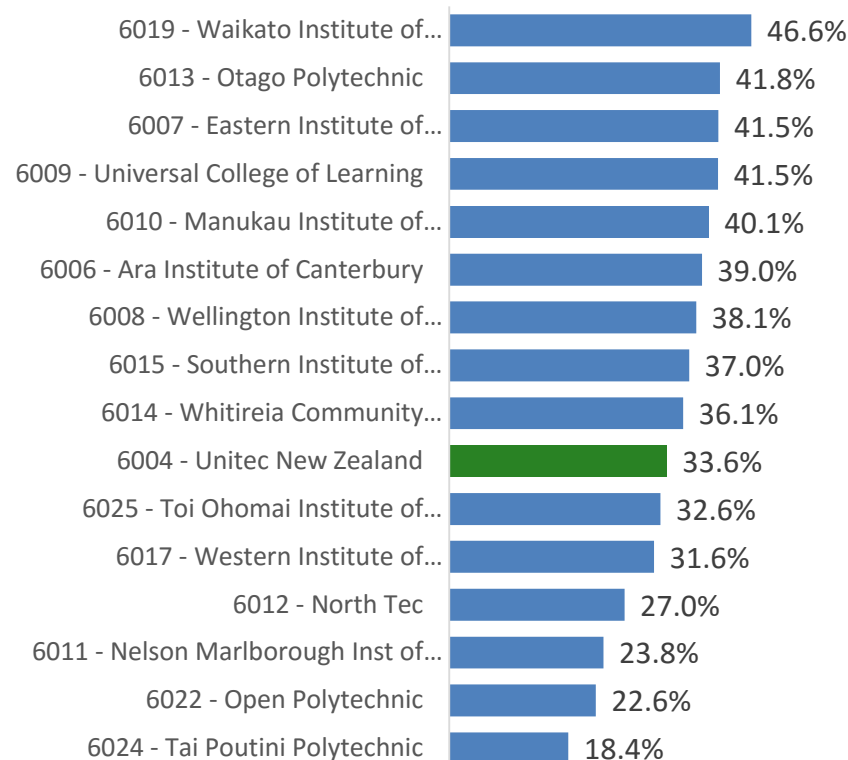
2017 Benchmarks	International	Domestic	Variance
Unitec	77.0%	34.7%	-42.3%
MIT	66.5%	42.8%	-23.7%
AUT	93.6%	84.9%	-8.7%
University of Auckland	95.4%	90.0%	-5.4%
ITP Sector	60.5%	35.0%	-25.5%

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.

Progression Rate



2017 Progression Rate - ITPs

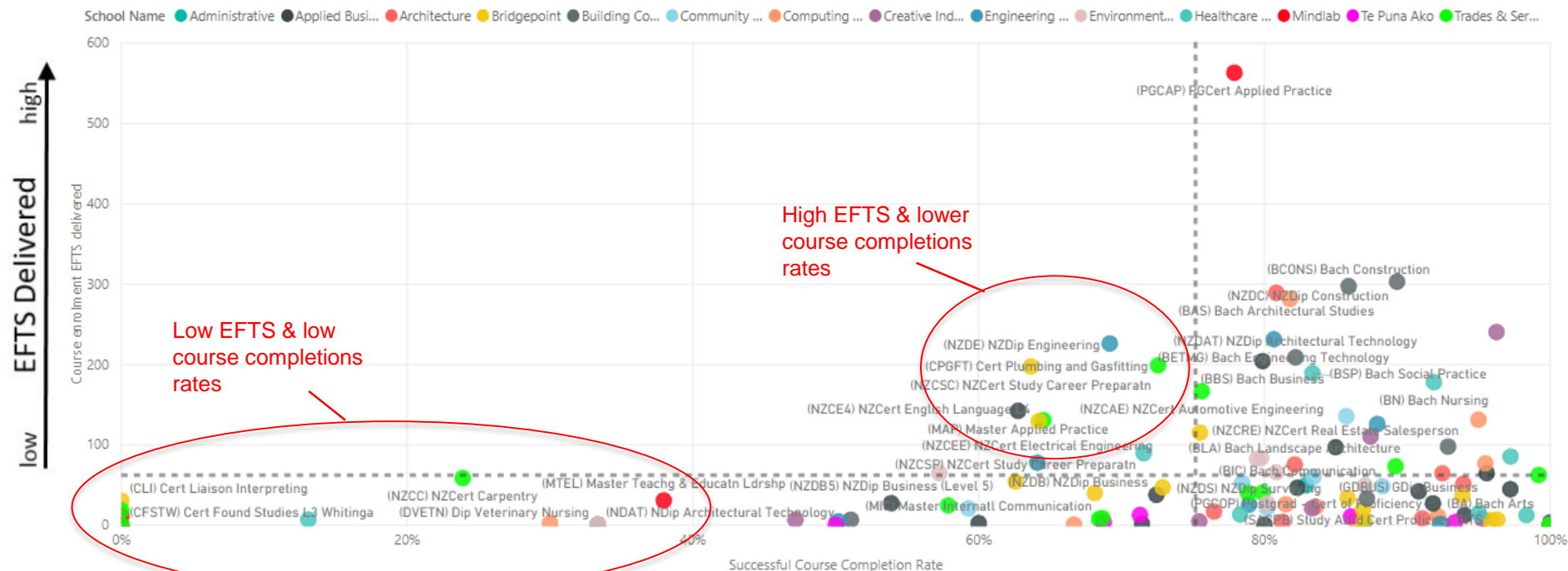


# Programme Priority Matrix – Total students

This matrix plots each programme's value (number of EFTS delivered) by performance (successful course completion rate) so that you can visually see which programmes need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes in each school) while those top right are considered strong performers (high value with high performance).

For total students, the programmes with the highest EFTS delivered coupled by relatively lower course completion rates are NZDip Engineering, NZCert Study Career Preparation and Master Applied Business.

Successful Course Completion by EFTS Delivered Priority Matrix





# 2018 Total Student Successful Course Completions Rates

2018 Total Students Course Completion Rates

School Name	Programme Code And Name	Total Student Headcount	Successful Course Completion Rate
Administrative	(SACPB) Study Abrd Cert Proficiency BITS	8	87.0%
	(PGCOP) Postgrad - Cert of Proficiency	206	82.9%
	(DPRAC) Dip Professional Accountancy	3	100.0%
Applied Business	(GDEC) GDip Event Communication	4	100.0%
	(GDNPM) GDip Not for Profit Mgt	1	100.0%
	(PGDBS) PGDip Business	70	97.2%
	(GDBUS) GDip Business	106	95.6%
	(MBUS) Master Business	22	94.0%
	(NZCR) NZ Cert Retail	70	91.8%
	(GDPA) GDip Professional Accountancy	68	90.8%
	(NZCRE) NZCert Real Estate Salesperson	233	85.0%
	(BIC) Bach Communication	58	82.3%
	(GCPA) GCert Professional Accountancy	3	80.0%
	(BBS) Bach Business	350	79.9%
	(NZDB) NZDip Business	62	72.4%
	(PGDIC) PGDip Inter Communic	3	71.4%
	(MAP) Master Applied Practice	209	62.8%
	(MIC) Master Internatl Communication	7	60.0%
	(NZDB5) NZDip Business (Level 5)	53	53.9%
Architecture	(DID) Dip Applied Interior Design	73	93.9%
	(MARCP) Master Architecture Professional	152	92.4%
	(NZCLD) NZCert Horticulture Services	22	91.0%
	(BLA) Bach Landscape Architecture	85	82.1%
	(OLD) Dip Landscape Design	6	81.3%
	(BAS) Bach Architectural Studies	332	80.8%
	(NZDL) NZDip Landscape	28	76.5%
	(NZCLT) NZCert Language Teaching	15	96.3%
Bridgepoint	(BA) Bach Arts	6	95.8%
	(NZCE5) NZCert English Language L5	87	93.9%
	(CLT) Cert Language Teaching	16	87.0%
	(NZCSL) NZCert Skills Living & Working	52	86.9%
	(NCEG4) NZCert English Lang General L4	11	86.4%
	(NCEA3) NZCert English Lang Applied L3	77	85.8%
	(CUP) Cert University Preparation	239	75.5%
	(NZCE3) NZCert English Language L3	108	72.9%
	(NZCE2) NZCert English Language L2	74	68.1%
	(NZCE4) NZCert English Language L4	251	64.2%
	(NZCSC) NZCert Study Career Preparatn	475	63.7%
	(NZCSP) NZCert Study Career Preparatn	108	62.6%
	(CFSTW) Cert Found Studies L3 Whitinga	1	0.0%
	(CLI) Cert Liaison Interpreting	61	0.0%
	(NDQS) NDip Quantity Surveying	2	100.0%
Building Construction	(GDCPM) GDip Constructn Project Mgemnt	155	92.8%
	(NZDC) NZDip Construction	467	89.3%
	(DATB) Dip Applied Technology Buildg	67	87.2%
	(BCONS) Bach Construction	400	85.9%
	(NZDAT) NZDip Architectural Technology	290	82.2%
	(NZCCM) NZCert Const Rltd Trd Main Sup	19	51.1%
	(NDAT) NDip Architectural Technology	2	33.3%
	(BASHB) Bach Applied Science/Human Bio	56	88.3%
Community Services	(BTECE) Bach Teaching Early Childhd Ed	172	85.7%
	(BHEP) Bach Health Social Development	77	84.4%
	(MCEPATN) MCE Patn	49	83.3%
	(BSP) Bach Sport	72	78.4%
	(OSSM) Dip Sport & Fitness Education	27	59.3%

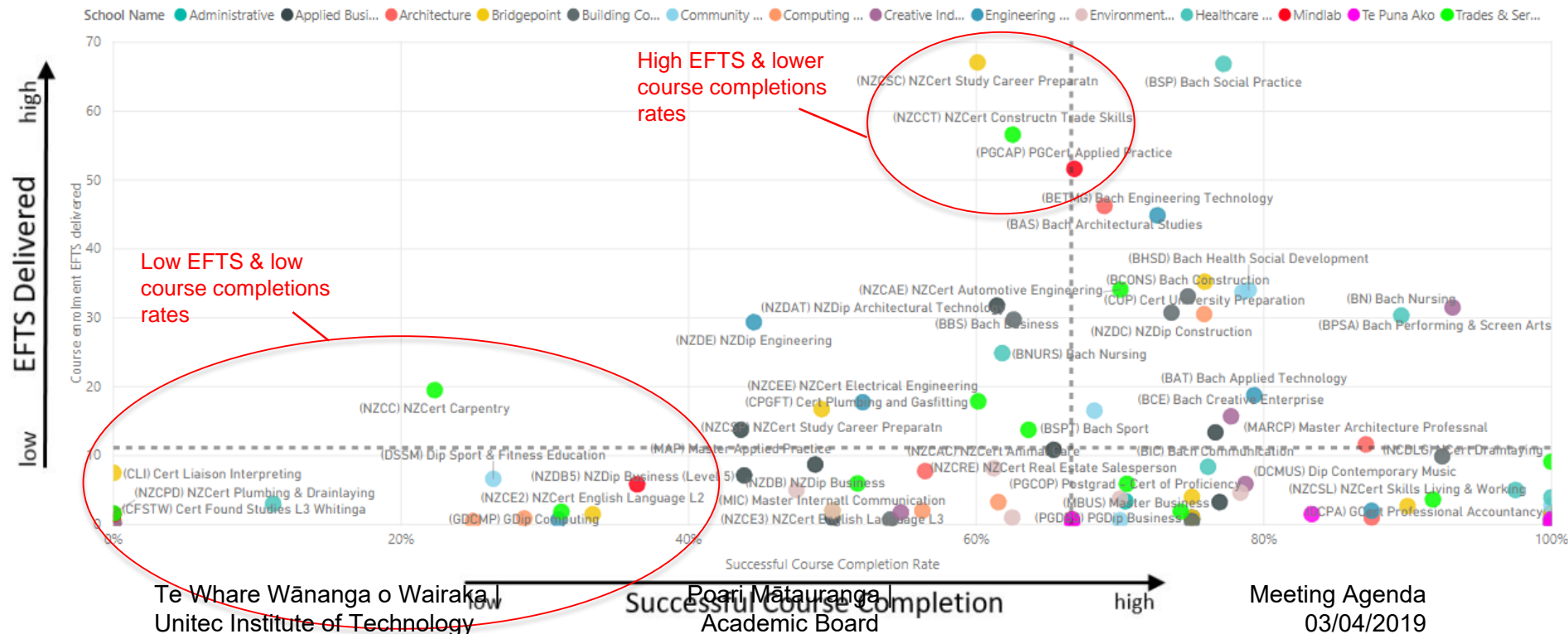
School Name	Programme Code And Name	Total Student Headcount	Successful Course Completion Rate
Computing & Information Technology	(PGDCG) PGDip Computing	125	95.5%
	(GDCMP) GDip Computing	210	95.0%
	(MCOMP) Master Computing	31	92.1%
	(NZCIT) NZCert Info Tech Essentials	49	83.6%
	(BCS) Bach Computing Systems	352	81.8%
	(DITS) Dip Information Technology Supt	36	81.5%
	(CCINT) Cert Information Technology	2	66.7%
	(DCOMP) Doctor of Computing	16	30.0%
Creative Industries	(BDVA) Bach Design and Visual Arts	3	100.0%
	(GDDIS) GDip Creative Practice	1	100.0%
	(PGCCP) PGCert Creative Practice	2	100.0%
	(BPSA) Bach Performing & Screen Arts	247	96.2%
	(PGDCP) PGDip Creative Practice	13	95.2%
	(BCE) Bach Creative Enterprise	128	87.4%
	(DCMUS) Dip Contemporary Music	28	83.3%
	(CDVA) Cert Design and Visual Arts	10	75.4%
Engineering & Applied Technology	(MCP) Master Creative Practice	12	47.2%
	(CMUSI) Cert Music (Introductory)	1	0.0%
	(NDSYG) NDip Surveying	5	92.3%
	(BAT) Bach Applied Technology	162	87.9%
	(BETMG) Bach Engineering Technology	316	80.7%
	(NZDS) NZDip Surveying	39	78.9%
	(NZDE) NZDip Engineering	305	69.2%
	(NZCEE) NZCert Electrical Engineering	127	64.1%
Environmental & Animal Sciences	(NCEE2) NCert Electrical Eng (Level 2)	85	50.2%
	(CAMGT) Cert Animal Management	1	100.0%
	(NZDVN) NZDip Veterinary Nursing	64	87.0%
	(NZCAM) NZCert Animal Management	71	80.8%
	(CANWI) Cert Animal Welfare Investgtns	29	80.2%
	(BASCI) Bach Applied Science	115	79.8%
	(NZCAT) NZCert Animal Technology	95	79.5%
	(NZCAC) NZCert Animal Care	120	57.2%
Healthcare & Social Practice	(DVETN) Dip Veterinary Nursing	2	33.3%
	(NCMHA) NCert Mental Hlth Addictn Supt	26	98.3%
	(BHSMI) Bach Health Sci/Medical Imagin	92	97.2%
	(PGDCN) PGDip Counselling	21	95.0%
	(BN) Bach Nursing	228	91.9%
	(BSP) Bach Social Practice	214	83.4%
	(BSOCP) Bach Social Practice	22	78.3%
	(BNURS) Bach Nursing	129	71.5%
Mindlab	(NZCHW) NZCert Health Wellbeing SocCom	14	13.1%
	(PGCAP) PGCert Applied Practice	1508	77.9%
	(MTL) Master Teachg & Educatn Ldrshp	44	38.0%
	(MCE) Master Contemporary Education	61	0.0%
	(PGCEL) PGCert Educationl Ldrshp & Mgt	12	93.3%
	(PGDSM) PGDip Educational Ldrshp & Mgt	21	86.0%
	(MEDM) Master Educational Ldrshp Mgt	31	71.3%
	(GDHE) GDip Higher Education	14	68.8%
Te Puna Ako	(PGDAP) PGDip Applied Practice	2	50.0%
	(CAME) Cert Automotive Mechanical Eng	1	100.0%
	(NCPLU) NCert Plumbing	1	100.0%
	(NCDLG) NCert Drainlaying	84	99.2%
	(CCSS) Cert Construction Site Safety	716	89.2%
	(NCAEN) NCert Motor Ind/Auto Engin	108	79.9%
	(NZCPG) NZCert Plumb Gasfit Drainlay	64	78.9%
	(NZCAE) NZCert Automotive Engineering	350	75.6%
Trades & Services	(CPGFT) Cert Plumbing and Gasfitting	211	72.6%
	(CATEC) Cert Applied Technology	22	68.6%
	(NCAEE) NCert Motor Ind/Auto Elec Eng	45	68.4%
	(NZCCT) NZCert Constructn Trade Skills	265	64.5%
	(NZCME) NZCert Mechanical Engineering	35	57.9%
	(NZCC) NZCert Carpentry	106	23.9%

## Programme Priority Matrix – Pacific students

This matrix plots each programme's value (number of EFTS delivered) by performance (successful course completion rate) so that you can visually see which programmes need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes in each school) while those top right are considered strong performers (high value with high performance).

For Pacific students, the programmes with the highest Pacific EFTS delivered coupled by relatively lower course completion rates are NZCert Study Career Preparation, NZCert Construction Trade Skills & PGCert Applied Practice.

### Successful Course Completion by EFTS Delivered Priority Matrix





# 2018 Pacific Successful Course Completions Rates

2018 Pacific Student Course Completion Rates

School Name	Programme Code And Name	Pacific Student Headcount	Successful Course Completion Rate
<b>Administrative</b>	(PGCOP) Postgrad - Cert of Proficiency	16	70.4%
<b>Applied Business</b>	(GCPA) GCert Professional Accountancy	1	100.0%
	(GDBUS) GDip Business	3	100.0%
	(GDPA) GDip Professional Accountancy	1	100.0%
	(NZCR) NZ Cert Retail	4	100.0%
	(MBUS) Master Business	4	76.9%
	(BIC) Bach Communication	17	76.6%
	(PGDBS) PGDip Business	2	75.0%
	(NZCRE) NZCert Real Estate Salesperson	26	65.4%
	(BBS) Bach Business	56	61.4%
	(MIC) Master Internatl Communication	1	50.0%
<b>Architecture</b>	(NZDB) NZDip Business	17	48.8%
	(NZDB5) NZDip Business (Level 5)	15	43.9%
	(MAP) Master Applied Practice	22	43.6%
	(NZCLD) NZCert Horticulture Services	2	100.0%
	(DID) Dip Applied Interior Design	1	87.5%
	(MARCP) Master Architecture Professnal	21	87.1%
<b>Bridgepoint</b>	(BAS) Bach Architectural Studies	59	68.9%
	(BLA) Bach Landscape Architecture	10	56.5%
	(CLT) Cert Language Teaching	1	100.0%
	(NZCE5) NZCert English Language L5	3	100.0%
	(NZCLT) NZCert Language Teaching	1	100.0%
	(NZCSL) NZCert Skills Living & Working	12	90.0%
	(CUP) Cert University Preparation	76	75.9%
	(NCEA3) NZCert English Lang Applied L3	2	75.0%
	(NZCE4) NZCert English Language L4	7	75.0%
	(NZCSC) NZCert Study Career Preparatn	150	60.1%
	(NZCE3) NZCert English Language L3	4	50.0%
	(NZCSP) NZCert Study Career Preparatn	33	49.3%
	(NZCE2) NZCert English Language L2	3	33.3%
	(CFSTW) Cert Found Studies L3 Whitinga	1	0.0%
<b>Building Construction</b>	(CLI) Cert Liaison Interpreting	15	0.0%
	(DATB) Dip Applied Technology Buildg	18	92.4%
	(GDPCM) GDip Constructn Project Mgemnt	1	75.0%
	(BCONS) Bach Construction	48	74.7%
	(NZDC) NZDip Construction	51	73.6%
	(NZDAT) NZDip Architectural Technology	43	62.6%
	(NZCCM) NZCert Const Rltd Trd Main Sup	2	54.0%
	(NDAT) NDip Architectural Technology	1	0.0%
	(BASHB) Bach Applied Science/Human Bio	3	100.0%
	(BHSD) Bach Health Social Development	43	78.9%
<b>Community Studies</b>	(BTECE) Bach Teaching Early Childhd Ed	49	78.5%
	(BQST) Master Of Whorhly	2	78.8%
	(BSPT) Bach Sport	27	68.2%
	(BSM) Dip Sport & Physical Education	10	20.0%

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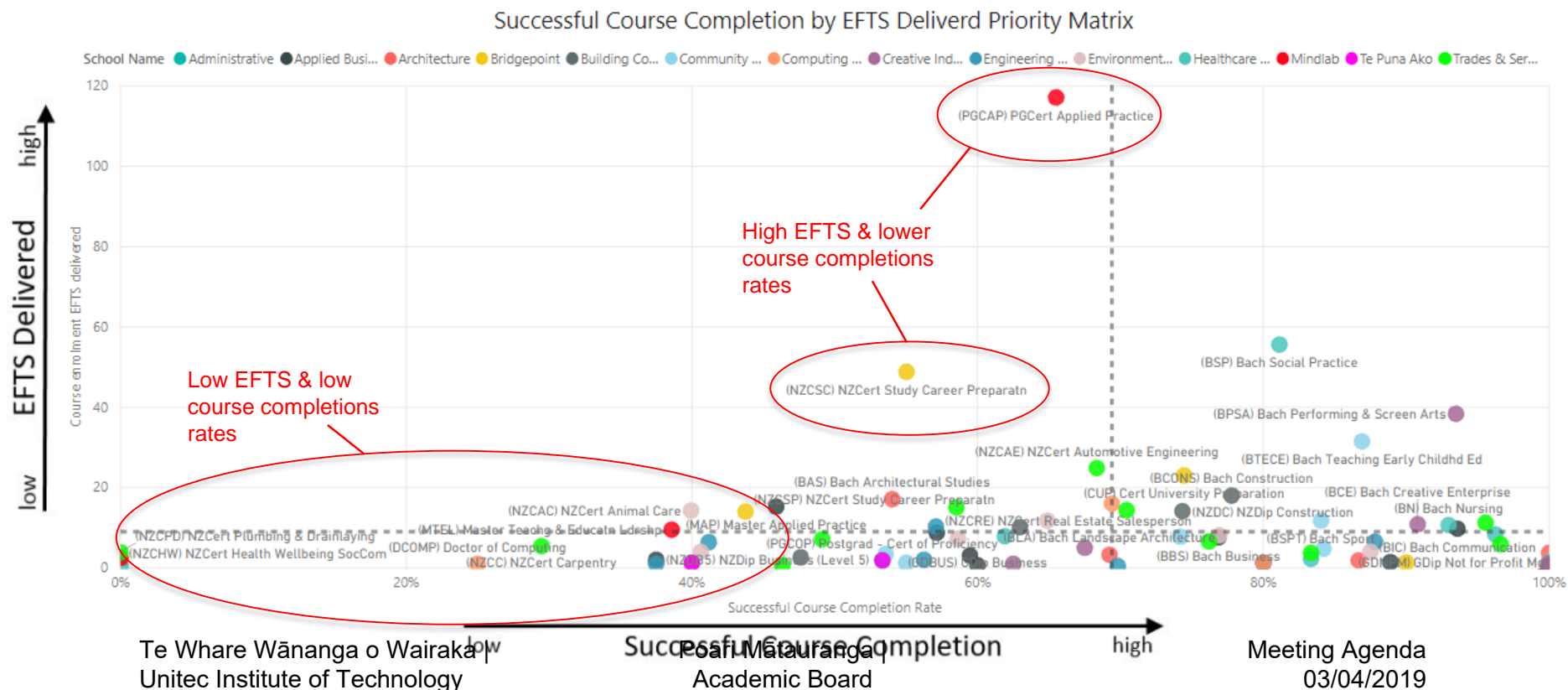
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School Name	Programme Code And Name	Pacific Student Headcount	Successful Course Completion Rate
<b>Computing &amp; Information Technology</b>	(BCS) Bach Computing Systems	34	75.9%
	(CCINT) Cert Information Technology	2	66.7%
	(NZCIT) NZCert Info Tech Essentials	8	61.5%
	(DITS) Dip Information Technology Supt	2	56.3%
	(GDCMP) GDip Computing	2	28.6%
	(PGDCG) PGDip Computing	1	25.0%
<b>Creative Industries</b>	(BDVA) Bach Design and Visual Arts	2	100.0%
	(MCP) Master Creative Practice	1	100.0%
	(BPSA) Bach Performing & Screen Arts	34	93.1%
	(DCMUS) Dip Contemporary Music	6	78.7%
	(BCE) Bach Creative Enterprise	21	77.7%
	(CDVA) Cert Design and Visual Arts	4	54.8%
<b>Engineering &amp; Applied Technology</b>	(CMUSI) Cert Music (Introductory)	1	0.0%
	(NDSYG) NDip Surveying	1	100.0%
	(NZDS) NZDip Surveying	4	87.5%
	(BAT) Bach Applied Technology	27	79.3%
	(BETMG) Bach Engineering Technology	60	72.6%
	(NZCEE) NZCert Electrical Engineering	26	52.1%
	(NZDE) NZDip Engineering	44	44.5%
	(NCEE2) NCert Electrical Eng (Level 2)	6	31.0%
<b>Environmental &amp; Animal Sciences</b>	(CAMGT) Cert Animal Management	1	100.0%
	(BASCI) Bach Applied Science	6	78.4%
	(NZDVN) NZDip Veterinary Nursing	5	70.0%
	(CANWI) Cert Animal Welfare Investgtns	1	62.5%
	(NZCAC) NZCert Animal Care	14	61.2%
	(NZCAM) NZCert Animal Management	2	50.0%
<b>Healthcare &amp; Social Practice</b>	(NZCAT) NZCert Animal Technology	5	47.5%
	(NCMHA) NCert Mental Hlth Addictn Supt	8	100.0%
	(PGDCN) PGDip Counselling	1	100.0%
	(BHSMI) Bach Health Sci/Medical Imagin	5	97.5%
	(BN) Bach Nursing	39	89.6%
	(BSP) Bach Social Practice	77	77.2%
	(BSOCP) Bach Social Practice	13	76.1%
	(BNURS) Bach Nursing	40	61.8%
	(NZCHW) NZCert Health Wellbeing SocCom	6	11.1%
	(PGCAP) PGCert Applied Practice	148	66.8%
<b>Mindlab</b>	(MTEL) Master Teachg & Educatn Ldrshp	9	36.4%
	(MCE) Master Contemporary Education	6	0.0%
<b>Te Puna Ako</b>	(PGDAP) PGDip Applied Practice	1	100.0%
	(PGDSM) PGDip Educational Ldrshp & Mgt	1	100.0%
	(MEDM) Master Educational Ldrshp Mgt	4	83.3%
	(GDHE) GDip Higher Education	1	66.7%
	(PGCEL) PGCert Educationl Ldrshp & Mgt	2	66.7%
	(NCDLG) NCert Drainlaying	13	100.0%
<b>Trades &amp; Services</b>	(CCSS) Cert Construction Site Safety	37	91.8%
	(NCAEE) NCert Motor Ind /Auto Elec Eng	11	74.2%
	(NCAEN) NCert Motor Ind/Auto Engin	18	70.5%
	(NZCAE) NZCert Automotive Engineering	82	70.0%
	(NZCPG) NZCert Plumb Gasfit Drainlay	22	63.6%
	(NZCCT) NZCert Constructn Trade Skills	120	62.5%
	(CPGFT) Cert Plumbing and Gasfitting	19	60.1%
	(NZCME) NZCert Mechanical Engineering	8	51.7%
	(CATEC) Cert Applied Technology	6	31.2%
	(NZCC) NZCert Carpentry	38	22.3%
	(NZCPD) NZCert Plumbing & Drainlaying	15	0.0%

# Programme Priority Matrix – Māori students

This matrix plots each programme's value (number of EFTS delivered) by performance (successful course completion rate) so that you can visually see which programmes need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes in each school) while those top right are considered strong performers (high value with high performance).

For Māori students, the programmes with the highest Māori EFTS delivered coupled by relatively lower course completion rates are PGCert Applied Practice and NZCert Study Career preparation.





# 2018 Māori Successful Course Completions Rates

## 2018 Māori Student Course Completion Rates

School Name	Programme Code And Name	Māori Student Headcount	Successful Course Completion Rate
<b>Administrative</b>	(PGCOP) Postgrad - Cert of Proficiency	12	53.3%
<b>Applied Business</b>	(GDNPM) GDip Not for Profit Mgt	1	100.0%
	(BIC) Bach Communication	11	93.6%
	(NZCR) NZ Cert Retail	4	88.9%
	(MBUS) Master Business	2	80.0%
	(BBS) Bach Business	14	76.9%
	(GDBUS) GDip Business	3	60.0%
	(NZDB) NZDip Business	4	59.5%
	(NZCRE) NZCert Real Estate Salesperson	21	57.1%
	(MAP) Master Applied Practice	25	45.9%
<b>Architecture</b>	(NZDB5) NZDip Business (Level 5)	4	37.5%
	(MARCP) Master Architecture Professnal	7	100.0%
	(NZCLD) NZCert Horticulture Services	2	100.0%
	(NZDL) NZDip Landscape	1	100.0%
	(DID) Dip Applied Interior Design	5	86.7%
	(BLA) Bach Landscape Architecture	4	69.2%
	(BAS) Bach Architectural Studies	21	54.0%
	(NZCSL) NZCert Skills Living & Working	4	90.0%
	(CUP) Cert University Preparation	45	74.5%
<b>Bridgepoint</b>	(NZCSC) NZCert Study Career Preparatn	127	55.0%
	(NZCSP) NZCert Study Career Preparatn	28	43.8%
	(GDCPM) GDip Constructn Project Mgemnt	2	100.0%
<b>Building Construction</b>	(BCONS) Bach Construction	25	77.8%
	(NZDC) NZDip Construction	25	74.3%
	(NZDAT) NZDip Architectural Technology	14	63.0%
	(DATB) Dip Applied Technology Buildg	4	47.6%
	(BTECE) Bach Teaching Early Childhd Ed	39	86.9%
<b>Community Studies</b>	(BASHB) Bach Applied Science/Human Bio	5	84.2%
	(BSPT) Bach Sport	15	84.0%
	(BHSD) Bach Health Social Development	12	74.2%
	(MOST) Master Osteopathy	2	55.0%
	(DSSM) Dip Sport & Fitness Education	5	53.6%
<b>Computing &amp; Information Technology</b>	(DITS) Dip Information Technolgy Supt	1	100.0%
	(GDCMP) GDip Computing	3	100.0%
	(NZCIT) NZCert Info Tech Essentials	3	80.0%
	(NZCIS) NZCert Info Systems	19	89.5%
	(DCCMP) Doctor of Computing	1	25.0%

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School Name	Programme Code And Name	Māori Student Headcount	Successful Course Completion Rate
<b>Creative Industries</b>	(GDDES) GDip Creative Practice	1	100.0%
	(PGDCP) PGDip Creative Practice	2	100.0%
	(BPSA) Bach Performing & Screen Arts	40	93.5%
	(BCE) Bach Creative Enterprise	12	90.8%
	(DCMUS) Dip Contemporary Music	7	67.5%
	(CDVA) Cert Design and Visual Arts	2	62.5%
	(MCP) Master Creative Practice	2	40.0%
<b>Engineering &amp; Applied Technology</b>	(BETMG) Bach Engineering Technology	11	87.8%
	(NCEE2) NCert Electrical Eng (Level 2)	10	69.8%
	(NZDE) NZDip Engineering	15	57.1%
	(NZDS) NZDip Surveying	4	56.3%
	(NZCEE) NZCert Electrical Engineering	11	41.2%
	(BAT) Bach Applied Technology	2	37.5%
<b>Environmental &amp; Animal Sciences</b>	(CAMGT) Cert Animal Management	1	100.0%
	(NZDVN) NZDip Veterinary Nursing	5	87.5%
	(BASCI) Bach Applied Science	13	76.9%
	(NZCAT) NZCert Animal Technology	13	64.9%
	(NZCAM) NZCert Animal Management	7	58.6%
	(CANWI) Cert Animal Welfare Investgtns	4	40.6%
	(NZCAC) NZCert Animal Care	29	39.9%
<b>Healthcare &amp; Social Practice</b>	(NCMHA) NCert Mental Hlth Addictn Supt	2	100.0%
	(PGDCN) PGDip Counselling	2	100.0%
	(BHSMI) Bach Health Sci/Medical Imagin	9	96.2%
	(BN) Bach Nursing	14	93.0%
	(BSOCP) Bach Social Practice	4	83.3%
	(BSP) Bach Social Practice	64	81.1%
	(BNURS) Bach Nursing	12	61.9%
	(NZCHW) NZCert Health Wellbeing SocCom	1	0.0%
<b>Mindlab</b>	(PGCAP) PGCert Applied Practice	293	65.5%
	(MTEL) Master Teachg & Educatn Ldrshp	13	38.6%
	(MCE) Master Contemporary Education	14	0.0%
<b>Te Puna Ako</b>	(GDHE) GDip Higher Education	1	100.0%
	(PGCEL) PGCert Educationl Ldrshp & Mgt	2	100.0%
	(MEDM) Master Educational Ldrship Mgt	5	53.3%
	(PGDSM) PGDip Educational Ldrshp & Mgt	2	40.0%
<b>Trades &amp; Services</b>	(CCSS) Cert Construction Site Safety	62	96.6%
	(NCDLG) NCert Drainlaying	15	95.6%
	(NZCPG) NZCert Plumb Gasfit Drainlay	6	83.3%
	(NCAEN) NCert Motor Ind/Auto Engin	18	76.2%
	(CPGFT) Cert Plumbing and Gasfitting	16	70.4%
	(NZCAE) NZCert Automotive Engineering	48	68.3%
	(NZCCT) NZCert Constructn Trade Skills	33	58.5%
	(NZCME) NZCert Mechanical Engineering	11	49.1%
	(NCAEE) NCert Motor Ind /Auto Elec Eng	5	46.3%
	(NZCC) NZCert Carpentry	11	29.5%
	(NZCPD) NZCert Plumbing & Drainlaying	14	0.0%

Meeting Agenda  
08/04/2019

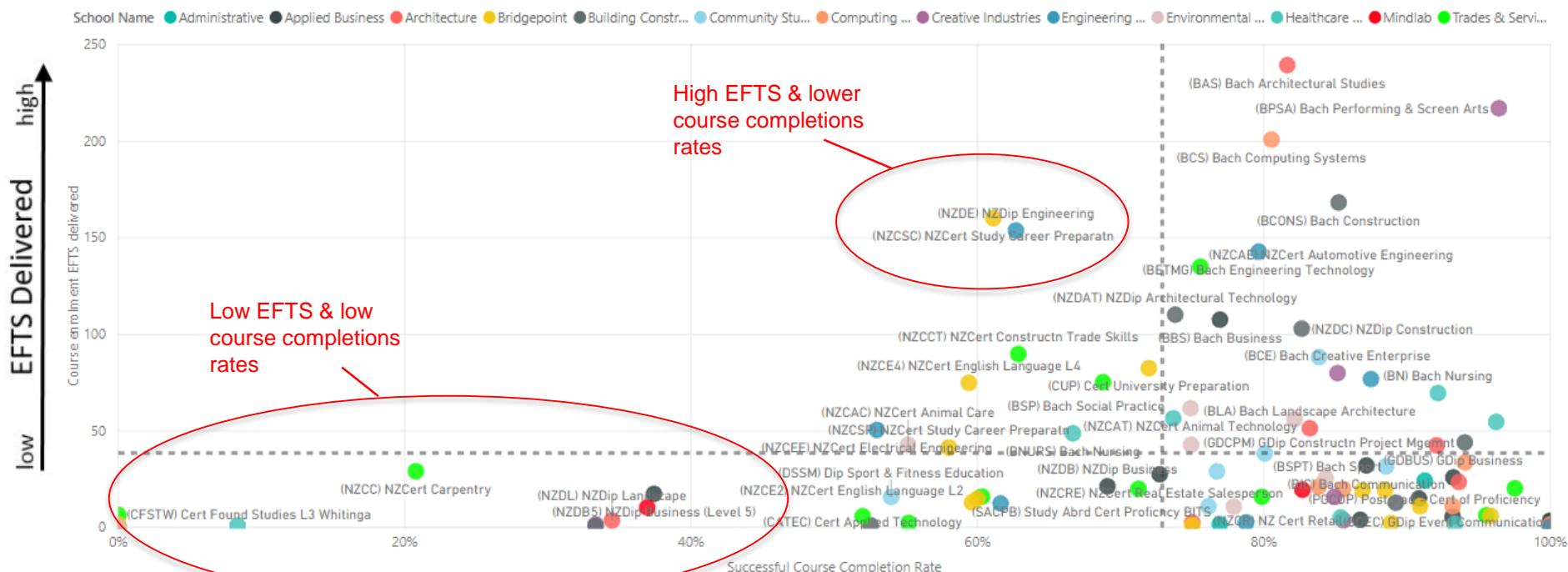


# Programme Priority Matrix – Under 25yrs students

This matrix plots each programme's value (number of EFTS delivered) by performance (successful course completion rate) so that you can visually see which programmes need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes in each school) while those top right are considered strong performers (high value with high performance).

For students aged under 25yrs, the programmes with the highest EFTS delivered coupled by relatively lower course completion rates are NZCert Study Career Preparation and NZDip Engineering.

Successful Course Completion by EFTS Delivered Priority Matrix



# 2018 Under 25yrs Successful Course Completions Rates

## 2018 Under 25yrs Student Course Completion Rates

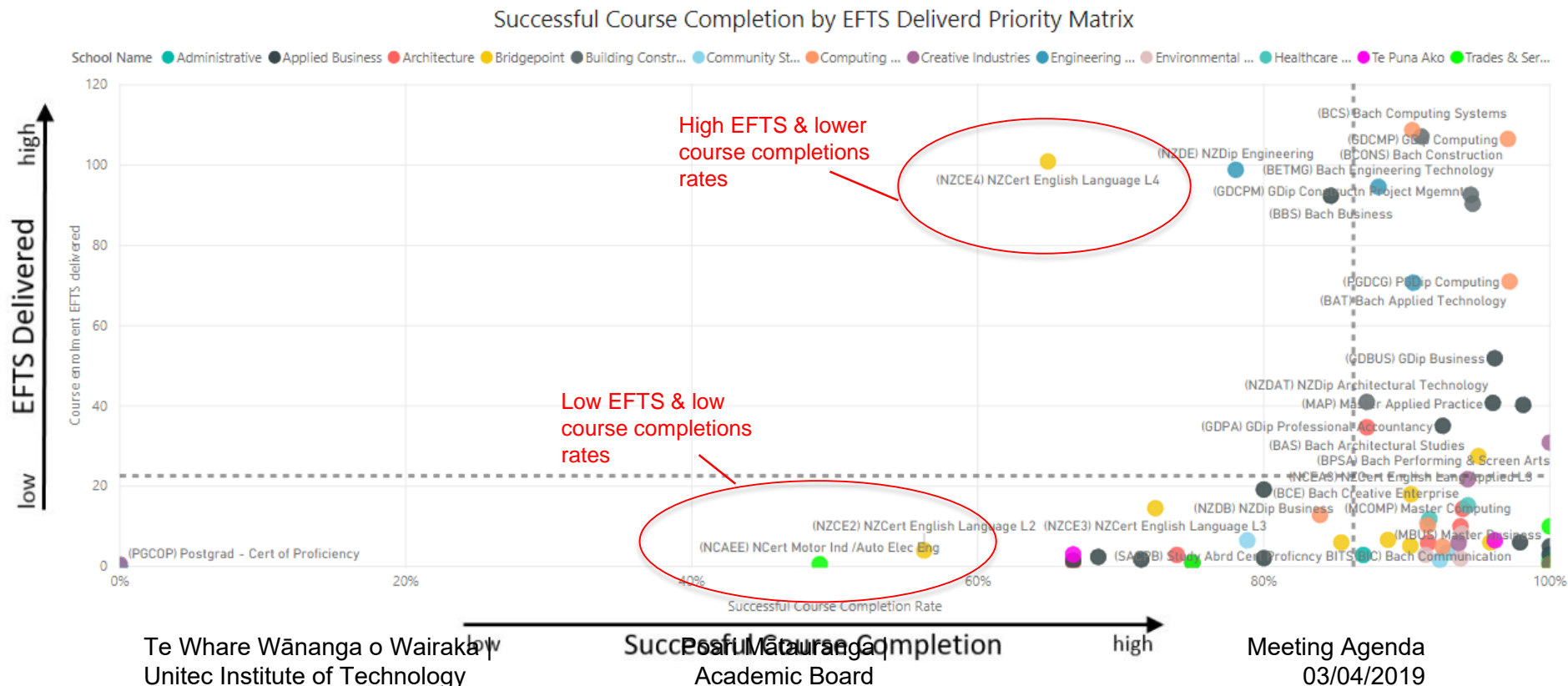
School Name	Programme Code And Name	Under 25yrs Student Headcount	Successful Course Completion Rate
Administrative	(PGCOP) Postgrad - Cert of Proficiency	71	91.2%
	(SACPB) Study Abrd Cert Proficncy BITS	3	76.9%
Applied Business	(GDEC) GDip Event Communication	3	100.0%
	(MBUS) Master Business	1	100.0%
	(PGDBS) PGDip Business	5	100.0%
	(GDBUS) GDip Business	37	93.2%
	(MAP) Master Applied Practice	7	93.2%
	(GDPA) GDip Professional Accountancy	22	90.8%
	(BIC) Bach Communication	38	87.2%
	(NZCR) NZ Cert Retail	12	86.7%
	(BBS) Bach Business	179	76.9%
	(NZCRE) NZCert Real Estate Salesperson	66	72.7%
	(NZDB) NZDip Business	33	69.1%
	(NZDB5) NZDip Business (Level 5)	33	37.4%
Architecture	(NZCLD) NZCert Horticulture Services	2	100.0%
	(DID) Dip Applied Interior Design	28	93.6%
	(MARCP) Master Architecture Professnal	94	92.1%
	(BLA) Bach Landscape Architecture	55	83.2%
	(BAS) Bach Architectural Studies	266	81.6%
	(DLD) Dip Landscape Design	3	75.0%
Bridgepoint	(NZDL) NZDip Landscape	6	34.5%
	(BA) Bach Arts	6	95.8%
	(NZCE5) NZCert English Language L5	26	90.9%
	(NZCLT) NZCert Language Teaching	5	88.9%
	(NCEA3) NZCert English Lang Applied L3	43	88.5%
	(NZCSL) NZCert Skills Living & Working	52	86.9%
	(NCEG4) NZCert English Lang General L4	2	75.0%
	(CUP) Cert University Preparation	169	72.0%
	(NZCSC) NZCert Study Career Preparatn	400	61.1%
	(NZCE3) NZCert English Language L3	36	60.0%
	(NZCE2) NZCert English Language L2	21	59.6%
	(NZCE4) NZCert English Language L4	143	59.4%
	(NZCSP) NZCert Study Career Preparatn	82	58.0%
	(CFSTW) Cert Found Studies L3 Whitinga	1	0.0%
	(CLI) Cert Liaison Interpreting	3	0.0%
Building Construction	(GDCPM) GDip Constructn Project Mgemnt	66	94.0%
	(DATB) Dip Applied Technology Buildg	26	89.2%
	(BCONS) Bach Construction	214	85.2%
	(NZDC) NZDip Construction	146	82.6%
	(NZDAT) NZDip Architectural Technology	140	73.8%
	(NZCCM) NZCert Const Rltd Trd Main Sup	2	52.5%
	(NDAT) NDip Architectural Technology	2	33.3%
Community Studies	(BASHB) Bach Applied Science/Human Bio	35	88.5%
	(BTECE) Bach Teaching Early Childhd Ed	112	83.9%
	(BSPT) Bach Sport	48	80.1%
	(HSD) High School Social Development	22	76.1%
	(DPOSE) Master Osteopathy	22	76.1%
	(DSSM) Dip Sport & Fitness Education	20	54.0%

School Name	Programme Code And Name	Under 25yrs Student Headcount	Successful Course Completion Rate
Computing & Information Technology	(MCOMP) Master Computing	5	100.0%
	(GDCMP) GDip Computing	52	94.0%
	(PGDCG) PGDip Computing	18	93.2%
	(NZCIT) NZCert Info Tech Essentials	42	85.5%
	(DITS) Dip Information Technolgy Supt	28	83.8%
	(BCS) Bach Computing Systems	240	80.5%
Creative Industries	(CCINT) Cert Information Technology	1	0.0%
	(PGDCP) PGDip Creative Practice	3	100.0%
	(BPSSA) Bach Performing & Screen Arts	223	96.4%
	(CDVA) Cert Design and Visual Arts	8	85.6%
	(BCE) Bach Creative Enterprise	92	85.1%
	(DCMUS) Dip Contemporary Music	20	84.9%
Engineering & Applied Technology	(MCP) Master Creative Practice	3	33.3%
	(NDSYG) NDip Surveying	1	100.0%
	(BAT) Bach Applied Technology	94	87.5%
	(BETMG) Bach Engineering Technology	173	79.6%
	(NCEE2) NCert Electrical Eng (Level 2)	49	78.8%
	(NZDE) NZDip Engineering	205	62.7%
Environmental & Animal Sciences	(NZDS) NZDip Surveying	21	61.6%
	(NZCEE) NZCert Electrical Engineering	77	53.0%
	(NZDVN) NZDip Veterinary Nursing	31	84.3%
	(BASCI) Bach Applied Science	72	82.1%
	(CANWI) Cert Animal Welfare Investgtns	11	77.9%
	(NZCAM) NZCert Animal Management	46	74.9%
Healthcare & Social Practice	(NZCAT) NZCert Animal Technology	68	74.9%
	(NZCAC) NZCert Animal Care	78	55.2%
	(DVETN) Dip Veterinary Nursing	1	0.0%
	(NCMHA) NCert Mental Hlth Addictn Supt	4	100.0%
	(BHSMI) Bach Health Sci/Medical Imagin	58	96.2%
	(PGDCN) PGDip Counselling	3	93.3%
Mindlab	(BN) Bach Nursing	88	92.2%
	(BSOCP) Bach Social Practice	7	85.4%
	(BSP) Bach Social Practice	66	73.7%
	(BNURS) Bach Nursing	69	66.7%
	(NZCHW) NZCert Health Wellbeing SocCom	2	8.3%
	(PGCAP) PGCert Applied Practice	53	82.7%
Trades & Services	(MTEL) Master Teachg & Educatn Ldrshp	14	36.9%
	(NCDLG) NCert Drainlaying	27	97.5%
	(CCSS) Cert Construction Site Safety	41	95.5%
	(NCAEN) NCert Motor Ind/Auto Engin	44	79.9%
	(NZCAE) NZCert Automotive Engineering	288	75.6%
	(NZCPG) NZCert Plumb Gasfit Drainlay	32	71.3%
	(CPGFT) Cert Plumbing and Gasfitting	79	68.8%
	(NZCCT) NZCert Constructn Trade Skills	203	62.9%
	(NZCME) NZCert Mechanical Engineering	21	60.3%
	(NCAEE) NCert Motor Ind/Auto Elec Eng	12	55.2%
	(CATEC) Cert Applied Technolgy	13	52.0%
	(NZCC) NZCert Carpentry	55	20.8%
	(NZCPD) NZCert Plumbing & Drainlaying	48	0.0%

# Programme Priority Matrix – International students

This matrix plots each programme's value (number of EFTS delivered) by performance (successful course completion rate) so that you can visually see which programmes need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes in each school) while those top right are considered strong performers (high value with high performance).

For International students, the programme with the highest EFTS delivered coupled by relatively lower course completion rates is NZCert English Language L4.







# 2018 International Successful Course Completions Rates

## 2018 International Student Course Completion Rates

School Name	Programme Code And Name	International Student Headcount	Successful Course Completion Rate
<b>Administrative</b>	(SACPB) Study Abrd Cert Proficncy BITS	8	87.0%
	(PGCOP) Postgrad - Cert of Proficiency	1	0.0%
<b>Applied Business</b>	(GDEC) GDip Event Communication	3	100.0%
	(MBUS) Master Business	11	100.0%
	(PGDBS) PGDip Business	61	98.1%
	(BIC) Bach Communication	6	97.9%
	(GDBUS) GDip Business	74	96.1%
	(MAP) Master Applied Practice	54	96.0%
	(GDPA) GDip Professional Accountancy	52	92.5%
	(BBS) Bach Business	154	84.7%
	(NZCRE) NZCert Real Estate Salesperson	5	80.0%
	(NZDB) NZDip Business	27	80.0%
	(PGDIC) PGDip Inter Communic	3	71.4%
<b>Architecture</b>	(NZDB5) NZDip Business (Level 5)	4	68.4%
	(MIC) Master Internatl Communication	5	66.7%
	(BLA) Bach Landscape Architecture	15	93.9%
	(MARCP) Master Architecture Professnal	21	93.8%
	(DID) Dip Applied Interior Design	7	91.5%
	(BAS) Bach Architectural Studies	37	87.2%
	(DLD) Dip Landscape Design	4	73.9%
	(NZDL) NZDip Landscape	3	66.7%
<b>Bridgepoint</b>	(NCEG4) NZCert English Lang General L4	1	100.0%
	(NZCLT) NZCert Language Teaching	1	100.0%
	(BA) Bach Arts	6	95.8%
	(NZCE5) NZCert English Language L5	65	95.0%
	(NCEA3) NZCert English Lang Applied L3	40	90.3%
	(CUP) Cert University Preparation	10	90.2%
	(NZCSP) NZCert Study Career Preparatn	13	88.7%
	(NZCSC) NZCert Study Career Preparatn	12	85.4%
	(NZCE3) NZCert English Language L3	39	72.4%
	(NZCE4) NZCert English Language L4	190	64.9%
	(NZCE2) NZCert English Language L2	7	96.3%

Te Whare Wānanga o Wairaka  
Unitec Institute of Technology

Pōwhiri Mātāuranga |  
Academic Board

School Name	Programme Code And Name	International Student Headcount	Successful Course Completion Rate
<b>Building Construction</b>	(NDQS) NDip Quantity Surveying	1	100.0%
	(GDCPM) GDip Constructn Project Mgemnt	133	94.6%
	(NZDC) NZDip Construction	115	94.5%
	(BCONS) Bach Construction	131	91.0%
	(NZDAT) NZDip Architectural Technology	52	87.2%
<b>Community Studies</b>	(BHSD) Bach Health Social Development	1	100.0%
	(BTECE) Bach Teaching Early Childhd Ed	1	100.0%
	(BSPT) Bach Sport	6	92.9%
	(BASHB) Bach Applied Science/Human Bio	3	92.3%
	(DSSM) Dip Sport & Fitness Education	7	78.8%
<b>Computing &amp; Information Technology</b>	(PGDCG) PGDip Computing	110	97.2%
	(GDCMP) GDip Computing	160	97.1%
	(NZCIT) NZCert Info Tech Essentials	10	92.5%
	(MCOMP) Master Computing	22	91.5%
	(BCS) Bach Computing Systems	131	90.4%
	(DITS) Dip Information Technolgy Supt	19	83.9%
<b>Creative Industries</b>	(BPSA) Bach Performing & Screen Arts	32	100.0%
	(BCE) Bach Creative Enterprise	25	94.3%
	(PGDCP) PGDip Creative Practice	9	93.6%
	(DCMUS) Dip Contemporary Music	1	75.0%
	(MCP) Master Creative Practice	1	0.0%
<b>Engineering &amp; Applied Technology</b>	(NZDS) NZDip Surveying	3	100.0%
	(BAT) Bach Applied Technology	82	90.5%
	(BETMG) Bach Engineering Technology	108	88.0%
	(NZDE) NZDip Engineering	127	78.0%
<b>Environmental &amp; Animal Sciences</b>	(BASCI) Bach Applied Science	11	93.8%
	(NZCAM) NZCert Animal Management	2	93.8%
	(NZCAT) NZCert Animal Technology	13	91.4%
	(NZDVN) NZDip Veterinary Nursing	4	91.3%
<b>Healthcare &amp; Social Practice</b>	(BHSMI) Bach Health Sci/Medical Imagin	2	100.0%
	(BSP) Bach Social Practice	2	100.0%
	(BN) Bach Nursing	18	94.3%
	(BNURS) Bach Nursing	14	91.6%
	(PGDSM) PGDip Educational Ldrshp & Mgt	12	96.2%
<b>Te Puna Ako</b>	(MEDM) Master Educational Ldrship Mgt	4	66.7%
	(CPGFT) Cert Plumbing and Gasfitting	1	100.0%
<b>Trades &amp; Services</b>	(NCAEN) NCert Motor Ind/Auto Engin	1	100.0%
	(NZCAE) NZCert Automotive Engineering	15	100.0%
	(NZCCT) NZCert Constructn Trade Skills	1	75.0%
	(NCAEE) NCert Motor Ind /Auto Engin	2	48.9%

Meeting Agenda  
03/04/2019

## 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

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

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## **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  
Responses

546:18  
Average time to complete

Active  
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 RFI's 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 effective3
- Somewhat effective6
- Not so effective0
- Not at all effective0
- Don't know0



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

<b>To</b>	Poari Mātauranga Academic Board	<b>From</b>	Simon Tries, Manager, Te Korowai Kahurangi
<b>Title</b>	Poari Mātauranga Academic Board Workplan	<b>Date</b>	05 March 2019

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### 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	<ul style="list-style-type: none"> <li>• School evaluation</li> <li>• Service Centre evaluation</li> <li>• Institute Evaluation</li> <li>• Investment plan</li> <li>• Academic Risk Management</li> </ul>
February	<ul style="list-style-type: none"> <li>• Review of Membership and Terms of Reference</li> <li>• Review of outcomes from Māori Success Strategy</li> <li>• Review of outcomes from Pacific Success Strategy</li> </ul>
March	<ul style="list-style-type: none"> <li>• Student Performance Interim Report (for previous year)</li> <li>• Review of Degree Monitoring report (for previous year)</li> <li>• Industry engagement report (includes outcomes from Employer survey report (every second November)</li> <li>• Evaluation of Complaints process and outcomes (for previous year)</li> <li>• Evaluation of Academic Appeals process and outcomes (for previous year)</li> </ul>
April	<ul style="list-style-type: none"> <li>• Full year Student Course Survey report (for previous year)</li> <li>• Annual review of Student Success</li> <li>• Review of Enrolment processes and outcomes</li> </ul>
May	<ul style="list-style-type: none"> <li>• Staff Pulse/Engagement Survey report</li> <li>• Student Performance Final Report (for previous year)</li> <li>• Review of Programme Evaluation Plan (PEP) process and outcomes (for previous year)</li> </ul>
June	<ul style="list-style-type: none"> <li>• Graduate Survey report</li> <li>• Institute Research Report</li> </ul>

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

July	<ul style="list-style-type: none"> <li>• Semester 1 Student Course Survey report</li> <li>• Semester 1 Student Net Promotor Score (NPS) report</li> <li>• Award of Qualifications</li> <li>•</li> </ul>
August	<ul style="list-style-type: none"> <li>• Review of outcomes from Māori Success Strategy</li> <li>• Review of outcomes from Pacific Success Strategy</li> </ul>
September	<ul style="list-style-type: none"> <li>• Staff Pulse/Engagement Survey report</li> <li>• Semester 1 Programme Evaluation Plan (PEP) report</li> <li>• Student Performance Report (Semester 1)</li> <li>• Self-Review of performance against requirements of the <i>Education (Pastoral Care of International Students) Code of Practice 2016</i></li> </ul>
October	
November	<ul style="list-style-type: none"> <li>• Staff Pulse/Engagement Survey report</li> <li>• Research production in degree programmes</li> <li>• Semester 2 Student Course Survey report</li> <li>•</li> </ul>
December	<ul style="list-style-type: none"> <li>• Award of Qualifications</li> <li>• Academic Board self-assessment</li> <li>• Review of Academic Board Membership and Terms of Reference</li> <li>• Student Net Promotor Score report full year (NPS)</li> </ul>



## For Discussion

<b>To</b>	Academic Board	<b>From</b>	Simon Tries, Manager Rosemary Dewerse Te Korowai Kahurangi
<b>Title</b>	Evaluation of 2018 Degree Monitoring reports	<b>Date</b>	27 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.<sup>1</sup>

Number of PAQC responses to reports read: 10/24<sup>2</sup>

Number of programmes paused, being taught out or ended: 12/34<sup>3</sup>

### 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.

<sup>1</sup> 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.

<sup>2</sup> This was the number in Te Korowai Kahurangi's files at the time of writing.

<sup>3</sup> 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).<sup>4</sup> 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?<sup>5</sup>

<sup>4</sup> 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.

<sup>5</sup> 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.<sup>6</sup>
- 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.

<sup>6</sup> 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	Comment
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). Degree Monitoring Procedures have been updated to reflect this requirement.	
Offer training to PAQCs in making SMART responses to monitor's reports	Te Korowai Kahurangi As each monitoring report is received.	TKK to review each action plan as developed and support as required.	Longer term this will be part of the PAQC standard training practice.
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.	Not yet discussed with Heads of School
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	Confirmed with Industry Engagement team
Ensure consistency in standards and student support across postgraduate programmes and	Tūāpapa Rangahau July 2019	Te Poari Iho/Quality Alignment Board commission Tūāpapa Rangahau to conduct an audit,	Confirmed with Director, Research and Enterprise. Work underway.

Recommendation	Responsible/Timeframe	Recommended Response/ Current Action	Comment
address research supervision challenges		make recommendations and produce an action plan	
Review processes to ensure prompt turnaround of Research Ethics applications and explore offering a pre-application review service to ensure high quality of applications	Tūāpapa Rangahau  June 2019	Tūāpapa Rangahau to provide a verbal update to the April Academic Board meeting.	Confirmed with Director, Research and Enterprise. Work underway
Grow Alumni connections	Industry Engagement and Schools  Across 2019	Industry Engagement Team to include an update on this in its May report to Academic Board	Confirmed with Industry Engagement team.
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	Discussed with Director Marketing who is actively reviewing Marketing approach.
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.	Confirmed Director, Student Success progressing this work.
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		Currently being considered as part of a proactive approach to portfolio management which will be informed by currently available performance data

Recommendation	Responsible/Timeframe	Recommended Response/ Current Action	Comment
Set clear expectations for teacher competency at Unitec and review and benchmark the standards/levels of current training offerings	Academic Board Te Puna Ako	Director Ako to provide a clear strategy and supporting actions for ensuring Unitec has highly competent teaching staff, aligned with sector expectations.	Teaching competencies embedded as ADEP requirement. Evaluation of existing teacher competency badges/offerings is ongoing. TPA is currently scoping how to better evaluate the effectiveness of the teacher competency badges.

**Item 5.05      Being a Quality Organisation (Discussion)**

Previous Name:      Being a Category 1 Organisation

## **SECTION 6                    ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS**

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### **Item 6.01        Details of Next Meeting**

Time:                            9am – 11am, Wednesday, 8 May, 2019

Location:                      180-2043

Submissions by:            COB Wednesday, 24 April, 2019

Chair:                            TBC

### **Item 6.02        Closing Karakia**

Ka wehe atu tātou  
I raro i te rangimārie,  
te karikoa, me te manawanui  
Haumi ē! Hui ē! Taiki ē!