Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

POARI MĀTAURANGA | ACADEMIC BOARD

MEETING AGENDA

Wednesday
12 June, 2019

agenda

POARI MĀTAURANGA | ACADEMIC BOARD

Date:	**2019-06-12**
Scheduled Start:	0900h
Scheduled End:	1200h
Location:	**Building 110-1030**

SECTION 4   ITEMS TO APPROVE

SECTION 5   WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

SECTION 6   ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

SECTION 7   APPENDICES

SECTION 1   NGĀ KUPU ARATAKI | PRELIMINARIES

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

- New agenda items
  - Item 2.05 Academic Quality Action Plan
  - Item 2.06 Committee Work Plan
- Items flowing from EER Recommendations
  - Item 5.01 Institutional Targets
  - Item 5.02 Academic Board Governance Post-EER (and sub-items)
  - Item 6.02 Continuous Self-Assessment of Academic Board

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.

Approval Details

Version: 1.00

Key changes:

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

Last updated: 2019-03-19

Editor:

Daniel Weinholz
Specialist - Committee Support, Te Korowai Kahurangi

Endorsement date: 2019-03-13

Endorsed by: Poari Mātauranga | Academic Board

Approval date: 2019-03-19

Approved by: Crown Commissioner, Murray Strong

MEMBERSHIP STRUCTURE 2019

Poari Mātauranga | Academic Board

Appointment	Position	Member
Ex officio	Executive Dean, Academic	Merran Davis
	Chief Executive	Merran Davis
	Director, Ako	Simon Nash – **Chair**
	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
	➢ Rōpū Whakae Mātauranga	Academic Approvals Committee	Simon Tries
	➢ Postgraduate Research and Scholarships Committee	Marcus Williams
Via nomination	One member of the Executive Leadership Team	Glenn McKay
	One student representative	TBC
	Head of School – 1	Chris King
	Head of School – 2	Katie Bruffy
	Programme Manager – 1	**TBA**
	Programme Manager – 2	**TBA**
	Senior Academic – 1	**TBC**
	Senior Academic – 2	**TBC**
Co-opted	Manager, UPC	Andrea Thumath

Staff in Attendance (Frequent)

Daniel Weinholz – **Secretary**
Steve Marshall
Trude Cameron

SECTION 2   STANDING ITEMS

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

Refer to: Section 7 – Appendices

RECOMMENDATION

That the Committee approves the Minutes of the meeting of 2019-05-08.

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
2019-03-13	2019.AB.Action-012	**Online Marking – Anticipation of Student Expectations** 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. 2019-05-08: Currently with Ako Ahimura. 2019-06-12:	Simon Nash (Chair, Ako Ahimura)	TBC	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-015	**Review of Programme Change Process** Te Korowai Kahurangi shall send a memorandum to PAQCs. 2019-06-12:	Simon Tries	2019-05-08	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-016	**Pastoral Care Flag for Students from NITT** Investigate how and where a flag could be raised for students moving to Unitec from NITT, given that the quality of their NITT studies may not actually be satisfactory due to NZQA's withdrawal of certification of some of their programmes. 2019-05-08: IMS still to be consulted regarding how this could actually be done. Outcomes to be reported at next meeting of AB. 2019-06-12:	Annette Pitovao; Andrea Thumath; Trude Cameron	2019-05-08	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-017	**Industry Advisory Committees** Talk to Heather Stonyer about the possibilities of greater representation of Māori and Pasifika representation, both internal and external, in the IACs. 2019-05-08: Unitec staff are not formal members of IACs as per the current Terms of Reference. Simon Tries to follow up with Heather Stonyer. 2019-06-12:	Simon Tries	2019-05-08	**IN PROGRESS**	-

2019-04-03	2019.AB.Action-018	**Research Ethics Applications** "Review processes to ensure a prompt turnaround of Research Ethics applications and explore offering a pre-application review service to ensure high quality applications." UREC to provide, through Marcus Williams, a verbal update to the June meeting of PM-AB, not the April meeting. 2019-06-12: Refer to Item 5.05 Research Ethics Application Process	Marcus Williams (Director, Research & Enterprise)	2019-06-12	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-020	**Badging System Feedback** Investigate the uptake and effectiveness of the Badging system for professional development in Academic Staff. 2019-05-08: Paper to be presented to Academic Board 20190612 to discuss the relationship between academic compliance and performance management. Self-evaluation to be piloted with Te Puna Ako before wider use applying Āta-Kōrero. 2019-06-12: Refer to Item 5.03 Teacher Capability Development Evaluation	Simon Nash (Director, Ako)	2019-05-08	**IN PROGRESS**	-
2019-05-08	2019.AB.Action-021	**Degree Monitoring Tracker – RAG Report** To communicate and coordinate with the Heads of School and Te Korowai Kahurangi, providing explanations of any items marked red. 2019-06-12:	Simon Nash (Chair, Academic Board)	2019-06-12	New	-
2019-05-08	2019.AB.Action-022	**Ako Ahimura Approval of Academic Integrity Plan** To investigate the validity of the motion/s passed by Ako Ahimura regarding Academic Integrity in late 2018, and possibly bring the matter to Academic Board for higher approval. 2019-06-12: Refer to Item 4.01 Academic Integrity Training for Students	Simon Nash (Chair, Ako Ahimura)	2019-06-12	New	-
2019-05-08	2019.AB.Action-023	**Extension of Academic Board Meeting Durations** To work with Timetabling Office and Committee Support to extend all future meetings of Academic Board to 3 hours long. 2019-06-12:	Simon Nash (Chair, Academic Board)	2019-06-12	New	-

2.04.2 Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status / Priority	Date Removed
2018-07-03	2019.AB.Standing-001	**Review of Semesterised Delivery** To provide regular progress reports. 20190508: Nothing to report. Merran expects this will constitute part of the initial work of RoVE.	Simon Nash	Lowered priority	-
2018-07-31	2019.AB.Standing-002	**Impact statements** To track and report on programmes being disestablished or suspended, and on related student transition and well-being. 2019-05-08: Simon Tries, Debra Robertson-Welsh and David Glover shall discuss the outcomes of impact statements. Te Korowai Kahurangi shall present a report to Academic Board 20190612. The report shall contain a link to the Tracker. 2019-06-12: Refer to Item 3.04 Programme Management Update	Simon Nash	Ongoing	-
2018-07-31	2019.AB.Standing-003	**NZQF Proposal** 2019-05-08: Refer to Item 3.03 Sector Update. 2019-06-12:	Simon Tries	Ongoing	-
2019-05-08	2019.AB.Standing-004	**Academic Quality Action Plan (Post-EER)** 2019-05-08: Refer to Item 5.03 for discussion of EER Recommendations 4 and 6 2019-06-12: Refer to: ➢ Item 2.05 Academic Quality Action Plan ➢ Item 2.06 Committee Work Plan (2019) ➢ Item 5.02 Academic Board Governance Post-EER	Debra Robertson-Welsh Simon Nash	Ongoing	-

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| 2019-05-08 | 2019.AB.Standing-005 | **Renewal Plan**

Renewal Strategy

2019-05-08: Draft to be presented to Academic Board 2019-06-12.

2019-06-12:

Waitakere Success Strategy

"Investigate equity of student experience across the 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."

2019-05-08: Waitakere Success Strategy in progress with David Glover and Linda Aumua. They are opening 3 weeks of consultation with West Auckland community stakeholders, utilising data from Auckland Tourism, Events & Economic Development (ATEED). RoVE is not expected to impact this work, as it aligns with the Minister's aims.

2019-06-12: | Merran Davis | Ongoing | - |

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Item 2.05   Academic Quality Action Plan

Presenter: Simon Nash

Due to the large footprint of the plan, please open it through the following link, accurate as of 2019-05-31.

       https://unitecnz-my.sharepoint.com/:x:/g/personal/snash_unitec_ac_nz/EUghUcAhoYJBhuYLI3WqPQsBDSVN--k0RENhrFFgAKupQw?e=IifXt7

Item 2.05   Academic Quality Action Plan

Item 2.06 Committee Work Plan (2019)

Committee Work Plan 2019 V0.1

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

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

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SECTION 3   ITEMS TO RECEIVE

Item 3.01   Priority Group Director Reports

RECOMMENDATION

That the Committee receive the Priority Group Director Report/s:
1. **Māori**
2. **Under 25**
3. **Pasifika**
4. **International (Verbal update)**

	Poari Mātauranga	Academic Board		
To	Ako Ahimura Committee	**Date**	29 / 05 / 2019
	Te Poari Iho	Quality Alignment Board		
From	Toni Rewiri Interim Director – Māori Success		
Subject	[Priority Group] Director Report		

<u>Success Strategy Outcomes</u>

- Action 1.3. provide opportunities for Māori students / staff / community voice to be heard & Action 3.4.1. Meet with Māori students - in progress, Māori staff network hui, Māori student focus groups, Rūnanga, Iwi-based scholarship.

- Action 2.2. Establishment of Tūwhara unit - Much of the work intended for this has been absorbed by TKK –i.e. EPI tracking. This is now on hold

- Action 2.3.3 Māori outcomes through KPIs and ADEP plans - Cross-section of 150 ADEPs completed. Many have indicated Te Rito as sources to support development.

- Action 2.3.4. Badging of Te Rito suite underway. To complete by start of Semester 2.

- Action 2.4. Iwi and community engagement plan - underway.

- Action 3.1. On-boarding programme for Māori students – underway with Māori student rep – Code of Practice.

<u>Exceptions</u>

- Reassurance that strategies are being implemented to address the non-reporting of student grades. In 2018 there are 40 DEF grades and 1178 blank grades. These grades relate to a total of 599 students (see next page for statistics). The 78 Māori students affected by this represent ~170 grades (incl. 6 DEF grades).

- Establish and implement strategies to track Māori students against EPIs in real time.

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Ethnicity	Total # of stud
African	15
Australian	6
British/Irish	26
Chinese	45
Cook Island Maori	9
Fijian	20
Filipino	5
German	1
Indian	39
Japanese	1
Korean	2
Latin American	4
Middle Eastern	4
New Zealand Maori	78
Niuean	5
No response	1
NZ European/Pakeha	260
Other	20
Other Asian	10
Other European	7
Other Pacific Island	3
Other South East Asian	2
Samoan	23
Sri Lankan	1
Tongan	12
Grand Total	**599**

Items Linked

Māori Success Strategy

Stats Rep for Priority Groups

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	Poari Mātauranga	Academic Board		
To	Ako Ahimura Committee	Date	29 / 05 / 2019
	Te Poari Iho	Quality Alignment Board		
From			
	Director Māori Success, Director Pacific Success, Director Unitec Pathways College + Under 25's and Director Student Success		
Subject	Targets for Priority Groups		

Recommendation:

Academic Board receives the following memo and endorses institutional wide parity targets for Māori and Pacific students to align with non-priority group students. These targets are to be provided by Te Korowai Kahurangi and once agreed at Academic Board should be further endorsed by ELT, Rūnanga and the Pacific Fono.

Rationale for Targets

Parity by 2022 for both Māori and Pacific students is the overall goal for Te Whare Wānanga o Wairaka. This aligns with our obligations to the Treaty of Waitangi, our commitment to the principles of Te Noho Kotahitanga and TEC's vision of parity by 2022. Furthermore, we have failed to implement recommendations from the last two EER reports to address low success rates for Māori and Pacific students and consider this well overdue.

Considerations for Endorsing Targets

When endorsing the parity target, the Academic Board must consider the following:

- Our Māori and Pacific students and their communities deserve better

- The resource required to address this target;

- Whole of organisation response to work towards the parity target;

- Sharing of best practices;

- Necessity to conduct analysis across Unitec to identify reasons for the disparities;

- Schools to identify courses that Māori and Pacific students are not successfully completing and why;

- ▪ Implement strategies to address low Māori and Pacific student participation rates

Items Linked

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memo

To	Poari Mātauranga | Academic Board	Date	29/05/2019
From	Falaniko Tominiko Director Pacific Success	Phone No.	Ext 8272
Subject	Pacific Success Strategy Update Report		

Goal 1: Increase Pacific student success, completion and participation rates.

> *Objectives:*

(a) Increase the success and completion rates (course and programme) of Pacific students to improve year on year, with the goal of reaching an 80-84% course completion rate by the year of 2023.	An update on current Pacific success and completion rates will be provided through the Pacific Success Report (PacSR) which is informed by SDR data.
(b) Increase the number of Pacific students progressing to higher and postgraduate level programmes year on year.	Same as above
(c) Ensure Schools are supported and resourced to: [i] regularly track, monitor and evaluate their Pacific success and completion rates. [ii] take the necessary actions to ensure Pacific students are supported appropriately and succeeding in their studies.	[i] Requests for feedback on how Pacific students are progressing in the Schools have been sent to the Pacific Champions. The feedback will be reported on through the Pacific Progress Report (PacPR). [ii] Will need to follow up with HoS and Pacific Champions to get an idea if they feel their students are being supported appropriately.

Goal 2: Grow Unitec staff capability and capacity to empower and support Pacific students

> *Objectives:*

(a) Through the Unitec values of *'Generosity of Spirit'* and *'Accountability',* ALL staff are inspired to:	[i] Will need to get feedback from School on how they are empowering and supporting their Pacific students. [ii] Two Pacific PD workshops have been

[i] empower and support Pacific students. [ii] increase their awareness of Pacific knowledge and culture through Pacific cultural competency workshops and experiences.	run with a great number of Unitec staff attending. The first workshop had around 40 staff members attending. The second workshop was held in the yellow lecture theatre which was about 80% full.
(b) Through the Unitec Partnership principles of *'Authority', 'Responsibility' and 'Guardianship'*, PACIFIC staff are inspired to: [i] lead, champion and promote Pacific knowledge and practice within and beyond their Networks, Pathways and Service areas. [ii] aspire to leadership roles within Unitec.	Work on this to commence in June.
(c) Grow Pacific staff numbers to reflect the Pacific student population at Unitec as well as the growing Pacific population of the wider Auckland community.	Work on how to address this will commence in July/August.

Goal 3: Grow Pacific knowledge and awareness in Learning, Teaching and Research.

   Objectives:

(a) Incorporate relevant Pacific knowledge and dimensions within the current teaching and learning curriculum/programmes.	This has been put on hold pending the outcome of ROVE.
(b) Ensure Pacific cultural values and practices are embedded in the student experience.	• A Pacific student reconnect event was held on the 22nd May attended by 30 students. Students were reminded of the services and support available to them. • Pacific Language week celebrations started this week with Samoan Language Week.
(c) Grow Unitec's profile as a Pacific research institute through increased research training, opportunities and resourcing.	• Collaborative research project looking at Pacific student success is underway. • Work will commence in July on the development of a Unitec Pacific Research database.

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Goal 4: Develop and maintain partnerships with Pacific communities and stakeholders.

Objectives:

(a) Engage in partnerships with the Unitec Pathways College (UPC) to promote Unitec to the Pacific students of Unitec's partner secondary schools.	This is ongoing. UPC and the Pacific Centre attended a STEM day for around 100 students on Saturday 25th May.
(b) Ensure Pacific peoples have access to Unitec for their development and to increase their participation in economic, social and wellbeing opportunities.	Working with Linda Aumua on getting the community to access the Waitakere campus. There are currently three initiatives in the planning process: • Community Quiz Night in July • Community Pacific Healthy Food Workshops in partnership with the NZ Heart Foundation. • A West Auckland pre-Police course similar to the one that is running out of Mt Albert campus.
(c) Increase Unitec representation on Pacific industry and advisory committees.	Work on this to commence in June.

Other Updates

A Pacific Success Strategy Action Plan has been created to operationalise the Pacific Success Strategy.

The plan involves collaborative actions with a number of Unitec teams.

The Director of Pacific Success is now in the process of discussing these actions with various Unitec team managers and leaders.

Item 3.02   Subcommittee Chair Reports

RECOMMENDATION

That the Committee receive the Subcommittee Chair Report/s.

1. **Academic Approvals Committee (Verbal update)**
2. **Ako Ahimura**
3. **Post Graduate Research and Scholarships Committee**
4. **Quality Alignment Board**
5. **Unitec Research Committee**
6. **Unitec Research Ethics Committee (Minutes)**

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memo

To	Te Poari Mātauranga Academic Board	Date 04/06/19
From	Simon Nash Chair Academic Board	
Subject	Ako Ahimura Sub-Committee Chair's Report May 2019	

Purpose

To update Academic Board on the business of the Ako Ahimura Sub-Committee.

Information

The Committee has finalised a workplan for 2019. We note there is a great deal of overlap with the workplan for QAB and this will require coordination to avoid unnecessary duplication.

A report on Micro and Other Digital Credentials at Unitec has been accepted and will be sent to Academic Board for approval.

Anna Wheeler (Student Success) and Trude Cameron (TKK) presented to the Committee on their review of the various student complaints and appeals systems in place at Unitec. They are working with the Director Ako to ensure a joined-up approach for students, regardless of whether the complaint is academic or otherwise. Work is also underway to ensure we are tracking both (a) resolution of all individual student issues (formal and informal), and (b) themes arising from complaints that require systemic improvements to current Unitec processes. A report will come to Academic Board shortly.

The Director Ako had called for nominations from committee members for two Senior Academics for appointment to Academic Board. The call has been repeated as the Director Ako had not received enough nominations that he considered met the criteria.

A report on Academic Integrity has been approved and includes recommendations for Academic Board to consider, requiring all students at Unitec to undertake Academic Integrity training. The report comes to Academic Board in June.

Attached:

No attachments.

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memo

To	Poari Mātauranga | Academic Board	Date	29/05/2019
From	Marcus Williams Director Research and Enterprise	Phone No.	021 401 965
Subject	Subcommittee Chair Report – Postgraduate Research and Scholarships Committee		

Work Summary Update

- The monthly update of current Level 9&10 students; suspensions, extensions, proposal approvals, ethics approvals and scholarships, was confirmed for every programme

- The suspension of a Doctor of Computing student by the relevant PAQC was communicated

- The draft plan for phasing out SPSS, a piece of software for quantitative research was discussed, modified and approved.

- Agreement was reached on where the responsibility and authority lies for Level 9 or 10 research projects with respect to whether or not ethics approval is required; it lies with the Research Proposal Committee

- The draft IBM Industry Scholarships guidelines and templates were reviewed and approved

Items Linked

Subcommittee Minutes

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

U Unitec

To	Academic Board	**From**	Debra Robertson-Welsh Chair *Poari Iho/* Quality Alignment Board
Title	*Poari Iho /* QAB update	**Date**	30.5.2019

Purpose

To provide an update of outcomes of the September *te Poari Iho/*Quality Alignment Board meeting:

Te Poari Iho/ Quality Alignment Board members discussed three main items at the May meeting.

1. Academic Development Services report presented by Rowena Fuluifaga. The report was presented at the April meeting but discussion was limited due to time constraints. Key points raised during discussion in May were
   a. The clear need to increase engagement with student support services to support improved outcomes for students.
   b. To enable further granular reporting and evidence gathering
      i. The categories of 'general' and 'other' are to be clarified
      ii. Academic Development Leaders are to be encouraged to be consistent in recording evidence
   c. Reporting would be strengthened by including recording of pastoral care however, this should not counter the evidence collected in Schools.

2. Operations Continuous improvement update presented by Aroha Lewin. In response to a paper discussed at the April meeting Aroha presented an update to the committee. Key points raised were
   a. The impact of electives, pre requisites and flexibility in study plans on the number of VOEs
   b. Issues with the looping of the steps and multi levels of approvals impacts timeframes for changes.

   QAB members commended Aroha on the work to date.

3. Interim PEP process was presented by Simon Tries alongside feedback from the Heads of Schools. The endorsement of the proposal was discussed and agreed with the following key points being raised:
   a. Concern about timeframes for access to data being dependent on the 10- day turnaround policy.
   b. The skills of report writing and facilitation as a critical factor in successful and evaluative outcomes.

Recommendation; That Te Poari | the Academic Board receives the May 2019 QAB update

END

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memo

To	Poari Mātauranga | Academic Board	Date	29/05/2019
From	Marcus Williams Director Research and Enterprise	Phone No.	021 401 965
Subject	Subcommittee Chair Report – Unitec Research Committee		

Work Summary Update

- The URC workplan for 2019 was approved.

- It was decided to defer the programme of work toward the next five year research strategy until the RoVE announcement is made.

- The plan for phasing out SPSS, a piece of software for quantitative research was discussed and approved.

- A draft template for school research plans was critiqued, with actions ready for the next step

Items Linked

- Subcommittee Minutes

H:\2. Academic Development\Research & Enterprise, Tuapapa Rangahau\Support Services\Committee Admin\Unitec Research Committee\Meetings\2019\Minutes 2019

Unitec Research Ethics Committee

(UREC) 17 April 2019 at 2.00 pm

Building 115, Room 1030.

1. APOLOGIES

Hoa Nguyen
Sue Wake
Rob Moran
Kylie Jackson-Cox
Tony Gowne
Sue Wake

In attendance

Maria Humphries-Kil
Tui Matelau
Nano Morris
Nigel Adams
Lisa Maurice-Takerei

2. WELCOME AND INTRODUCTIONS

3. MINUTES OF PREVIOUS MEETING
That the minutes of the meeting held on March 20 2019 be confirmed as a true and accurate record of the meeting.

First: Lisa Maurice-Takerei
Second: Nano Morris

4. UREC REGISTER OF INTEREST AND MEMBER CONTACTS
Noted.

5. CONFLICTS OF INTEREST

None to be noted

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2019-1008   **Singh**

Hybrid muffler design for improving the sound output of the motor vehicle exhaust system

Nigel Adams

Notes: This is a design project with a relatively small component of the project requiring canvassing of members of the public their views on noise pollution. There are various aspects which require clarification, most noticeably the recruitment of participants.

To be ratified

2019-1009   **Turner**

An explorations of patients' understanding of their presenting complains following osteopathic consultations

Rob Moran

Notes: Various aspects of clarification required, including details of withdrawal process and timeline. Overall a very well written application.

To be ratified

2019-1010   **Roycroft**

Pūtahi a Whenua: voices flowing as one

Tui Matelau

Notes: Readers had some concern about the large scope of this research project. This will be communicated to the application. Additionally, there are various points of clarification required regarding the research methodology.

To be ratified

2019-1011   **Ratana**

Ha Whakaruruhau – A Place of Safety

Cris De Groot

To be ratified

2019-1012   **Tinnery-Philips**

Attitudes and beliefs of New Zealand swim coaches towards swimming related injury prevention, treatment and management

Maria Humphries-Kil

Notes: Well written , and concise application. There is little ethical risk associated with this study. Applicant made amendments prior to meeting.

Approved

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2019-1003   Simpson

Internal Moderation of Assessment in an ITP Sector Institution: Translating Policy into Practice

Maria Humphries-Kil

Ratified

2019-1004   **Zhuo**

Evaluating Student Use of Smartphones in One Beijing School

Kylie Jackson-Cox

To be ratified

2019-1005   **Ximines**

Exploring the clarity of the head of department role in a Timor-Leste higher education institution **Nano Morris**

Ratified

2019 – 1006   **Sommerville**

Student perspectives of secondary to tertiary education transitions; Influences on the decision making process

Lisa Maurice-Takerei

Ratified

2019-1007   **Thumath**

Secondary to tertiary transitions: current trends

Nigel Adams

Ratified

2018-1072   **Basra**

Profile of Generation Z and their work engagement in metropolitan New Zealand.

Rob Moran

Ratified

2019-1001   **Razon**

A Phenomenological Investigation into the Influences on the Development of Professional Identity in Novice Osteopaths

Rob Moran

Ratified

8.   **FORM B APPLICATIONS FOR NOTING** None to be noted

9.   **FORM CAPPLICATIONS**

None to be noted.

10.   **MATTERS ARISING FROM PREVIOUS APPLICATIONS**

11.   **COMMITTEE MEMBERSHIP**

Kyle Jackson–Cox has requested a 3-month leave of absence due to work commitments

Approved by Chair and Committee

12. CORRESPONDENCE

The Unitec Research Ethics Committee has submitted its re-approval request and 2018 annual report to the Health Research Council of New Zealand.

13. GENERAL BUSINESS

13.1.   Recommendations for Changes to UREC procedures (Memo attached)

Tabled to next meeting

13.2.   Discussion of possible screening questions for Ethics applications

Tabled to next meeting

13.3.   Reminder about email communication
- Please use the subject line exactly as it is used in the allocation email.
- Approval is for **1 year** from the date of approval.

13.4.   **APOLOGIES FROM READING APPLICATIONS**

None to be noted

13.5 PROFESSIONAL DEVELOPMENT

13.5.1 Research Methodologies – Group Discussion
Not discussed in this meeting

13.5.2 Suggestions from the Committee
Suggestions with regard to ethics focused professional development opportunities for UREC members are welcomed from the committee. These may be raised at any time for the committee's consideration. Ideas and concepts for ongoing professional development can be emailed to ethics@unitec.ac.nz.

DATE OF THE NEXT MEETING:

15th May 2019, 2pm – Building 115, Room 1030.

NZQA Updates

1. **Review of Business Qualifications – Progress report 6/5/19**

Business qualifications at levels 3-6 are under review, led by a Business qualifications advisory committee. Their recommendations can be found here:

https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/Business-qualifications/NZ-Bus-quals-Progress-report-May-2019.pdf

A summary of recommendations is:

- The current requirement for 'real' or 'realistic' context for delivery and assessment be extended to include real business context and based on real business scenarios.
- A reduction in the number of GPO outcomes as 'soft' and environmental outcomes are more like learning outcomes than graduate profile outcomes.
- New evidence requirements are suggested for consistency reviews.
- 'Credit transfer and recognition of prior learning arrangements' has been deleted.

The draft review qualifications can be found here:

https://www.nzqa.govt.nz/qualifications-standards/qualifications/businessqualifications/.

Unitec Action – HoS Applied Business provided with update.

2. **Changes to NZQA Rule 18 – English Language Proficiency**

- The student visa decline rate (SVDR) has been removed as a measure for assuring English language proficiency.
- Prior schooling where the student was taught using English as the language of instruction may continue to be accepted as evidence when that schooling was completed in New Zealand, Australia, the United Kingdom, the Republic of Ireland, the United States, Canada and South Africa.
- Pacific students who have been granted a New Zealand Short Term Training Scholarship (NZSTTS) funded by the Ministry of Foreign Affairs and Trade will continue to be able to use prior schooling where English was the language of instruction as evidence of English language proficiency.
- International Baccalaureate and Cambridge International A level qualifications may be accepted as evidence of English language proficiency when the student was taught and assessed in English.
- The structure of Rule 18 has been simplified into clear and concise sections.

Unitec action - Unitec policies and procedures review to occur before this comes into effect on 1 August 2019. Requirement to update programme regulations.

3. **Vulnerable Children Act Changes**

The name of the Vulnerable Children Act and all regulations made pursuant to it have now changed. All references to the Act should now be to the Children's Act 2014.

Unitec action: Updating of any references to this act in any programme regulations or enrolment procedures.

- Programme Regulations

- Planned review and update of Unitec Policies, Procedures and regulations

A summary of changes to regulation names is included in this link:

www.legislation.govt.nz/act/public/2018/0058/latest/LMS131670.html#LMS131667

4. NCEA review Outcomes
NCEA Review Outcomes document that was released 13 May 2019.

- Make NCEA more accessible

  There will be an end to NCEA fees and fees for NZ Scholarship. Achievement standards must be accessible for all so that students with disabilities and learning support needs have equal opportunity to achieve. Special assessment conditions (SAC) need to be available to everyone and some forms of SAC need simplified application nd evaluation processes.

- Mana Ōrite mo te Mātauranga Māori

  Integrate Te ao Māori and mātauranga Māori into outcome statements as part of new graudate profiles for NCEA and in design of achievement standards. Ensure equal support for ākonga Māori in all settings and equal status for mātauranga Māori. Develop more standards to make sure that mātauranga Māori is acknowledged and credentialed equally by NCEA, (e.g. Māori Performing Arts). Develop new assessment resources and teaching and learning guides for mātauranga Māori. Te ao Māori and mātauranga Māori are built into achievement standards to use across English and Māori-medium settings. Build teacher capability around culturally inclusive NCEA and assessment and aromatawai practice that is respectful to mātauranga Māori.

- Strengthen Literacy and Numeracy requirements

  Due to the feedback that our young people are not leaving secondary school with strong literacy and numeracy skills, a push to increase capability in this space and provide the resources required to better prepare our young people for life outside of secondary school. Literacy and numeracy a co-requisite of NCEA, no longer credits contributing to the credit requirement to achieve NCEA level. Credits externally graded, single common benchmark in English and Te Reo.

- Have fewer larger standards

  Support the development of high quality and coherent vocational learning packages within NCEA. Supporting schools and foundation tertiary education organisations to deliver high quality and coherent pathways for all students by designing curriculum tools to support academic and vocational learning. Inclusion of different sources of knowledge: mātauranga Māori and Pacific where appropriate. Contextualised task design to support those that may require learning support, disabilities, diversity, identity, language and culture

- Simplify NCEA structure

- No more carrying over of credits from one level to the other. Make each Level of NCEA a 60 credit qualification • Clear guidance provided on the number of credits students should enter each year; 120 credits for Levels 1 and 2, 100 credits for Level 3 • Only allow resubmissions that take a student from a Not Achieved to an Achieved grade.

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- Clearer pathways to further education and employment

  Creation of graduate profiles for each level of NCEA. Development of a Vocational Entrance Award for students to enter directly into higher-level Vocational Education Training, refining the Record of Achievement so it's easier to understand what the student has actually achieved.

- NCEA 1 as an optional level
  Keep NCEA Level 1 as an optional level for those schools and communities that feel it would be of value for them. Others would be free to adopt alternative approaches to Year 11, in a way that best meets the needs of their students. As part of the rebuild, Level 1 will be refocused on a broad education across a wide range of Learning Areas | Wāhanga Ako.

A link to the review document – NCEA Change package 2019 Overview:

https://conversation.education.govt.nz/assets/NCEA/NCEA-Change-Package-2019-Web.pdf

Unitec Action – Memo to go to Ako Ahimura in July 2019 to consider the impact of the review outcomes and take any appropriate actions

5. **Change to reporting on micro-credentials**
   TEOs can now report the completion and achievement of micro-credentials and New Zealand qualifications directly to NZQA. This means learners will be able to see the achievement of their micro-credential or New Zealand qualification displayed on their New Zealand Record of Achievement (NZRoA) sooner than previously.

Unitec action – no immediate action required

6. **Consistency review schedule**

This has now been published for the remainder of 2019

Link here; https://www.nzqa.govt.nz/providers-partners/consistency-grad-outcomes/consistency-review-schedule/

Unitec action –TKK will advise relevant programme teams of requirements.

7. **New guidelines recently published on the NZQA website**
   Guidelines for review of NZ qualifications at levels 1-6 on the NQF

   https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/guidelines/

Unitec action – Review guidelines and amend policy and procedure as required.

To	Poari Mātauranga/Academic Board	**From**	Trude Cameron - Lead Quality Systems
Title	Sector Updates	**Date**	29/05/19

Purpose

To provide Poari Mātauranga/Academic Board with an ITP sector update.

Recommendation

That Poari Mātauranga/Academic Board receive the ITP sector update.

Key Points

The report contains information on the following:

1. Review of Business Qualifications – Progress report 6/5/19
2. Changes to NZQA Rule 18 – English Language Proficiency
3. Vulnerable Children Act Changes
4. NCEA review Outcomes
5. Change to reporting on micro credentials
6. Consistency review schedule
7. New guidelines

Details:

1. **Review of Business Qualifications** – Progress report 6/5/19
   Changes to delivery and assessment to a 'realistic' business context and the use of business scenarios; a reduction in GPO outcomes (removing soft skills and environmental outcomes from GPO to learning outcomes); new evidence requirements for consistency reviews; CT and RPL arrangements deleted.
   <u>Unitec Action</u> – HoS Applied Business provided with update.

2. **Changes to NZQA Rule 18** – English Language Proficiency
   Student visa decline rate (SVDR) removed; prior schooling in English accepted if completed in New Zealand, Australia, the United Kingdom, the Republic of Ireland, the United States, Canada and South Africa; New Zealand Short Term Training Scholarship Pacific students can use prior schooling in English as evidence of English language proficiency; Rule 18 has been simplified into clear and concise sections.
   <u>Unitec action</u> - Unitec policies and procedures review to occur before this comes into effect on 1 August 2019. Requirement to update programme regulations.

3. **Vulnerable Children Act Changes**
   Name changed with impact for regulations.
   <u>Unitec action</u>: Updating of any references to this act in any programme regulations or enrolment procedures.

4. **NCEA Review Outcomes**
   A shift to equal status for mātauranga Māori across the board; a push to increase capability in literacy and numeracy; Strengthening of industry-derived standards; simplified structure; NCEA 1 as an optional level.
   <u>Unitec Action</u> – Memo to go to Ako Ahimura in July 2019 to consider the impact of the review outcomes and take any appropriate actions

5. **Change to reporting on micro credentials**
   TEO's can now report completion directly to NZQA**.**
   <u>Unitec action</u> – no immediate action required

6. **Consistency review schedule**
   This has been published for July to December 2019
   <u>Unitec action</u> –TKK will advise relevant programme teams of requirements

7. **New guidelines**
   Guidelines for review of NZ qualifications at levels 1-6 on the NQF have been published

   <u>Unitec action</u> – Review guidelines and amend policy and procedure as required.

Contributors

Trude Cameron – Lead Quality Systems, Te Korowai Kahurangi

Attachments

ITP Sector Update – June 2019

To	Academic Board	**From**	Jackie Tims
			Te Korowai Kahurangi
Title	Programme Development	**Date**	5 June 2019

Purpose

To update Academic Board on the status of Programme Development.

Recommendations

That Academic Board receive the update.

Commentary

Programme Development during 2019 is on track.

To ensure delivery in Semester 1, 2020 the following deadlines exist:

- Degree programmes, through PAQC to AAC by 26 June 2019 to meet NZQA deadline of 12 August
- Sub-degree programmes, through PAQC to AAC by 31 July 2019 to meet NZQA deadline of 14 October

2019 Programme Development/Delivery dates:

Programme	School	% Completion	Previous RAG	Current RAG	Programme Comment

Proposed Sem 1 2020 Programme Development/Delivery

Programme	School	% Completion	Previous RAG	Current RAG	Programme Comment
Master of Professional Accounting	Applied Business	30%			Writing is underway. Programme Document and stakeholder feedback is being collated. Overview of courses has been established.
Master of Business	Applied Business	30%			Writing is underway. Programme Document and stakeholder feedback is being collated. Overview of courses has been established.
Bachelor of Business	Applied Business	30%			Writing is underway. Programme Document and stakeholder feedback is being collated. Overview of courses has been established.
Bachelor of Performing and Screen Arts	Applied Business	10%			Had initial discussions and are formulating plan.
NZ Certificate in Career and Study Preparation	Bridgepoint	10%			Had initial discussions and are formulating plan.
Bachelor of Computing Science and GDCMP	Comp and Info tech	80%			Developing and have gathered stakeholder evidence.
ECE Level 4 (ECE)	Education	80%			Checking with MIT with a view to getting materials.
Bachelor of Police (new)	Community	80%			On hold pending MAP offering.
New Zealand Certificate in Automotive Electrical Engineering	Engineering and Applied Tech	10%			Consortium direction. Re-write necessary asap.
MAP Police (new)	Community	80%			Working finalise with AAC direction.

Training Schemes:

Programme	School	% Completion	Previous RAG	Current RAG	Programme Comment
NZ Certificate in Language Teaching TS	Bridgepoint	95%			Submitted applications, awaiting PIC endorsement.

To	Academic Board	**From**	Jackie Tims
			Te Korowai Kahurangi
Title	Programme Reviews (5-Year Reviews)	**Date**	5 June 2019

Purpose

To provide Academic Board with an update on the Programme Reviews

Recommendation

That Academic Board receive the update.

Update

Programmes scheduled for a review in the first part of 2019 are all on track for completion.

Programme Review 2019/2020
Sem 1 2020 Planned Delivery

Approved Programme Review schedule 2019-2022

Acad Prog	Programme Title	Prospectus Code	Last Known Programme Review Date	Current RAG	Proposed Programme Review Date	Update:
BBS	Bachelor of Business	CA2109	2011, 2013 scheduled but no report		Semester 1, 2019	**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
GCPA	Graduate Certificate in Professional Accountancy	CA2387				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
GDBUS	Graduate Diploma in Business	CA2383				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
GDPA	Graduate Diploma in Professional Accountancy	CA2386				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
BPSA	Bachelor of Performing and Screen Arts	CA2222	2016		Semester 1, 2019	Commencing consultation with stakeholders.
GDDES	Graduate Diploma in Creative Practice	CA2333				
BCS	Bachelor of Computing Systems	CA2209	2014		Semester 1, 2019	**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
GDCMP	Graduate Diploma in Computing	CA2297				**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
MAP(PA)	Master of Applied Practice (Professional Accounting)	CA2397	No Info of 5-year review, part of MAP, suggest reviewing with MBUS		Semester 2, 2019	**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
MBUS	Master of Business	CA2318	2013 scheduled but no report is evident			**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
PGDBS	Postgraduate Diploma in Business	CA2319				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
MCOMP	Master of Computing	CA2270	2014 scheduled but no report is evident		Semester 2, 2019	**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
PGDCG	Postgraduate Diploma in Computing	CA2271				**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
BCE	Bachelor of Creative Enterprise	CA2403	2012 scheduled but no report is evident		Semester 2, 2019	Not started
GDCE	Graduate Diploma in Creative Enterprise	CA2405	GDCE not currently offered			Not started
MCP	Master of Creative Practice	CA2400	No Info of 5-year review		Semester 2, 2019	Not started
PGCCP	Postgraduate Certificate in Creative Practice	CA2402				Not started
PGDCP	Postgraduate Diploma in Creative Practice	CA2401				Not started
BASCI	Bachelor of Applied Science	CA2359	2016 scheduled but no report is evident		Semester 2, 2019	Not started
BHSMI	Bachelor of Health Science (Medical Imaging)	CA2054	2014		Semester 2, 2019	Not started
BAT	Bachelor of Applied Technology	CA2320	2014		Semester 2, 2019	Not started
GDHE	Graduate Diploma in Higher Education	CA2188	2016 scheduled but no report is evident		Semester 2, 2019	Not started
BLA	Bachelor of Landscape Architecture	CA2190	2012 scheduled but no report evident, 2017 accreditation report is available		Semester 1, 2020	Not started
MARCH	Master of Architecture	CA2302	2015		Semester 1, 2020	Not started
MLA	Master of Landscape Architecture	CA2304				Not started
BETMG	Bachelor of Engineering Technology (Electrical)	CA2382	No Info of 5-year review,		Semester 1, 2020	Not started
BETMG	Bachelor of Engineering Technology(Civil)	CA2381	2015 IPENZ accreditation for Civil			Not started
BNURS	Bachelor of Nursing	CA2412	New programme		Semester 1, 2020	Not started
BAS	Bachelor of Architectural Studies	CA2357	2015 scheduled but no report is evident, 2017 external examiners report is available		Semester 2, 2020	Not started
MARCP	Master of Architecture (Professional)	CA2358				Not started
BSOCP	Bachelor of Social Practice	CA2224	New programme		Semester 2, 2020	Not started

To	Academic Board	**From**	Jackie Tims (TKK)
Title	Portfolio Renewal 2018 Programme Suspensions	**Date**	4 June 2019

Purpose

To provide Academic Board with an update on programmes suspended through the 2018 Portfolio Renewal initiative and programmes being taught out as a result of the Mandatory Review of Qualifications.

Recommendation

That Academic Board receive the update, noting that a more comprehensive update will be provided to the July Academic Board meeting.

Background

Unitec is in the process of teaching out a number of programmes in response to both the Mandatory Review of Qualifications (MRoQ) and the 2018 Programme Renewal process, which resulted in a total of 21 programmes having their enrolments suspended.

A key concern in both instances ensuring that appropriate transition arrangements are in place to ensure students are able to complete the qualification they are enrolled in and are not disadvantaged as a result of the potential or actual closure of their programme.

The *Suspension and Withdrawal of Academic Provision Procedure* (AC1.10) provides guidance to ensure that an appropriate process is followed.

Commentary

An issue relating to the teach out of the Certificate in Plumbing and Gasfitting (level 4) has highlighted that appropriate processes had not have been followed for the teach out of this particular programme, and indicates the potential that other programmes may also not be being appropriately taught out.

Additionally, a recent review of the programmes impacted by the 2018 Portolio Renewal has highlighted a number of concerns with the suspension and teach out of these programmes:

1. A search for formal transition arrangements and student notification has found that
   a) eight programmes have satisfactory transition arrangements in place for their students
   b) thirteen programmes have no evidence of transition arrangements being formally noted
2. there is evidence in some instances that Schools have supported completing students

It should be noted that while formal notification of transitional arrangements cannot be found, there is evidence schools may have informally completed this.

Te Korowai Kahurangi will work directly with Heads of School to ensure that the *Suspension and Withdrawal of Academic Provision Procedure* is applied to all relevant programmes to ensure that students are appropriately supported to complete their programmes (or transition, as appropriate).

A detailed update will be provided to the next Academic Board meeting.

Item 3.05   Degree Monitoring Tracker

Presenter: Simon Tries

RECOMMENDATION

That the Committee receive the Degree Monitoring Tracker (verbal update).

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Item 3.06   Minutes of the Academic Board Standing Committee

RECOMMENDATION

That the Committee receive the Minutes of the Standing Committee meetings held this year on the dates below, and stored on H Drive.

   H:\2. Academic Development\E-Academic Library\2.0 Committees\ABSC\Minutes\2019

   2019-01-30
   2019-02-19
   2019-02-26
   2019-03-01
   2019-03-26
   2019-04-03
   2019-04-08
   2019-05-07
   2019-05-15

SECTION 4   ITEMS TO APPROVE

To	Academic Board	**From**	Ako Ahimura Learning & Teaching Committee
Title	Academic Integrity Training for Students	**Date**	20 May 2019

Purpose

To gain approval for the commencement of a pilot programme that will adopt mandatory training for students in Academic Integrity as a way of addressing concerns raised through the Student Advocacy report (August 2018) related to student plagiarism.

Recommendation

That the Academic Board approve the following:

1. That a pilot programme to be conducted that will require all students in Degree Programmes to undertake the Unitec Academic Integrity Module training as a formal component of their programme;

2. That students be required to successfully pass (100%) the Unitec Academic Integrity module within the first year of their study;

3. That evaluation be conducted at the end of 2019 with the view to further expansion to all students enrolled in programmes one year of duration or longer.

Justification

The Ako Ahimura Learning and Teaching Committee has considered the report from Student Advocates which indicated that student plagiarism is an ongoing concern. The committee proposes that mandatory training in Academic Integrity for all students which is integrated into their course work may address these concerns by enabling students to clearly understand how academic integrity relates to meeting moral or ethical principles in educational settings and how these relate to the professional context of their specific areas of study.

Academic Integrity is wider than simply 'plagiarism'. A commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society. At Unitec we are committed to the highest standards of integrity, respect, and professional conduct for both staff and students. This commitment ranges from respectful interactions with colleagues to integrity in all our academic and professional endeavours. Academic integrity practices apply the principle of Whakaritenga – Legitimacy, which requires that academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions.

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It is hoped that formalised learning around academic integrity that is closely tied to the context of the professional practices associated with the area being studied will hold stronger meaning for students and will assist them in meeting the above mentioned standards, as well as achieving a reduction in the instances of plagiarism. A small pilot study from 2016 in the Business area provides some support for this initial concept.

Background

In 2016 an online module was developed in Moodle to guide students through the issues associated with Academic Integrity and support them to make good decisions when undertaking assessment activities. The module includes a quiz that can be embedded in any Moodle course. Use of this module was piloted over two semesters in the Professional Practice (BSNS5600) course as part of the Bachelor of Business. Feedback from the pilot was used to revise the module design. The module continues to be used in Professional Practice, as well as the Police programme and is ready to be used more widely across the institution.

In August 2018 the Ako Ahimura Committee considered a report from Student Advocates indicating student plagiarism as a major concern. The Committee decided to consider whether to incorporate the Moodle AI module as a requirement of students in all programmes. At a subsequent meeting the Committee proposed making this module compulsory and requested advice on how practically to implement this.

This paper now makes recommendations for compulsory use across Unitec and the approach to implementation.

Next Steps

Te Puna Ako and Te Korowai Kahurangi will form a Working Group to oversee the implementation of the pilot.

PAQCs will be consulted to identify the best course in which to embed the AI unit.

Any additions to courses of AI assessment elements will be introduced according to Programme Improvement requirements.

Points which will be addressed by the Working Group submission to Academic Board include, but are not limited to:

- How will this apply to programmes being taught out?
- Will it only apply to new students?
- How will this apply to students already in their 2nd year or above?
- How will this apply to students enrolled in the Semester 2 intake?
- Who shall decide which course the Module should be attached to?
- How will this apply to students who complete one programme, then return and enter a new programme.

To	Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Proposed approach to 2019 Interim Programme Evaluation and Planning	**Date**	4 June 2019

Purpose

To provide an overview of the proposed 2019 Interim (Semester 1) Programme Evaluation and Planning process and related requirements, including feedback from Te Poari Iho | Quality Alignment Board and Heads of School.

Recommendation

That Academic Board approve the proposed approach to the 2019 Interim Programme Evaluation and Planning process.

Background

Every year Unitec undertakes a Programme Evaluation and Planning (PEP) process which is intended to evaluate the extent to which programmes are meeting their intended purposes, using the New Zealand Qualifications Authority's Key Evaluation Questions as a framework. In 2018, an interim PEP process was introduced to provide an additional opportunity to identify good practice, areas for improvement, and actions to be taken. It is now proposed that this practice continue with the 2019 Interim PEP process.

An ongoing Interim (Semester 1) PEP process is supported by the interim findings of the 2018 end of year PEP process (see below), the need to demonstrate that the evaluation of programmes is effective and leading to worthwhile improvements, and the need to continue to build on the evaluative capability of staff across Unitec to support all teaching staff to develop this capability.

Feedback on the proposed approach

The approach proposed below was discussed at the recent meeting of Te Poari Iho | Quality Alignment Board. There was broad support for the approach with concerns raised regarding both the timing of the process, in particular the Āta-Kōrero evaluative conversations, the ability to provide relevant data, and the time commitment required from teaching staff.

Concurrently, the proposal was also shared with the Heads of School. Heads of School, while sharing the concerns noted by Te Poari Iho, also supported the approach. Queries were raised regarding who the facilitators would be and whether Administrators, Academic Quality (AAQs) could draft the reports.

Comment on feedback

Te Poari Iho and the Heads of School concerns are valid. The proposal will require a significant investment in time and energy from Programme Teams. The success of the proposed approach will depend upon a high degree of coordination to ensure that relevant data is available when expected, enough sufficiently trained facilitators to support an Āta-kōrero approach for each programme.

It is not feasible for AAQs to draft the PEP reports; this is for the most part beyond the skill-set of the position. They could reasonably be expected to take notes to support the report writing process. Reports are best written by programme team members. Facilitators may be able to provide feedback on drafted reports.

Initial findings from the 2018 End of Year PEP process

- Changes made following the feedback received on the 2018 Interim PEP process have been positively received and have led to greater engagement, including the development of Āta-kōrero – guided by the Kaihautū, and a more proactive approach and greater "ownership" of programme outcomes, both of which support clarity of expectations regarding self-evaluation and the growth of evaluative capability[1].
- Those engaged in Āta-kōrero workshops, and in particular with writing support, submitted PEP reports with a stronger evaluative focus, from which proposed actions emerge.
- The data provided by Te Korowai Kahurangi in the form of the Student Performance Data Reports was a much-improved resource; workshops enabled immediate and open communication of requests for more clarity and detail. The dashboards are more sophisticated and have enabled greater focus on the outcomes and more worthwhile discussion on the data. There are still a number of refinements to be made to make the data match the reality of how the programme is delivered.
- Evidence to demonstrate the extent to which student, graduate and employer feedback is deliberately sought, used to effect changes in programme design and delivery, and the communication of those changes back to the relevant stakeholders is being communicated back, is Marginal.

While there is clear evidence of good evaluative practice in the 2018 End of Year PEP reports, there is also a clear need for the ongoing development of greater evaluative capability across Unitec. There is also significant pressure on the time and resources within Schools to enable and support evaluation to occur. The proposed approach to the 2019 interim PEP, outlined below, seeks to balance these two competing pressures.

Proposed Process

There are a number of the critical success factors required to build evaluative capability across Unitec. These include:

- Knowing what good looks like
- Making evidence based judgements
- All relevant staff being involved in the evaluation process
- Clear SMART action plans

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[1] https://thenest.unitec.ac.nz/TheNestWP/growing-capability-in-evidence-based-self-evaluation

It is proposed that every programme across Unitec engage in the 2019 Interim PEP process, which will include:

- An independently facilitated Āta-kōrero evaluative conversation
- A focus on the following key success factors:
    - Educational performance
    - Graduate outcomes
    - Achievement by priority learners
    - Compliance management
    - Effectiveness of Action Planning

To achieve the above, the following is proposed:

- A revised reporting template specifically for the Interim PEP reports
- An estimated two hours per programme team to engage in Āta-korero evaluative conversation
- A requirement that every programme staff member (to the extent it is pragmatic) engage in the Āta-kōrero evaluative conversation for the programme/s they teach on
- That a group of independent facilitators be identified and trained to effectively facilitate Āta-kōrero. Facilitators to include:
    - relevant staff from Te Korowai Kahurangi and Te Puna Ako
    - nominees from Heads of School for staff within their School[2]
- the inclusion of relevant "others" in Āta-kōrero (i.e, Student Success)

The timeframes to achieve the above are proposed as follows:

2019 Interim PEP: Proposed timelines

Task Name	Duration	Start	Finish
2019 S1 PEPs	**93 days**	**Mon 6/05/19**	**Wed 11/09/19**
Setup (process development and confirmation)	28 days	Mon 6/05/19	Wed 12/06/19
Facilitator Training	22 days	Thu 13/06/19	Fri 12/07/19
Semester 1 ends, grades posted	11 days	Fri 28/06/19	Fri 12/07/19
Āta-kōrero evaluative conversations & PEP report finalisation	19 days	Tue 9/07/19	Fri 2/08/19
PEP reports due to QAB	0 days	Fri 2/08/19	Fri 2/08/19

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[2] Longer term, it is envisaged that all PEP Āta-kōrero will be faciliated by programme team's peers to support the sharing of good practice and the enhancement of evaluative capabilty

TKK Analysis and reporting	14 days	Mon 5/08/19	Thu 22/08/19
Summary report to QAB	0 days	Thu 15/08/19	Thu 15/08/19
Final report and findings to Academic Board	9 days	Fri 30/08/19	Wed 11/09/19

The timeframes outlined above are intended to ensure that programme evaluation and planning happen as soon as practicable following the completion of teaching and the confirmation of grades.

Additional considerations

Where a programme is delivered over a single semester the programme team has the option of undertaking Āta-kōrero involving all Key Evaluation Questions (some minor additions to the existing template may be required).

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Academic Board	Date	29/05/2019
CC	Merran Davis		
From	Marcus Williams	Phone No.	8655
	Director, Research and Enterprise		
Subject	School Research Leaders		

Background

Consideration of research leadership at school level was part of Project 11 project which reviewed aspects of programme leadership and administration in the Renewal Plan structure at Unitec introduced in 2018.

The Unitec Research Committee advocated for a small allocation of time for a staff member in every school; someone who has experience in tertiary level research, is reliable and a good communicator, to be appointed in agreement between a Head of School and the Director of Research and Enterprise.

Outcome

On May 2nd 2019 the Heads of School and other members of the leadership team met with the Executive Academic Director and it was agreed that a role for Research Leaders would be created in every school with a minimum 0.1 FTE and a maximum 0.2 FTE.

Recommendation

The Academic Board approve these Research Leader roles as described.

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

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Academic Board

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To	Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Proposed Institutional Performance Targets for 2019	**Date**	4 June 2019

Purpose:

To provide Poari Mātauranga | Academic Board with proposed Institutional Performance targets for 2019.

Recommendation:

That Poari Mātauranga | Academic Board adopt the following Institutional Performance targets for 2019:

- Successful course completion – 85% (3.3% increase on 2018 actual)
- Qualification Completion – 60% (5.6% increase on 2018 actual)
- Student retention – 75% (3.4% increase on 2018 actual)
- Student Progression – 32% (1.9% increase on 2018 actual)
- Employment/Further Study – 90% (5% increase on 2018 actual)

Priority Group specific targets have not been set separately as the intent is for all students, including Priority Group students, to achieve the above targets by 2022.

Background:

Te Korowai Kahurangi propose setting 2019 performance targets using existing EPI data and the following EPI definitions[1], for institutional performance.

- Successful course completion rate - The proportion of course enrolments ending in a given year that have been successfully completed (EFTS weighted).

- Qualification completion (cohort based) - The proportion of students in a starting cohort who go on to complete a qualification at the same level at the same TEO.

- First year retention (cohort based) - The proportion of students retained in study after their first year of study by enrolling in a qualification at the same level in the year after they enter the cohort.

- Student progression - The proportion of students who complete a qualification and go on to enrol in a higher-level qualification within 12 months (at any TEO)

- Employment/Further Study - The proportion of Graduates from a qualification who have progressed into related employment or have engaged in further study

[1] https://www.tec.govt.nz/assets/Forms-templates-and-guides/631b96b442/EPI-Guidelines-Methodology-Update-August-2018.pdf

Notes on the above measures

The Qualification Completion target may need to be reconsidered in light of the work to be completed to address the Student Non-Completion recommendation from the EER plan.

Targets have been set as a stretch over 2018 achievements, noting that it will take time to embed measures to lift performance overall to parity by 2022.

There will be a requirement for Individual Programme Teams to develop action plans to achieve these targets, in line with Unitec strategies.

Reporting against target achievement will occur in a variety of ways, including Programme Evaluation and Planning reports and the annual Student Performance report. Emphasis in reporting against these targets is proposed to focus on understanding how/why targets have or have not been achieved.

Where Programmes are already achieving these targets, separate stretch targets will need to be developed.

All targets set will be stretch targets and will be aligned to improving Unitec's performance against the top Polytechnic performers in the ITP sector.

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memo

To	Te Poari Mātauranga Academic Board	Date 04/06/19
From	Simon Nash Chair Academic Board	
Subject	Academic Board Governance Post-EER	

Purpose

For Academic Board to plan its response to those EER recommendations that specifically pertain to its work, as set out in the Academic Quality Action Plan (AQAP).

Please prepare for discussion at the Academic Board meeting on 12 June by reading this memo and associated sections of the Academic Quality Action Plan, AB Terms of Reference (at front of each meeting agenda) and Unitec Academic Statute, and consider the recommendations below.

Recommendations

1. **Academic Board include as a standing item at the end of each meeting a 'Self-Assessment of Academic Board' to review its own performance against its Terms of Reference.**

2. **Academic Board include as a standing item 'Academic Board's Response to the AQAP' for those Academic Quality Action Plan items pertaining to the conduct of its own work.**

3. **Academic Board review its sub-committee structure and functions (including PAQCs) to ensure their effective operation**

4. **Academic Board reviews its Work Plan and monthly Agenda to ensure effective governance and management of all aspects of the Quality Management System, including reporting and monitoring of the QMS as required in the Unitec Statute.**

Commentary

The EER report is critical of the work of Academic Board and has sheeted home to AB accountability for a substantial part of Unitec's Category 3 outcome. It has identified a number of aspects of *how Academic Board works* that require improvement, including its culture, competency, understanding of role and exercise of mandate, and its governance relationship to management. Notwithstanding the many other factors impacting on our EER outcome, the

purpose of this memo is to have AB begin to establish a plan of action in response to those EER recommendations pertaining to how it works.

The Academic Quality Action Plan (AQAP) is [here](). To support this discussion, the EER recommendations and associated actions in this copy of the AQAP are colour-coded as follows:

1. Actions specifically related to AB's own work (culture, mandate, etc) are GREEN, and are the subject of this memo.
2. Other actions for which AB has some responsibility, but that relate to the wider work of the organisation, are coded YELLOW.

Please treat the AQAP actions as high level starting points for planning our specific responses.

Three aspects of EER's recommendations on Academic Board's own *ways of working* are addressed in this memo:

(1) AB capabilities and competencies; AB understanding of its role, responsibilities and effective exercise of its mandate; AB relationship to Unitec management and ELT and the Commissioner

To be effective, Academic Board (and its members) must understand its roles and responsibilities, functions, authority and responsibilities. These are set out in our Terms of Reference at the beginning of each meeting agenda, and in the [Unitec Academic Statute]().

To give effect to its responsibilities, AB must also understand its relationship with other parties, particularly the Chief Executive and ELT and the Commissioner. AB must maintain strong relationships, based in robust, open communication, so that it can exercise its responsibilities effectively.

FOR DISCUSSION: Using three examples of activities currently underway, the table below sets out my view as Chair, of AB responsibilities in relation to other parties.

Examples of activities currently underway	AB (and via sub-committees)	CE & ELT	Schools and Service Units	Commissioner / Council
Target setting for Educational Performance Indicators (EPIs) Establishing an Academic Quality Action Plan (post-EER) Māori and Pacific Success Strategies	Receive reports and advice on academic matters from staff Discuss, then approve/endorse those actions/strategies/plans Recommend actions to ELT and Commissioner Require reporting on those actions from Schools and Service Units Monitor progress of those actions and highlight issues Advise Commissioner on progress against actions and related matters	Discuss recommendations with AB as required CE discusses with Commissioner as required Sign-off plans Direct Unitec management to act on plans Monitor implementation Hold Schools and Service Units to account	Implement plans and actions Evaluate progress Report to AB and sub-committees, raise issues as required Report to ELT	Discuss with AB, CE as required Sign-off plans Monitor outcomes Hold AB to account

In order to ensure effective operation of Academic Board, I make the following recommendations:

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Recommendation: Academic Board include as a standing item at the end of each meeting a 'Self-Assessment of Academic Board' to review its own performance against its Terms of Reference.

Recommendation: Academic Board include as a standing item 'Academic Board's Response to the AQAP' for those Academic Quality Action Plan items pertaining to the conduct of its own work.

(2) Effective monitoring and oversight of Unitec's Quality Management System

For reference, as set out in the Academic Statute, AB has these responsibilities:

2.4. Quality Management System

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

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

To ensure an effective QMS, I propose we consider whether the following are in place. Where absent, we treat this as the basis of a plan of work for AB. These points are summarized from the AQAP:

- AB is ensuring effective QA and evaluation processes in schools
- AB has effective oversight of the QMS including via its sub-committees
- A risk register and delegations register are in place
- The AB Work Calendar is reviewed and updated monthly
- All staff have access to a live calendar of Academic Quality events and timeframes
- AB has the capability and culture to effectively monitor the QMS
- Regular self-evaluation of AB's work is undertaken
- AB has sufficient capability in QA and use of data; understanding of QA policies

In support of an effective Quality Management System, I make the following recommendation:

Recommendation: Academic Board reviews its workplan and agenda to address any gaps in its processes and practices, with the aim of ensuring effective governance and management of all aspects of the Quality Management System, including reporting and monitoring of the QMS as required in the Unitec Statute.

(3) Effective operation of these AB sub-committees – QAB, Ako Ahimura, and PAQC

In support of an effective Quality Management System, sub-committees of AB must support:

- High quality monitoring of the QMS
- High quality reporting to AB in support of monitoring and early interventions for academic quality and student success

- Pro-active reporting on compliance issues

A separate memo from the Chair AB to Academic Board addresses the functions of QAB and Ako Ahimura Committees.

In support of the effective operation of Academic Board, I make the following recommendation:

Recommendation: Academic Board review its sub-committee structure and functions (including PAQCs) to ensure their effective operation

Item 5.02a   Academic Quality Action Plan (Recommendations 4 & 6)

Presenter: Simon Nash
Linked to: 2.04.2 Standing Action Items > 2019.AB.Standing.004

Recommendation 4 (KEQ 3) STRENGTHEN ACADEMIC BOARD OVERSIGHT
Strengthen the competencies and mandate of the academic board to improve oversight of all matters affecting teaching and delivery quality (this should include setting policies and improving monitoring).
Responses: Improve Academic Board oversight of teaching and delivery quality and outcomes, so that AB is effective in discharging its responsibilities for educational performance. Ensure effective quality assurance processes, monitoring, moderation, evaluation. Ensure AB exercises its mandate and maintains an effective relationship with ELT. Undertake Academic Board self-evaluation; training on quality assurance, data, policies. (involved: TKK, Director Ako, Directors Priority Groups and Student Success, committees)

Recommendation 6 (KEQ 5) ACADEMIC RISK REGISTER AND ACADEMIC CALENDAR
Develop a robust academic risk register and academic schedule/calendar of events to guide quality assurance processes.
Responses: Establish an academic risk register and associated delegations of responsibilities to staff. Establish an Academic Board work calendar of quality assurance activities. Provide staff training on evaluations, risk register and delegations. Ensure proactive reporting on compliance via PAQCs, QAB to Academic Board. (involved: TKK, academic committees)

memo

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

Purpose

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

Recommendation

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

Commentary

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

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

Attached:

AB 2018 Self-assessment survey results

Online summary of AB 2018 Self-assessment survey results

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2018 Self-Assessment
Academic Board

9	546:18	Active
Responses	Average time to complete	Status

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

🔵 Very effective	0
🟠 Somewhat effective	3
🟢 Not so effective	2
🔴 Not at all effective	0
🟣 Don't know	4

2. Comments

7

Responses

Latest Responses

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

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

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

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

🔵 Very effective	0
🟠 Somewhat effective	2
🟢 Not so effective	3
🔴 Not at all effective	0
🟣 Don't know	4

4. Comments

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5

Responses

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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

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5

Responses

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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

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

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

<div align="center">

5

Responses

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Latest Responses

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

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

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

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

🔵 Very effective	0
🟠 Somewhat effective	2
🟢 Not so effective	6
🔴 Not at all effective	0
🟣 Don't know	1

14. Comments

<div align="center">

8

Responses

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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

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

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

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

🔵 Very effective	3
🟠 Somewhat effective	6
🟢 Not so effective	0
🔴 Not at all effective	0
🟣 Don't know	0

34. Comments

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

To	Te Poari Mātauranga Academic Board	Date 04/06/19
From	Simon Nash Chair Academic Board	
Subject	Sub-Committees Review	

Purpose

To review the operations of Academic Board's sub-committees, QAB, Ako Ahimura, and including PAQC; and to consider changes to structure and functions to support effective operation of our Quality Management System in the EER environment and in relation to Unitec's Academic Quality Action Plan (AQAP).

Recommendations

That Academic Board collapse QAB and Ako Ahimura Committees to form a single new committee with new Terms of Reference and membership.

That the review of the effectiveness of PAQCs, currently being undertaken by TKK, include the implications of the AQAP and this memo, and provide a report back to Academic Board.

Commentary

NZQA's EER recommendations and Unitec's Academic Quality Action Plan both identify the effective operation of Academic Board and its sub-committees as essential to an effective Quality Management System (QMS).

In support of an effective QMS, sub-committees of AB must support:

- High quality monitoring of the QMS (e.g. awareness of risks before they become issues; and strong line-of-sight to programmes and courses, student cohorts and at-risk groups)
- High quality reporting to AB in support of monitoring and early interventions for academic quality and student success (e.g. consistent and accurate reporting on all programmes, particularly in relation to risks such as low student retention)
- Pro-active reporting on compliance issues (e.g. flagging of pending non-compliance with academic quality requirements).

Three issues arise that need to be considered:

(1) Improving the quality of sub-committee work (including PAQCs)

In a number of areas, committees will need to improve or extend their work to respond to the Academic Quality Action Plan. Additional detail is in the AQAP, and includes:

- Consistent monitoring and reporting month-by-month and semester-by-semester. The AQAP requires Unitec to establish some additional diagnostic/monitoring and reporting processes for at-risk students. Once in place, AB and sub-committees will need to monitor those additional 'early-sign' metrics to support early interventions for at-risk students and particularly for priority groups.
- Supporting the new Māori and Pacific Success Strategies, and U25 and International Success Strategies once in place.
- Ongoing effective self-evaluation of committee activity

Recent issues coming to NZQA attention show that our QMS is not working adequately, including an expiring qualification that the programme team were not aware of, and a failed consistency review where fundamental elements of the evidence were missing.

At the last two QAB meetings there have been no PAQC reports submitted, indicating that formal reporting mechanisms require attention, and highlighting the problem of risks not being identified and reported on.

Most of this work related to improvements will be coordinated through the AQAP Coordinator and Director Ako in conjunction with Committee Chairs.

Additionally, I have made this recommendation:

> **Recommendation: That the review of the effectiveness of PAQCs, currently being undertaken by TKK, include the implications of the AQAP and this memo, and provide a report back to Academic Board.**

(2) Overlap in the work of QAB and Ako Ahimura Committees

Approximately half the work of QAB and AA Committees overlaps to a significant degree. Generally, this is because issues arising have a 'formal' QA/compliance element that QAB addresses, and a more pedagogical and strategic element that Ako Ahimura addresses (for example, issues around quality of programmes and teaching).

This overlap can be managed with careful attention to workplans and collaboration between committee Chairs on agendas and workplans. However, duplication and some confusion are occuring, and there is a high risk of gaps in agendas and of issues being missed.

A review of committees last year concluded that we should retain the current committee structures, largely because of the risk that were the committees combined, the more immediate and pressing work of QAB would make it difficult to get to the longer-term, more strategic work of Ako Ahimura.

My view now is that this decision needs to be reviewed, given the need for a highly organized and coordinated response to the Academic Quality Action Plan. The RoVE environment also means there is less incentive to initiate new, longer-term strategic work.

Attached: (1) a diagram of current committee structures and their respective responsibilities, and (2) a mapping of respective Terms of Reference for AB, Ako Ahimura, QAB, Academic Approvals Committee and PAQCs.

(3) Risks with low attendance by academic representatives at committees

Additional to the above, both QAB and Ako Ahimura Committees have experienced low attendance of academic representative members this year. While academic workloads are understandably an issue, this has meant the academic voice is partly missing.

To be effective committees must have a good level of attendance from members who are able to dedicate time to being well-prepared and informed, and able to commit to the work required of them.

Collapsing the QAB and Ako Ahimura Committees would require fewer academic (and non-academic) members and would alleviate some of this issue of non-attendance.

Given the points above, my recommendation is:

> **Recommendation: That Academic Board collapse QAB and Ako Ahimura Committees to form a single new committee with new Terms of Reference and membership.**

Attached:

(1) ToR for Committees in Academic and Quality space mapping 2019
(2) Visual of Academic Committees Structure

Table of Terms of Reference for Academic and Quality Committees (Ethics, Research and Post Graduate not included)

	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
TNK Principle(s)	Mahi Kotahitanga and Ngākau Māhaki	Rangatiratanga and Kaitiakitanga	Kaitiakitanga, Mahi Kotahitanga and Ngā Māhaki	Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki	Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki
Purpose	Poari Mātauranga Academic Board advises Council on matters relating to Programmes of study or training, Qualifications, and other academic matters Exercises the powers delegated by Council	Ako Ahimura Learning & Teaching Committee provides strategic directions and priorities for learning and teaching and maintain institutional policies, protocols and associated processes.	Te Poari Iho Quality Alignment Board oversees the institute's quality systems, to identify areas of good practice and areas for improvement and monitor academic quality issues and trends.	Rōpū Whakaae Mātauranga, Academic Approvals Committee ensures that any application for new or amended academic provision which is required to be approved externally meets relevant external requirements and is aligned to Unitec Strategy and meets Unitec's internal requirements.	Programme Actions and Quality Committees (PAQC) manage quality assurance and continuous improvement in course and programme quality and outcomes for students, complying with Unitec-wide policies, processes and procedures. The committees utilise the NZQA evaluative quality assurance framework, including the KEQs and TEIs as a tool to evaluate quality. They provide the formal forum for self-assessment and academic decision making by Academic Leaders and Staff.
Kaupapa	Poari Mātauranga, Academic Board work is framed within the values	Ako Ahimura Learning & Teaching Committee is framed within the values	Te Poari Iho, Quality Alignment Board work is framed within the values	Rōpū Whakaae Mātauranga, Academic Approvals Committee	Programme Actions and Quality Committees work is framed within the values

	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	of Rangatiratanga and Kaitiakitanga. The Committee employs the values of Mahi Kotahitanga and Ngākau Māhaki in its working processes. Poari Mātauranga Academic Board performs as a high-performance team with advanced skills in collaborative problem solving and co-creation of academic priorities. 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. Poari Mātauranga Academic Board sets the priorities for all of its Sub-committees.	of Rangatiratanga and Kaitiakitanga. Ako Ahimura Learning & Teaching Committee performs as a high-performance team with advanced skills in partnering for success and collaborative problem solving for academic priorities set out by Poari Mātauranga Academic Board. Ako Ahimura Learning & Teaching Committee partners with Te Poari Iho Quality Alignment Board to set the priorities for Programme Academic Quality Committees.	of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Schools. Te Poari Iho Quality Alignment Board is accountable to Academic Board for ensuring the management, monitoring and evaluation of all Programmes within the Academic Quality Management System.	work is framed within the values of Kaitiakitanga for the Academic Portfolio and Academic Quality and Mahi Kotahitanga and Ngākau Māhaki for its support for the work of Heads of School. The Committee is accountable to Poari Mātauranga | Academic Board.	of Kaitiakitanga for Programme Quality and Student Success and Mahi Kotahitanga and Ngākau Māhaki for the work of Academic Leaders, Teaching staff and Academic Administration. Programme Action and Quality Committees *are accountable to the Te Poari Iho Quality Alignment Board for academic quality and to the Unitec Ako Ahimura for Learning & Teaching matters*

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	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
Rangatiratanga Authority and Responsibilities	To advise Council on academic strategies and set Unitec academic direction; to oversee and report to Council on educational performance and outcomes; to ensure the effective operation and outcomes of Unitec's evaluative quality assurance framework; to approve academic policies and the delegation of authority for their implementation; to recommend to Council changes to any relevant Unitec statute/s; to advise Council on matters relating to courses of study or training, awards, and other academic matters, including:	To plan, advise and report on the strategic direction of learning and teaching at Unitec including recommendations to Poari Mātauranga Academic Board. Monitor the application of learning and teaching activities, to inform strategic directions, plans, policies, processes, systems and structures Promote and support the application of good learning and teaching practice within Unitec including but not limited to curriculum, programme and course design. Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula.	To oversee and monitor the application and effectiveness of the Institute's academic quality assurance system, including the provision of advice on the policies and operating procedures that support it. Evaluate the services that support learning and teaching activities and make recommendations for continuous improvement to the Academic Board. Provide oversight of the Programme Academic Quality Committees Identify good practice within the Institute and promote its dissemination. Identify common themes of causes for concern within the Institute and	To recommend to Poari Mātauranga Academic Board regulations for the granting of the Institute's qualifications and awards. To recommend to Poari Mātauranga Academic Board criteria and processes to be used for the approval of: academic provision, including courses, training schemes, programmes and qualifications delivery of partnered programmes teaching locations/sites sub-contracted delivery. Review applications for academic provision which require external approval and recommend approval to Poari Mātauranga Academic Board.	

	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	to approve new courses of study or training and significant changes to existing Programmes, and, to submit these to the relevant external approval and accrediting body (e.g. NZQA); to maintain the integrity of the Quality Management System; to confer or award Qualifications to which Unitec's seal may be affixed; 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;		make recommendations for their analysis and resolution.		

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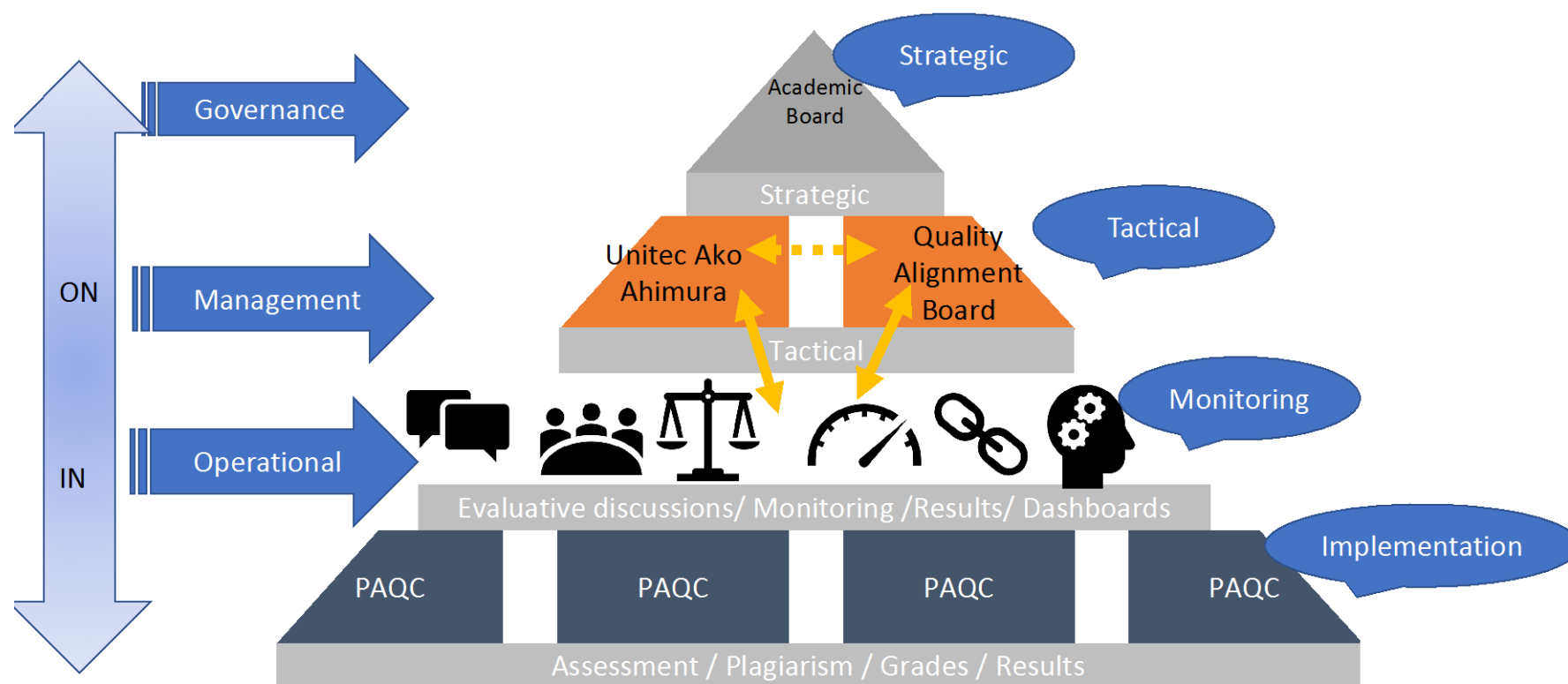|	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	to undertake any other business as delegated or authorised by Council.				
Accountability and Reporting	Poari Mātauranga, Academic Board is accountable to Council, and shall report to the Council following each meeting.	Ako Ahimura Learning & Teaching Committee is accountable to Poari Mātauranga Academic Board for its actions. Ako Ahimura Learning & Teaching Committee reports to Poari Mātauranga Academic Board following each meeting.	The Committee is accountable to Poari Mātauranga, Academic Board for its actions. The Committee shall report to Poari Mātauranga, Academic Board following each meeting.	The Committee is accountable to Poari Mātauranga, Academic Board for its actions. The Committee shall report to Poari Mātauranga, Academic Board following each meeting.	
Membership	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	Director, Ako Director, Māori Success Director, Pacific Success Director, Student Success Director, International Success Director, Research and Enterprise Digital Learning Lead Manager, Te Korowai Kahurangi Manager, Te Puna Ako Student President	Director, Ako Director, Māori Success Director, Pacific Success Director, Student Success Director, International Success Director, Research and Enterprise Lead – Quality Systems, Te Korowai Kahurangi Manager, Te Korowai Kahurangi General Manager, Operations	Manager, Te Korowai Kahurangi Manager, Te Puna Ako Director, Māori Success Director, International Success Lead - Programme Development and Management, Te Korowai Kahurangi Business Analyst, Business Support (operational TEC liaison role)	Heads of Practice Pathways (from assigned programmes); Academic Leaders (from assigned programmes); Course Coordinators/Key Teaching Staff with responsibility for courses (from assigned programmes); Representatives of Kaihautū; Representative of the Library;

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	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	Chairs of: Ako Ahimura Learning and Teaching Committee Te Poari Iho Quality Alignment Board Rōpū Whakaae Mātauranga Academic Approvals Committee Postgraduate Research & Scholarships Committee 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	Appointment via nomination shall comprise: One Head of School, appointed by the Executive Dean, Academic One Senior Academic from each school, appointed by each Head of School Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose. The Chair of Poari Mātauranga Academic Board shall appoint the Chair of the Committee. The term of office of appointed members shall be two years. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making. Appointments shall be reviewed at or before the	Student President Appointment via nomination shall comprise: Two Heads of School, nominated and appointed by the Executive Dean, Academic One Senior Academic from each School, nominated and appointed by each Head of School Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose. The Chair of Poari Mātauranga	Academic Board shall appoint the Chair of the Committee. The term of office of appointed members shall be two years. Members will be appointed with consideration for ensuring appropriate	Appointment via nomination shall comprise: One Senior Academic from each School, nominated and appointed by the Head of School Additional members may be co-opted by the Committee as necessary for a defined period or specific purpose. The Chair of Poari Mātauranga	Academic Board shall appoint the Chair of the Committee. The term of office of appointed members shall be two years. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.	Students nominated by the Student Council; Representatives of TKK (AQAs); Representative of Academic Administration; Additional members co-opted as necessary for a defined period or specific purpose. Industry / stakeholder representation *Membership is defined around the programmes assigned to each committee. This is generally determined by Practice Pathway structure and confirmed by the relevant Dean.* A Chair and Deputy Chair will be appointed by the relevant Dean from among the Membership of the Committee. Membership is confirmed annually

	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	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 Additional members may be co-opted by Poari Mātauranga Academic Board as necessary for a defined period or specific purpose. 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.	February meeting of Poari Mātauranga Academic Board each year.	knowledge informs and adds value to decision-making. Appointments shall be reviewed at or before the February meeting of Poari Mātauranga | Academic Board each year.	Appointments shall be reviewed at or following the February meeting of Poari Mātauranga | Academic Board each year.	

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	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	The term of office of appointed members shall be two years. Members will be appointed with consideration for ensuring appropriate knowledge informs and adds value to decision-making.				
Priority Focus	To exercise strategic oversight of educational performance, development and improvement including: a) criteria and processes for the approval of Programmes, changes to Programmes and Programme review b) the integrity of the Quality Management System c) academic strategies, policies and processes. To develop statutes, policies, codes of practice, directions and other academic developments to realize the	To maintain guardianship of: a) matters related to the enhancement of learning and teaching; b) implementation of policy related to learning, teaching and assessment; c) evaluation and monitoring of quality learning, teaching and assessment; d) promotion of teaching excellence; e) strategies to promote the reciprocity of teaching and research; f) enhancement of scholarship of learning and teaching.	To monitor and support educational performance, development and improvement including: a) implementation of statutes, policies, codes of practice, directions and other academic developments of Unitec; b) quality assurance matters including external Programme feedback and student achievement. To ensure the strategic alignment of programmes and courses across the academic portfolio including: a) facilitating collaborative		To maintain quality assurance of educational performance and programme based academic operations including: a) implementation of Programme regulations and Institutional policy; b) student achievement and wellbeing; c) quality assurance processes of all courses for which it is responsible; d) evaluation of programmes, including student course evaluations and external peer review e) evidence-based action planning and execution to

	Academic Board	Ako Ahimura	QAB	Academic Approvals Committee.	PAQC
	transformative vision and strategic goals of Unitec. To confer the award of Qualifications to which Unitec's seal may be affixed.		arrangements, programme mergers and wise stewardship of resources; b) the currency of qualification graduate profiles and the value of graduate capabilities for external stakeholders; c) monitor progress of programme improvements and developments. To maintain records of QAB level academic decision making.		deliver continuous improvement; f) responsiveness to stakeholder feedback; To maintain records of Programme Quality and Operations Committee level academic decision making. To build capability in self-assessment for decision making and continuous improvement.

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Visual of Committee Structure

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memo

To	Te Poari Mātauranga Academic Board	Date	29 May 2019
From	Maura Kempin Manager Te Puna Ako		
Subject	Teacher Capability Development Evaluation May 2019		

Purpose

To provide Academic Board with an evaluation of the Teacher Capability Development approach adopted by Te Puna Ako in 2018, including Teaching Competencies and Digital Credentials ('badging'), and to make recommendations.

Recommendations:

- On-line feedback survey in all TCD Moodle course to be revised: include higher level evaluative questions; enhance format (more 'respondent-friendly').
- Early communication (from CE or Exec Dean Academic) to congratulate staff on engagement to date and to encourage on-going engagement. Promote June/July workshop series.
- Secure commitment from all Heads of Schools to prioritise engagement with TCD by all teaching staff.
- New Academic Managers (AM) induction to include an overview of the TCD system. Training AM in meaningful staff development conversations (combined session with TPA and L&D)
- Highly competent teachers be encouraged to support teacher capability development of other staff.   This activity to be recognised via 'modelling' level badges.
- No change in policy regarding completion of the self-evaluation but not a priority follow-up for this year.
- TCD badging system to be embedded in progression, promotion and remuneration criteria from 2020. This will require the following policies to be up-dated:
  - The recruitment, selection and appointment policy
  - Academic Staff Development Policy and Procedures:
  - Salary Progression for Academic Staff Employed on the Terms and Conditions of the Collective Agreement Policy and Procedures
  - Senior Appointments and Promotions policy and processes.

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- Teaching competencies to be embedded in teacher recruitment as a compulsory element from later-2019 or 2020. This will require:
  - All successful applicants provide evidence to demonstrate alignment with a specified set of competencies, or
  - Applicants unable to demonstrate competency will commit to a period of more intensive professional development (e.g. 1-2 years) as part of their employment agreement.
  - Updating of recruitment policies and processes
- The Course Evaluation and Planning (CEP) template is up-dated to make more explicit connection between teacher professional development and course outcomes.
- The CEP is designed in database mode
- ELT/AB may wish to consider limiting the range of focus areas for TCD in 2020 (e.g. moderation, assessment, support for priority groups) in support of Unitec strategic areas such as our EER response and academic quality goals.
- The Programme Evaluation Plans (PEPs) template is up-dated to make explicit links between programme issues and choice of TCD, as well as impact of that TCD. (Programme or School PD should be based on a recognised problem and that the impact of the TCD intervention analysed and recorded).
- TPA team socialise Unitec's TCD approach with a small number of ITP's and to consider seeking more formal endorsement of our concept from AkoAotearoa. This would provide early signals as to whether Unitec's TCD system has the potential as a Centre of Vocational Excellence (CoVE) activity.

Commentary

Following a review in 2016/7 of teacher capability development (TCD) process at Unitec, Te Puna Ako designed and launched what we believe to be a more effective, embedded approach to TCD based on applied practice and learning-in-work. The components of the new approach include:

- A standardized Unitec-wide definition of Professional Competencies for Teachers

- A self-evaluation tool to help ensure that teachers PD is based on need

- A TCD plan recorded in ADEP (ideally balancing individual, School, institution needs)

- A very flexible approach to PD provision

- A requirement for evidence of competence from applied practice (no reward for inputs, e.g., workshop attendance) to be submitted for evaluation

- A digital-credential ('badging') system to recognize competence

The approach was piloted from April to June 2018 and launched in July 2018 following Academic Board approval, with a requirement for all teachers to complete one digital credential by the end of 2018. 34.4% of teachers met this requirement – a good result given Unitec's circumstances at that time. The requirement for 2019 (approved by Academic Board) is for all teachers to complete two TCD digital-credentials. From 1 February 2019 to 24 May 2018, over 50% of Unitec teaching staff enrolled in a 'new' TCD course and over 20% achieved a digital-credential.

The attached report presents an evaluation of the current TCD approach. It is based on the Kirkpatrick model - probably the best-known model for analyzing and evaluating the results of training and educational programs. It is based on four levels:

- *Level 1 Reaction* - measures how participants react to the training

- *Level 2 Learning* - analyzes if participants truly understood the training

- *Level 3 behaviour* - explores whether participants are using what they learned

- *Level 4 Results* or *Organisational Performance* - determines if the training had a positive impact on the organization.

This evaluation indicates that results are good in terms of:
- Level 1 Reaction and
- Level 2 Learning.

There are indications of change in behaviour - Level 3. It is not possible to suggest with confidence that this is due to the TCD process.   There is a need for a robust mechanism for evaluating behaviour change as a result of TCD. The TPA team recommend embedding this into Unitec's existing evaluative ecosystem.

It is too early to measure impact on institution (Level 4).

Ultimately, the success of this approach depends on the buy-in and participation of teachers and this is largely related to the commitment and support of HoS and Academic Leadership, the on-going support of TPA Advisors as well as other support services including Learning & Development, HR and Te Korowai Kahurangi. Without recognition of the importance of high-quality teaching, the prioritisation of teachers' capability development, the development of targeted and meaningful development plans, and evaluation of effectiveness within existing systems (CEP & PEP) this approach will not be successful. Unitec's previous experience with the Practice Passport showed that mandating by Academic Board was not sufficient to ensure uptake.   The more TCD is targeted and related to needs - of individual, programme, School, Institution – and embedded in organisational systems (performance partnering, remuneration, promotion, evaluative processes) the greater the impact will be.

To this end, the attached evaluation includes a number of recommendations (copied above) for which we are seeking approval from Academic Board.

Attached:

Teacher Capability Development Evaluation – May 2019 (full report).

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Teacher Capability Development - Evaluation

May 2019

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BACKGROUND

In late 2016-7, the Director of Ako and the Te Puna Ako (TPA) management and staff, evaluated Unitec's teacher capability development.
 These included:
- the 'Practice Passport', teachers mandated to complete 37.5 hours of internal PD over a two-year period;
- a 2-3 day New Teacher Induction, mandated for all new teachers;
- mandatory completion of 45 credits from the Graduate Diploma in Higher Education (GDHE).

Participation in Practice Passport varied. Some departments achieved considerable progress in teacher capability development. Others made little progress (average 14.2 hours of required 37.5 completed).

The New Teacher Induction was well attended. There was no process to assess effectiveness.

The GDHE rule was not enforced and enrolments were generally low.

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Response to 2016/7 self-evaluation

Following the 2016/7 review, TPA undertook the development of a more flexible, effective, embedded approach to TCD based on learning in-work through applied practice.

Detailed re-design objectives included:
- Ensuring teacher PD is responsive to teachers' needs and capability levels
- Embedding PD through in-work learning to minimise demands on teachers' time
- Recognising that teacher development happens informally as well as formally
- Ensuring PD is applied to *actual* teaching practice (no reward for PD 'consumption')
- Focusing on evidence of an uplift in teacher capability and improved student outcomes
- Allowing teachers to gain recognition for existing or improved capability
- Integrating teacher capability development with other Unitec systems, including the Performance Partnering process
- Ensuring commitment of wider academic leadership across the institution.

The overall objective was to build on the achievements of the Practice Passport and other TCD processes but with improved mechanisms; to develop a culture of continuous improvement, raise the quality of teaching and, ultimately, improve student success.

Changes made include:
- A standardised Unitec-wide definition of Professional Teaching Competencies. These align with:
  - Key Evaluative Questions
  - TEIs,
  - NZ qualifications for tertiary teaching (Ako Aotearoa owned)
- A teacher self-evaluation tool. The tool recognises current capabilities and identifies teachers' PD needs.
- A TCD plan embedded in ADEP. This strategy balances individual, programme, School and institution needs.
- A flexible approach to PD provision* which:
  - recognises formal and non-formal learning;
  - provides comprehensive self-guided on-line resources
  - and face-to-face support (group or individual) on request.
- Evidence is submitted for evaluation derived from applied practice.
- Recognition of competence and progress through digital credentials (known as 'badges').

Badges owners may incorporate their credentials online through LinkedIn. Teachers' CVs, ePortfolios, and end of year performance reviews may incorporate the badges.

Reader to note that evidence of competence is evaluated and badges awarded at three levels as presented in the table below.

Table 1

Mauri Moe **(The Emerging Stage)** *"You have begun to explore opportunities to practice and develop this aspect of teaching competency but are not yet consistently demonstrating it."*	Teachers develop expertise in practice. A teacher might pick up an idea for improving an aspect of their teaching from PD or a colleague and start by applying it to just one lesson. They learn from that experience and keep refining until they are satisfied with the standard.
Mauri Oho **(The Demonstrating Stage)** *"You consistently demonstrate this aspect of teaching competency and actively look for opportunities for further growth."*	Over time, teachers apply the strategies they have mastered across their teaching. Applying strategies from one class to another in this way requires skill and a more in-depth understanding at the theoretical/ principle/ conceptual model level.
Mauri Ora **(The Modeling Stage)** *"You are considered a role model for this aspect of teaching competency and support others to develop in this area."*	Some teachers continue to hone aspects of their teaching to the stage where they are regarded as a leading practitioner and newer teaching staff come to them for support and guidance in that area.

Table 2: *Study modes include:

Supported Mode	This is the recommended mode for those who evaluate themselves as 'inactive' or 'emerging' in a particular aspect of teaching competence. This mode provides a structured and guided learning experience for those wishing to learn and develop the competence, generating and capturing evidence throughout the process. This mode includes two face-to-face (F2F) sessions as well as the expectation to engage in independent learning via the Moodle course. On completion of the Moodle course, learners will have created evidence of their competence at an emerging level.
Independent Mode	Following the independent mode, candidates can choose their own flexible approach to learning, and gathering evidence of their competence. They can work through the on-line resources provide by TPA at their own pace, attempting structured activities if you wish but these are not mandatory. Alternatively, they can use the Moodle course as a guide and find their own resources and they can engage a colleague for feedback before submitting evidence or contact the TPA facilitator about joining the available F2F sessions.
Evidence Only	Teachers who evaluate themselves as demonstrating or modelling an aspect of teacher competence can choose to gather and submit evidence from their practice for evaluation, without completing the activities of the (Moodle) course or attending F2F sessions. The Moodle course should be used for reference and for guidance on the types of evidence to be submitted for evaluation.

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Pilot Stage:

This approach was piloted from April to June 2018 in the Business, Enterprise and High Technology networks with a limited offering of topics/competencies leading to digital-credentials. Feedback from participants during the pilot stage had a significant impact on the subsequent design and rollout of the re-designed PD approach.

Launch – July 2018

The improved approach was approved by Academic Board on 2 May 2018 and rolled out across the institution from July 2018, with a requirement that all teaching staff complete one badge by the end of the year. A suite of 18 digital credentials (badges) was offered against five competencies (now 21 against 6) with a number of additional credentials in development.

Table 3:

Competency	Components – You can:	Digital Credentials	Description
Create Learner-centred Environments	Promote collaborative, inclusive and supportive learning (face-to-face and online environments)		
	Recognise and respond to a diverse range of learners' needs	[Working with English as an Additional Language (EAL) Learners](#)	This course helps teachers to recognise the needs of EAL learners, acknowledge the demands of specific courses and know what to do to support EAL students' learning.
		[Working with Pacific Learners](#)	This course helps teachers to recognise the needs of Pacific learners and know what to do to support their learning.
	Integrate the principles of Te Noho Kotahitanga appropriately		
Design for Effective Learning	Design and sequence (online and face-to-face) activities that align to learning outcomes and assessment.	[Design for Collaborative Learning](#)	This course helps teachers to design learning activities, using appropriate strategies and/or approaches to support collaborative learning
		[Moodle - Learning Design Basics](#)	This course helps teachers to set up and use Moodle to actively engage students, while identifying two aspects to improve application of Moodle Standards Stage 1
		[Moodle – Design a Learning Sequence in Moodle](#)	This course helps teachers to sequence student learning experience in Moodle through the use of the Moodle activities.
	Identify opportunities for and embed mātauranga Māori as articulated in the Poutama		
	Build work-readiness development into learning design Design a course that is explicitly aligned to outcomes and meets stakeholder needs	[WiL Strategy Design and Selection](#)	Work-integrated learning (WiL) strategies are essential for enhancing the work-readiness and employability of graduates. This course helps teachers identify the most effective type of WiL to use in both new and existing courses.
		[Improve Summative Assessment](#)	This course helps teachers to deepen their understanding of what good assessment is; and to use that knowledge to make improvements to existing assessments
	Design appropriate formative and summative assessments and marking criteria.	[Design Summative Assessment](#)	This course will help improve teachers' ability to design (or completely re-design) summative assessments.
		[Design Group Assessment](#)	Design group assessment processes that ensure fairness and transparency.
Facilitate Learning	Communicate effectively and interact appropriately with learners	[Communicate Effectively and Interact Appropriately with Learners](#)	An exploration of clear and effective communication (visual and oral) with students, building relationships and presentation for clarity.

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	Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills	Embedding Active Learning (F2F)	This course helps teachers to explore active learning theory and practice in order to select and implement tasks that embed active learning and better engage students in face-to-face environments.
		Echo360 – Interactive Presentation	This course helps teachers to create, design and apply the Echo360 presentation active learning features to better engage students in face-to-face environments.
		Facilitate Collaborative Learning	This course supports teachers as they implement collaborative learning in their classroom. The focus is on developing appropriate facilitation skills for before, during and after group activity.
	Use appropriate strategies and/or approaches to support collaborative learning		
	Use a range of digital tools effectively for active learning and teaching		
Assess and Give feedback on learning	Give timely and appropriate feedback that supports learners	Feedback for Learning	Give feedback that supports students' learning. Guide students to use feedback to improve their learning.
	Implement assessment in line with programme policy and process	Moodle for Assessment	This course helps teachers to select and set up appropriate assessment tools in Moodle. Initial focus is on why, what, and how do you want to assess.
	Moderate assessments in line with moderation assessment policy and process.	Moderation of Assessment Policy and Procedures	Demonstrate knowledge of Unitec's Moderation of Assessment policy and procedures
		Pre-Moderate Assessment Materials	This course helps teachers who act as moderators to review assessment materials and provide feedback that supports good assessment practice.
		Introduction to Assessment (from July)	
Review Learning and Teaching	Evaluate own teaching practice and make appropriate adjustments		
	Evaluate course design, and make an action plan for improving the course.		
	Observe colleagues' teaching practice	Peer Teacher Observation	Choose one or more strategies from one of the different approaches to collaborative learning that you think might help address the problem.
Show Discipline/ Industry Expertise	Demonstrate expertise and leadership in discipline specific knowledge and skills		
	Maintain currency in industry trends, developments and practices		
	Maintain currency in interdisciplinary knowledge and skill		
Engage in Continuous Professional	Participate responsively in professional learning opportunities		
	Apply professional learning to improve teaching practice and learner outcomes		

Learning about Teaching and Learning	Demonstrate understanding of learner-centred pedagogies		
Contribute to Programme's Operation and Academic Success	Establish and maintain effective professional relationships		
	Contribute to academic quality of programme	Academic Integrity Working with Graduate Profiles	
	Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context		

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Digital-credentials under development

A list of digital credentials under development is presented in table 4 below. Focus areas identified by EER are prioritised for development. This includes priority group success, moderation and assessment.

Table 4: Digital Credentials in Development

TCD Digital-Credentials in Development	Comments
Introduction to Assessment and Feedback	Almost Finished – final review stage
Post-Moderate Assessor Decisions	25% complete
Writing/Using rubrics or marking tools	Early research complete
Design a Course	Under re-development
Working with Our Young People	Developed in partnership with Andrea Thumath, almost finished: To be trialled with UPC team in June
Negotiated Studies	Generic template created, on hold for now.
Writing Graduate Profile Outcomes	Early development
Facilitating Work Based Learning	Almost Finished - final review stage
Embedding Literacy and Numeracy	Early development stage
Retaining Pacifica Students	Early Development stage: May be offered to both teachers and non-teachers. Joint development between TPA and Pacific team.
Other Digital-Credential in Development	Comment
Te Rito Suite (5 in total)	Early development stage. Led by the mātuaranga Māori Team, supported by TPA. Open to all staff. Some (possibly two) to sit within the TCD suite also.
Pastoral Care of International Students - Code of Practice	Led by Tracy Chapman, supported by TPA. Not part of the TCD suite.

EVALUATION

This evaluation is based on the Kirkpatrick model - probably the best-known model for analyzing and evaluating the results of training and educational programs. It is based on four levels:

- *Level 1 Reaction* - measures how participants react to the training (e.g., satisfaction).
- *Level 2 Learning* - analyzes if participants truly understood the training (e.g., increase in knowledge, skills or experience?).
- *Level 3 Behavior* - explores whether participants are using what they learned (e.g., change in behaviors?), and
- *Level 4 Results* or *Organisational Performance* - determines if the training had a positive impact on the organization.
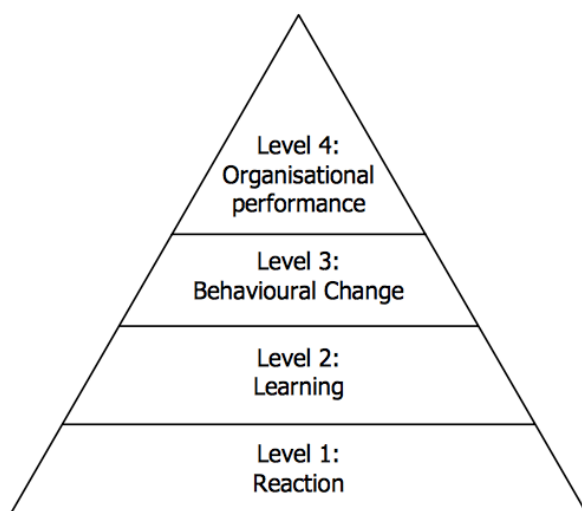
Source: from Kirkpatrick, 1996

Table 5 below indicates how this model will be used to evaluate TCD.

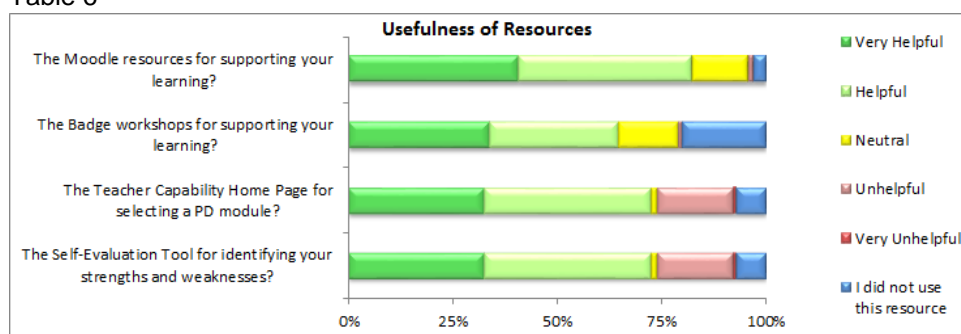| Level	Description	Guiding Questions	Data Sources
Level 1: Reaction	Measuring people's feelings about the training, how engaged they were and any other reactions.	How worthwhile was the training? Was it successful? What were the strengths or weaknesses of it? What learnings will you apply in your job?	Participant survey (badge level) Participant survey (TCD level)
Level 2: Learning	Measuring what the learners have learned.	What are the learning outcomes of each badge?	Badge metrics (Mauri Moe/Emerging)

Level 3: Behaviour	Measuring the extent to which learners have applied their learning.	Where and when has this learning been applied?	Badge metrics (Mauri Oho and Ora/Demonstrating and Modelling) Course Evaluation Plans (CEP)
Level 4: Results	Measuring the overall impact of the learning. Could be financial benefits, improvements in student outcomes etc.	What was the impact of the learning?	Programme Evaluation Plan (PEP) Business Inelligence Dashboard (indicators like success rates, NPS, student evaluations, etc)

Level 1 – Reaction

Each digital-credential is supported by a Moodle course (as well as workshops and 1-2-1 support, where needed). Participant reaction is measured quantitively via a compulsory survey on each Moodle course (candidates must complete the survey before they can submit evidence of competence for evaluation). Cumulative feedback from these on-line surveys (July 2018 to 5 May 2019) is presented below. Feedback for individual digital credentials with 10 or more responses is presented in Appendix 2.

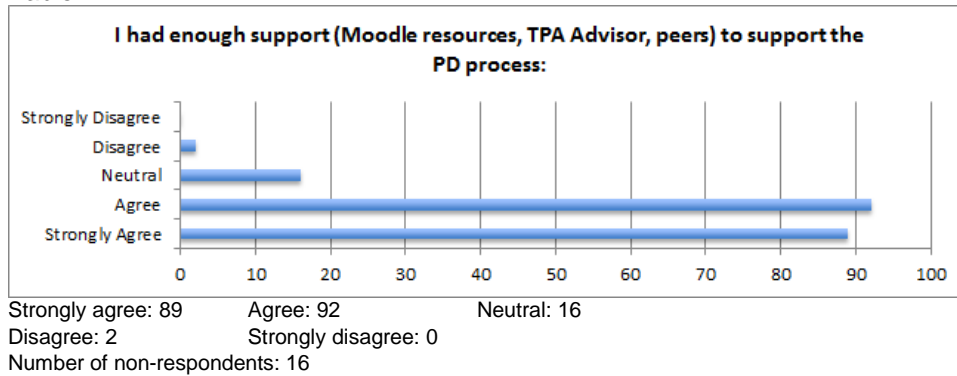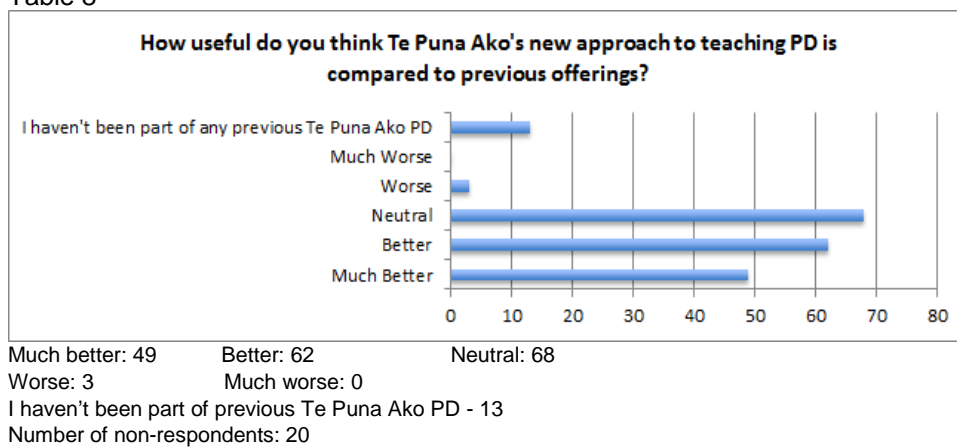215 participants:

Table 6

75 to 95% of respondents rated the resources and the workshop as Helpful to Very Helpful

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Table 7

I had enough support (Moodle resources, TPA Advisor, peers) to support the PD process:

Strongly agree: 89   Agree: 92   Neutral: 16
Disagree: 2   Strongly disagree: 0
Number of non-respondents: 16

91% Agreed or strongly agreed that the support provided was sufficient.

Table 8

How useful do you think Te Puna Ako's new approach to teaching PD is compared to previous offerings?

Much better: 49   Better: 62   Neutral: 68
Worse: 3   Much worse: 0
I haven't been part of previous Te Puna Ako PD - 13
Number of non-respondents: 20

61% rated TPA's current approach is better than the previous one.
37% rated it is neither better nor worse.

Table 9

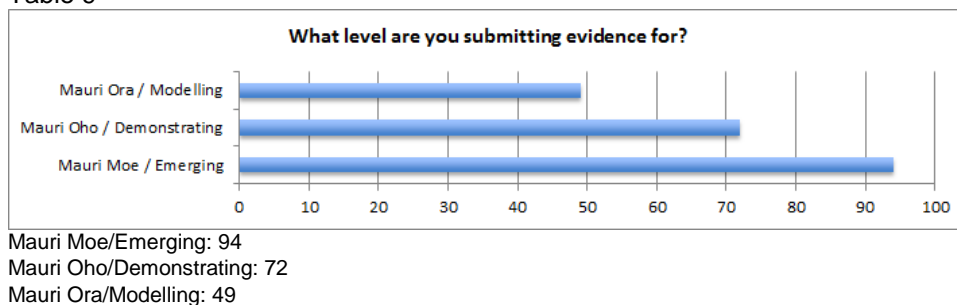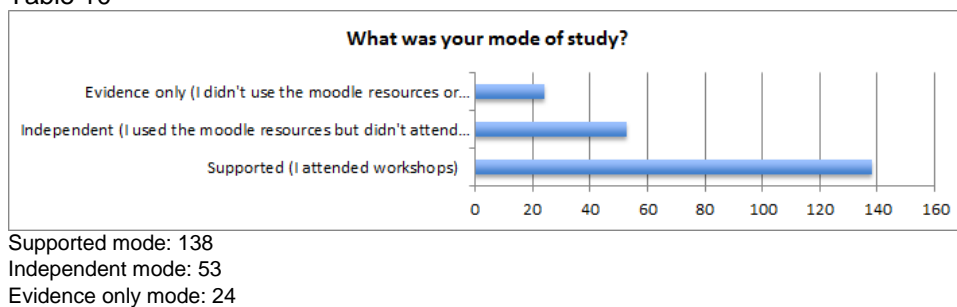**What level are you submitting evidence for?**

Mauri Moe/Emerging: 94
Mauri Oho/Demonstrating: 72
Mauri Ora/Modelling: 49

Table 10

What was your mode of study?

Supported mode: 138
Independent mode: 53
Evidence only mode: 24

Table 11

	Number responses	Avg time to complete (hours)
Communicate Effectively with Learners	8	12
Design a Course	8	10
Moodle – Design a Learning Sequence	1	8
Design Collaborative Learning	22	12
Design Group Assessment	1	15
Design Summative Assessment	10	11.5
Echo 360 Classroom Engagement: Interactive Presentation	3	7
Improve Summative Assessment	7	7
Moderation of Assessment: Policy and Procedures	110	8
Moodle: Learning Design Basics	16	5
Peer Teacher Observation	6	16.5
Pre-Moderate Assessment Materials	1	0
WIL – Strategy Design and Selection	2	10
Working with EAL Learners	1	5
Working with Pacific Learners	10	10
Embed Active Learning	3	8
Feedback for learning	2	15
Academic Integrity	4	12

Total number of feedback responses: 215

Average time to complete a digital credential = 9.5 hours.

Question:
    Do you have any other comments or suggestions?

All verbatim comments are included in appendix 1. These include a number of constructive suggestions as well as a range of positive and negative comments, more positive than negative.

Increasingly, participants are indicating that the compulsory nature of the feedback survey is 'annoying' and 'just one more thing to do'. Hence the recommendation below that this survey should be up-dated.

In addition to the qualitative feedback, TPA Advisors receive regular formative feedback from participants either through workshops, one-to-one or through email. These interactions allow for a rich flow of feedback which is addressed by D-C Leaders as they up-date their Moodle courses on an on-going basis.

Conclusion: evaluation at *Level 1 Reaction* – good.

Recommendation:
- On-line feedback survey to be revised: include higher level evaluative questions; enhance format (more 'respondent-friendly')

Level 2- Learning

This level analyzes if the training has been understood (e.g., increase in knowledge, skills or experience).

The TCD badging process requires participants to provide evidence of application (of what they know or have learned) in applied practice with a reflective narrative to explain the evidence being submitted. As explained above (table 1), evidence is assessed and badges are awarded at three levels:
- Mauri Moe (Emerging Level)
- Mauri Oho (Demonstrating Level)
- Mauri Ora (Modelling Level)

This evaluation uses the number of badges awarded at Mauri Moe/Emerging as a measure for stage 2 Learning, with a caveat that some candidates may have had emerging level competence before engaging in the badging process. However, over 54% of participants to date have chosen the supported study mode (see table 2 for explanation) and a further 31% chose independent mode (see table 11 below) suggesting that 85% of candidates needed to participate in structured PD in order to develop competence to Mauri Moe/Emerging level.

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Table 11: Study Modes

Study Mode	Supported	Independent	Evidence Only	TOTAL
Number	88	51	23	162
%	54%	31%	14%	

Table 12: Badges Awarded

	Mauri Moe/ Emerging	Mauri Oho/ Demonstrating	Mauri Ora/ Modelling	TOTAL
Jul 18 – Jun 19	74	37	37	148
Feb 18 – May 19	29	19	8	57
TOTAL Awarded	103	56	45	205
% of total	50%	27%	22%	

On submission of evidence, each participant is asked to indicate which level they are aiming for. The table below compares candidates' expectations in terms of level with actual level awarded. For the most part, these are reasonably consistent, though achievement at the higher levels (Oho and Ora) is lower than candidates' expectations.

Table 13: Submission V Achievement
Numbers still to be updated up to 24 May

	Mauri Moe/ Emerging	Mauri Oho/ Demonstrating	Mauri Ora/ Modelling	TOTAL
Number Submitted	94	72	49	215
% Submitted	44%	33%	23%	57
Number Awarded	103	56	45	205
% Awarded	50%	27%	22%	

103/205= 50% of badges awarded at Mauri Moe/Emerging level (table 12) and 54% participation in supported mode (table 12) indicates that the approach is successful from a learning perspective. However, a number of teaching staff has yet to engage. Unless or until adequate participation is achieved then learning cannot be meaningfully measured across the institution.

Participation

Table 14 – Participation – Jul 18 to Jan 19

Requirement: all permanent or fixed term > 12 months teaching staff to complete at least 1 badge in 2018

Network	Pathway	No. Required Staff (Perm and FT > 12mo)	2018 ADEP Plan Submitted	Self-Evaluation Completed	Teacher Capability ADEP Update Submitted	Completion of min. 1 Badge
CIE	Architecture	24	66.7%	58.3%	4.2%	4.2%
	Building Construction & Services	56	82.1%	51.8%	12.5%	17.9%
	Engineering	38	68.4%	50.0%	7.9%	39.5%
	Vehicle Systems & Materials	26	80.8%	84.6%	30.8%	53.8%
BEHT	Computer Science	18	44.4%	100.0%	27.8%	66.7%
	Creative Industries	34	70.6%	79.4%	14.7%	20.6%
	Business Practice	32	93.8%	84.4%	71.9%	37.5%
Bridgepoint	Bridging Education *includes UPC / NZ Police*	32	100.0%	93.8%	65.6%	15.6%
	Language Studies	34	100.0%	91.2%	91.2%	47.1%
Health & Community	Social Practice	17	100.0%	93.8%	50.0%	87.5%
	Community Development	37	83.8%	73.0%	8.1%	2.7%
	Health Care	23	100.0%	73.9%	34.8%	17.4%
	Environmental & Animal Sciences	22	95.5%	100.0%	68.2%	36.4%
	TOTAL	**392**	**83.5%**	**79.6%**	**37.5%**	**34.4%**

 From July 2018 to January 2019, 135 of 392 = 34.4% staff required to participate achieved a digital credential.

Timing of the launch unfortunately coincided with news of significant financial problems at Unitec and the start of the 'renewal' process. In addition, the requirement for teachers to provide evidence of competence and improved outcomes required a significant cultural and behavioural shift. Reactions to the new TCD approach ranged from *"this is one of the best initiatives ever from Unitec"* to "*this is the latest shiny new things which is best ignored until it fades into oblivion*". In a climate of cost-cutting, redundancies, change fatigue, low morale and workload issues, the achievement of one digital-credential within 6 months by 34% of teaching staff is a testament to all involved. TPA acknowledges the support of the Learning & Development team in embedding TCD requirements in the ADEP process, as well as the commitment of 148 teaching staff who successfully participated (July 18 to January 19).

Early indications of participation for the current academic year (from 1 February) are positive. From 1 Feb-24 May 2019, 52.5% of those required to participate had enrolled in a 'new' badge and 20.6% had completed one badge. This is a positive achievement given the timing of publication of the Unitec Diamond and time needed subsequently to agree School diamonds and actions plans as well as individual ADEPs.

Table 15: Participation – (Feb to 24 May 2019)

	February	March	April	May	Total
Total new enrollments	53	57	109	55	274
Total number of workshops	1	2	6	4	13
Total number of participants in workshop	17	16	84	38	155
Total number of badges awarded	12	17	27	29	85

Table 15 - 1 February 2019 to 24 May 2019 – TCD (Badge) completion against requirements
Requirement: all permanent or fixed term > 12 months teaching staff complete at least 2 badges in 2019

School	No. Required Staff (Perm and FT > 12mo)	2019 ADEP Plan Submitted	Self-Evaluation Completed	Enrolled in Badge 1	Awarded Badge 1	Enrolled in Badge 2	Awarded Badge 2	All Require ments Met
Applied Business	30	100%	6.9%	93.1%	48.3%	37.9%	6.9%	0.0%
Architecture	25	56.0%	36.0%	32.0%	24.0%	8.0%	0.0%	0.0%
Bridgepoint	55	74.5%	60.0%	54.5%	21.8%	7.3%	0.0%	0.0%
Building Construction	25	84.0%	48.0%	60.0%	20.0%	12.0%	8.0%	4.0%

Community Studies	40	67.7%	41.0%	56.4%	7.7%	5.1%	2.6%	2.6%
Computer Science	17	94.1%	88.2%	88.2%	41.2%	11.8%	11.8%	11.8%
Creative Industries	30	83.3%	30.0%	60.0%	23.3%	26.7%	0.0%	0.0%
Engineering & Applied Tech	40	100.0%	21.1%	15.8%	2.6%	2.6%	0.0%	0.0%
Environment & Animal Sciences	24	69.6%	43.5%	21.7%	4.3%	0.0%	0.0%	0.0%
Healthcare & Social Practice	35	97.1%	65.7%	42.9%	28.6%	11.4%	0.0%	0.0%
Trades & Services	47	85.1%	36.2%	53.2%	4.3%	2.1%	0.0%	0.0%
TOTAL	**368**	**82.9%**	**43.3%**	**52.5%**	**20.6%**	**11.4%**	**2.7%**	**1.7%**

Note that the data above for 'enrolled in badge 1' includes only new enrolments since 1 February 2019.

Areas of potential concern:
Green – ADEP completion < 80% (Under the remit of Learning & Development)

Red - < 50% enrolled in badge 1
Pink – < 20% completion for badge 1

There are some areas of potential concern, but generally, plans are in place:
- Engineering & Applied Science:
  Late starters but have a TCD plan has been agreed. All teaching staff will participate in extensive Moodle training to ensure a more complete online experience for students. This has come about as a result of feedback from the NZBED regarding the reported number of contact hours as well feedback from students indicating a need for more flexibility/ accessibility. A number of workshops will be delivered in June/July with a view to all teaching staff progressing toward the achievement of two badges:
  -Moodle Learning Design Basics
  -Moodle for Assessment
- Environment & Animal Science: slightly late starters, full team to take the Peer Observation badge, workshop schedule for June. Had hoped to achieve credentials from the Te Rito suite but now considering alternatives due to availability. Strong preference for team PD.
- Healthcare & Social Practice: slow start for Nursing due to staff turnover. TPA following up to agree TCD plan.
- Architecture: strong preference for PD based on individual need. TPA Advisors is physically present in the School twice per week and is supporting individual TCD plans.

- Community Studies: all teaching staff from Sport and Police Programme had recent training in Moderation so we expect to see a significant increase in the number of badges awarded within the next month; little motivation from staff delivering programme being taught out (Osteopathy, BHSD);
- Trades and Service: engagement is led primarily by HoS, Peer Observation badge selected by HoS for the entire School, two workshops to date, slow process of converting workshop attendance to badge completion, HoS is aware of this situation, TPA is providing additional support.

Appendix 3 presents a list of workshops delivered or planned, Feb to July 2019.   While the focus of TCD is competence development and recognition, rather than workshop attendance, the information in appendix 3 is included as further indication of engagement for year to date.

When analysing matters of motivation, there is a strong correlation between the engagement of staff and that of Head of School and Academic Leadership. While the current system was intended to balance individual development needs with those of the programme/School and institution (e.g. priority group success) in reality, participation is mostly based on group PD organised by Schools/Disciplines/programme. Without this, participation rates would be significantly lower than indicated in table 15 above. The risk, of course, is that individuals are asked by managers to engage in PD which may not meet their individual needs.

Table 15 above shows that, with a few exceptions (namely Computer Science and Health & Social Practice) there is limited compliance with the requirement to complete a TCD self-evaluation. The purpose of this self-evaluation (S-E) is to guide individual development needs.   Limited compliance is consistent with the on-going preference (or habitual behaviour?) for programme/discipline/School PD.   Also, anecdotal evidence indicates significant confusion around S-E tools. Many, possibly most, teaching staff do not know that there is more than one S-E tool (Leadership, Teaching, Research) and/or think they have completed one (e.g. TCD) when in fact, they have completed another (e.g Leadership). The evidence suggests that at this point in time, individual TCD plans based on individual needs in not yet a reality for the majority of Unitec teaching staff. TPA will offer an 'all comers' workshop series in July for teaching staff needing TCD support over and above that offered within individual Schools.

In terms of engagement, the role of the TPA Liaison Advisor is as important to that of the HoS and Academic Leadership. The ability of TPA Advisors to guide development decisions (i.e. which digital credential(s) best fit need; link business-as-usual challenges or workflow to TCD) as well as their availability to provide on-going face-to-face support is vital.   The current TCD system is relatively new and, although copious amounts of on-line support material are provided, individuals often do not yet engage in this as much as we would like. The average support time from TPA is 5 hours per person per D-C, including marking time.

While the current TCD system appears to have become the norm, there are some small pockets of resistance.   Ultimately, Line Managers have responsibility to deal with this.   The role of TPA Advisors in skilfully linking TCD engagement with need and benefit is also crucial.

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Any experienced teachers who believe that the current TCD offering has no relevance to their individual development needs should be expected to engage in the mentoring and development of other staff. In so doing, they generate evidence for 'modelling' level D-C and the process of teacher capability development is shared across the institution.   It is simply not feasible for full responsibility for TCD to rest with a support unit like Te Puna Ako, nor is this the intention.   Unitec is committed to the 70-20-10 principle, i.e., that learning is 70% on the job/experiential, 20% social, only 10% formal. TPA's TCD approach supports this.

Conclusion:

Evaluation at Level 2 Learning – good

Participation is good but on-going monitoring is needed. However, it is important not to confuse the message of capability development (the benefit of participation) with that of compliance.

Recommendations:

Short term:
- Communication (from CE or Exec Dean Academic) to congratulate staff on engagement to date and to encourage on-going engagement. Promote June/July workshop series
- Secure commitment from all Heads of Schools to prioritise engagement with TCD by all teaching staff.
- New Academic Managers (AM) induction to include an overview of the TCD system. Training AM in meaningful staff development conversations (combined session with TPA and L&D)
- Highly competent teachers be encouraged to support teacher capability development of other staff.   This activity to be recognised via 'modelling' level badges.
- No change in policy regarding completion of the self-evaluation but not a priority follow-up for this year.

Medium Term
- TCD badging system to be embedded in progression, promotion and remuneration criteria from 2020. This will require the following policies to be up-dated:
  - The recruitment, selection and appointment policy last up-dated 31 October 2018
  - Academic Staff Development Policy and Procedures: (last updated May 16)
  - Movement from step 8 to step 9 of the ASM salary scale (for staff on collective agreement), section 3.2(d) of *: Salary Progression for Academic Staff Employed on the Terms and Conditions of the Collective Agreement Policy and Procedures*
  - Update to Senior Appointments and Promotions policy and processes.

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- Teaching competencies to be embedded in teacher recruitment as a compulsory element from later-2019 or 2020. This will require:

  o All successful applicants provide evidence to demonstrate alignment with a specified set of competencies, or
  o Applicants unable to demonstrate competency will commit to a period of more intensive professional development (e.g. 1-2 years) as part of their employment agreement.
  o Updating of recruitment policies and processes

Level 3 – Behaviour

Evaluation at **Level 3 Behaviour** explores the extent to which learners apply learning in their work.

Table 12 above indicates that 27% & 22% of participants to date have achieved badges at Mauri Oho (Demonstrating) and Mauri Ora (Modelling) levels, respectively. This is indicative of behavioural change.

Due to the short roll out, it is not possible at this point to correlate the number of D-Cs awarded at these higher levels with behavioural change.   Some, or possibly many, of those gaining badges at Ora and Oho levels were competent at this level before engaging in the process; the TCD system allowing for recognition rather than development of competence. Over time, as candidates progress from Emerging to Demonstrating or Modelling level, then correlation will be possible.

In the meantime, it is necessary to find a means of measuring behavioural/practice change as a result of engaging with the TCD process. It is recommended that this is achieved through the current evaluative systems in place at Unitec, namely the Course Evaluation Plan (CEP) and the Programme Evaluation Plan (PEP).

> *Course Evaluation and Planning (CEP) is a living process that begins before your course is taught (as you reflect upon improvements you have made since its last delivery and conduct pre-moderation), continues through its delivery, and is completed at its end as you note what lessons in design, teaching, student engagement and learning have been learned and what changes will benefit this course into the future.*
> See more details underlined here, including a template.

In its current form, the CEP asks teachers to "*narrate the story behind the improvements noted on areas such as...Internal Pre-Moderation, Assessment Management, Teaching Practice and **Professional Development**"* followed by a reflection of performance in the current semester against the 6 KEQs, culminating with a proposal for course improvements before the next cycle. This is an obvious mechanism to track application of TCD to course improvement decisions (design, delivery, assessments) and course outcomes as well as linking course reflection to future TCD plans.

In their current static form (PDF or Word Document stored on H-Drive), CEPs are difficult to use, review or analyse. A database format is recommended to allow for easier analysis, tracking of issues and actions, and measuring effectiveness of interventions such as moderation and TCD.

Conclusion:
Evaluation at Level 3 Behaviour – some evidence of good results but premature to draw conclusions; need more participation over time as well as embedded mechanism for tracking application of TCD through changes in course design, delivery and assessment practices.

Recommendations:
- Recommended that the Course Evaluation and Planning template is up-dated to make more explicit connection between teacher professional development and course outcomes.
- Recommended that CEP is designed in database mode

Level 4 – Results

In time, one would expect to see a correlation between TCD and a range of indicators such as course/programme success rates, student evaluations, moderation results, net promoter scores and so on.

At this point in time, the current TCD approach has not been running long enough nor sufficient completions to have had a significant impact on the organisation.   Table 15 below shows the number of teachers who have achieved digital credentials in a range of topic areas.

Table 15 – TCD Digit-Credential awarded to date (May 2019)

Badge Name	Badges awarded - July 2018 to 31 Jan 2019				Badges awarded – 1 February 2019 – 24 May 2019				Total to Date
	Māuri Moe	Māuri Oho	Māuri Ora	Total	Māuri Moe	Māuri Oho	Māuri Ora	Total	
TCD - Moodle - Learning Design Basics	0	4	7	11	6	1	0	7	18
TCD-Moodle-Learning Design Basics-Mauri Moe	15	0	0	15					15
TCD - Peer Teacher Observation	0	2	1	3	0	1	0	1	4
TCD - Design Group Assessment	0	0	0	0	0	0	1	1	1
TCD - Echo360 Classroom Engagement - Interactive Presentations	0	0	0	0	1	0	0	1	1
TCD - Communicate effectively & interact appropriately with learners	5	0	1	6	0	1	3	4	10
TCD - Moodle for Assessment	0	1	0	1	0	0	0	0	1
TCD - Design for Collaborative Learning	7	5	9	21	0	5	0	5	26
TCD - Design a Course (Suspended for Re-Design in 2019)	0	5	0	5	0	0	0	0	5
TCD - Embedding Active Learning	0	0	1	1	0	0	1	1	2
TCD - Design a Learning Sequence in Moodle	1	0	0	1	0	0	0	0	1
TCD - Improve Summative Assessment V1 (pilot)	4	0	0	4					4
TCD - Improve Summative Assessment V2	4	1	1	6	2	0	0	2	8
TCD - Moderation of Assessment: Policy and Procedures	18	12	12	42	33	10	5	48	90
TCD - Working with English as an Additional Language (EAL) Learners	0	0	1	1	0	0	0	0	1
TCD - Working with Pacific learners	8	0	0	8	0	3	2	5	13
TCD - Designing Work-integrated Learning	10	0	0	10	0	0	0	0	10
TCD - Design Summative Assessment	1	3	3	7	0	3	2	5	12
TCD - Pre-moderate assessment materials	1	4	0	5	0	2	0	2	7
TCD – Facilitate Collaborative Learning					0	0	0	0	
TCD – Academic Integrity					2	1	0	3	3
TCD – Working with Graduate Profiles					0	0	0	0	
TCD – Feedback for Learning					0	0	0	0	
TCD – New Teacher Induction					1	0	0	1	1
TOTAL	74	37	37	148	45	27	14	86	**234**

One area/topic approaching critical mass is Moderation Policy & Procedure (90 digital-credentials awarded to date). However, this a preparatory/pre-requisite, knowledge-based badge. Only when candidates proceed to capability development in pre-moderation and the principles of good assessment, will we see a significant impact on moderation and assessment practices.

If ELT or Academic Board wish to see a significant impact sooner rather than later, they may wish to consider limited number of focus areas for TCD in 2020. This might include Moderation and Assessment as well as support for Priority Groups, for example.

Conclusion: too early - not enough completions to see impact on the organisation.

Recommendations:
- That ELT/AB may wish to consider limiting the range of focus areas for TCD in 2020 (e.g. moderation, assessment, support for priority groups) in support of Unitec strategic areas such as our EER response and academic quality goals.
- That the Programme Evaluation Plans (PEPs) template is up-dated to make explicit links between programme issues and choice of TCD, as well as impact of that TCD. It is imperative that any programme or School PD is based on a recognised problem and that the impact of the PD intervention is analysed and recorded.

Other: On-going Internal (TPA) Evaluation – July 2018 to present

Internal evaluation iS on-going. D-C Leaders (TPA Advisors) constantly review and up-date materials and processes in response to formative feedback from participants.

The TPA team carried out a more formal group review in December 2018 of continuing issues and areas for improvement. This included support mechanisms for teachers, completion data, rubrics and grading, level of badges, alignment to qualifications, consistency of D-C size, look and feel, and alignment with teacher recruitment and promotion processes at Unitec.

This led to a detailed action plan, much of which has been implemented. Included in this was a detailed 'Proportional Comparison' of all existing D-Cs (see appendix 4 for results) and a series of workshops led by our APL expert, Quentin Williams, on better use APL processes in the evaluation of teacher competence for badging. Rubrics for all TCD digital-credential are currently being reviewed as a result.

Other – External Environment
Digital credentials are the way of the future. Other ITPs are investing in digital-credentials e.g. Otago Polytechnic with EduBits. Currently Unitec appears to be the only ITP developing digital-credentials specifically related to teaching.

Ako Aotearoa has also indicated interest in Unitec's teaching competency framework. Reform of Vocational Education (RoVE) created a climate of collaboration between institution and willingness to share intellectual capital. We have received a request from EIT to share our framework and approach.

Recommendation:

In this context, it may be prudent to socialise our approach with a small number of ITO's. We will consider seeking more formal endorsement of our concept from Ako Aotearoa. This would provide early signals as to whether Unitec's TCD has the potential of a Centre of Vocational Excellence (CoVE) activity. We recommend that we proceed cautiously, ensuring we are achieving internal benefits before 'trading' externally.

CONCLUSION

The TPA team worked tirelessly to design and deliver a TCD system to meet the needs of stakeholder. The team adopted the aims detailed on page one of this report.
The re-designed approach has been running since July 2018.

Recent valuation based on the Kirkpatrick model, indicates that results are good in terms of:
- Level 1 Reaction and
- Level 2 Learning.

Although engagement from teachers is good, some teaching staff are yet to engage.

There are indications of change in behaviour - Level 3. It is not possible to suggest with confidence that this is due to the TCD process. There is a need for a robust mechanism for evaluating behaviour change as a result of TCD. The TPA team recommend embedding into the existing evaluative ecosystem. Ideally, the course and programme evaluation plans.

It is too early to measure impact on institution (Level 4).

Ultimately, the success of this approach depends on the buy-in and participation of teachers. This strongly relates to:
- the commitment and support of HoS and Academic Leadership
- on-going support of TPA Advisors
- other support services including Learning & Development, HR and Te Korowai Kahurangi.

This approach will not be successful without
- recognition of the importance of high-quality teaching,
- the prioritisation of teachers' capability development,
- the development of targeted and meaningful development plans, and
- evaluation of effectiveness within existing systems (CEP & PEP)

Unitec's previous experience with the Practice Passport showed that mandating by Academic Board was not sufficient to ensure participation and integration into teaching practice. Targeted TCD has a greater impact when related to needs of;
- the individual,
- programme,
- School, and
- Institution.

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and embedded in organisational systems;
- performance partnering,
- remuneration,
- promotion,
- evaluative processes

RECOMMENDATIONS

- On-line feedback survey to be revised: include higher level evaluative questions; enhance format (more 'respondent-friendly')
- Communication (from CE or Exec Dean Academic) to congratulate staff on engagement to date and to encourage on-going engagement. Promote June/July workshop series
- Secure commitment from all Heads of Schools to prioritise engagement with TCD by all teaching staff.
- New Academic Managers (AM) induction to include an overview of the TCD system. Training AM in meaningful staff development conversations (combined session with TPA and L&D)
- Highly competent teachers be encouraged to support teacher capability development of other staff. This activity to be recognised via 'modelling' level badges.
- No change in policy regarding completion of the self-evaluation but not a priority follow-up for this year.
- TCD badging system to be embedded in progression, promotion and remuneration criteria from 2020. This will require the following policies to be up-dated:
  - o The recruitment, selection and appointment policy last up-dated 31 October 2018
  - o Academic Staff Development Policy and Procedures: (last updated May 16)
  - o *Salary Progression for Academic Staff Employed on the Terms and Conditions of the Collective Agreement Policy and Procedures*
  - o Update to Senior Appointments and Promotions policy and processes.
- Teaching competencies to be embedded in teacher recruitment as a compulsory element from later-2019 or 2020. This will require:
  - o All successful applicants provide evidence to demonstrate alignment with a specified set of competencies, or
  - o Applicants unable to demonstrate competency will commit to a period of more intensive professional development (e.g. 1-2 years) as part of their employment agreement.
  - o Updating of recruitment policies and processes
- Recommended that the Course Evaluation and Planning (CEP) template is up-dated to make more explicit connection between teacher professional development and course outcomes.
- Recommended that CEP is designed in database mode

- That ELT/AB may wish to consider limiting the range of focus areas for TCD in 2020 (e.g. moderation, assessment, support for priority groups) in support of Unitec strategic areas such as our EER response and academic quality goals.
- That the Programme Evaluation Plans (PEPs) template is up-dated to make explicit links between programme issues and choice of TCD, as well as impact of that TCD. (Programme or School PD should be based on a recognised problem and that the impact of the TCD intervention is analysed and recorded).
- TPA team socialise Unitec's TCD approach with a small number of ITO's and to consider seeking more formal endorsement of our concept from Ako Aotearoa. This would provide early signals as to whether Unitec's TCD system has the potential of a Centre of Vocational Excellence (CoVE) activity.

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Appendix 1 - Verbatim Responses from on-line survey

- *I found the course very helpful and engaging. I found this course provided information that I am likely to apply to my and my students benefit.*
- *This badge has been very useful and has added to my existing knowledge of the effectiveness of collaborative learning in the classroom.*
- *Found it useful to revisit basic teaching theory and assess as to whether I am still "on track" with my teaching.*
- *Really, enjoyed the way of how I can prove evidences according the rubric classification*
- *Lisa Simpson is very competent, supportive and highly professional. She has kindly offered to meet me for advice. She not only gave me a very thorough and detailed guidance but went the extra mile to help me sort out another problem. Although I did not attend the workshop because of my busy teaching schedule, I feel the meeting with her is really beneficial*
- *I think something similar should be available for Professional staff.*
- *Renaming the narrative approach*
- *Huge thanks to Karen for her help and valuable feedback*
- *a good process of conducting self-reflections and keeping practices current*
- *I found the process quite provocative which was good.*
- *Although this has been a very time consuming process, it has been really useful and enjoyable. The course is comprehensive, very well thought over and structured, with an abundance of useful resources. Thank you very much Karen and Lisa for such a wonderful course and for all the guidance and time that you have made available for staff on the course!*
- *No, al fine.*
- *Thanks Sarah, you are always supportive with excellent training style... heaps of knowledge and patience to teach.*
- *I didn't actually attend workshop. rather I worked closely with Karen Haines throughout the assessment design.*
- *re question 2 - I think I am between demonstrating and modelling so have highlighted both. The flexibility of doing this independently - evidence based has been good. carryover from passport modules would be useful to avoid repetition and acknowledge accumulated learning and staff capability*
- *great workshop*
- *Overtime the approach to PD changes, this imposes a quantum of adaptive load and stress for staff. It would have been good to enable staff to transfer their PD activities in the Practice Passport to this approach. As it is, all that PD has gone to waste!*
- *I do suggest: The check list in the final exam pre-moderation form to be used for other assessments as well. The list of the required documents for the moderation to be included in the form. This should include the assessment grid.*
- *It took a longer than it should have. It was not as straight forward to find the resource which is why it took so long. One of the most important things to tell you is*

that you have two moodle pages for this badge one with some information and one with other. You should only have one.

- *Its all good*
- *a model to follow for filling in the template would have saved me pestering TPA staff with numerous questions*
- *We have already made comments. It was helpful working as a group with the other Study Skills lecturers to improve what we can of the Massey course.*
- *My very few recommendations would be:*
  For the table 'Enrolment Settings checklist', a short explanation is needed; I struggled to understand what was expected from me to do;
  In the Reference section, a short paragraph explaining what are SAMR and Bloom, and what is in the following two folders would be useful;
  Once I am in the document 'Bloom's taxonomy' - I can read about what Bloom's Taxonomy is. However, it is not the case for 'SAMR model' document, so, in order to understand what is it all about I googled it. This is probably something that needs improvement.
- *Lisa needs to be commended for making this badge process simple and easy to follow and complete. She was methodical, thorough, and patient. This has been a positive experience compared with my first badge which was extremely confusing.*
- *It might be good to have an exemplar of a narrative. The template was useful but it wasn't as easy to think of what evidence would be most appropriate so I probably included either too much or too little of what was needed. Most of my evidence is email-based so I have had to cut out some of it due to names being attached. Perhaps a warning about privacy could be given.*
- *I dislike the whole new approach and find it patronising and demeaning, especially for experienced teaching staff - it is a system for those with no experience in teaching. It is not professional development, it is proving you can do something to people who don't or no longer teach students themselves.*
- *with more experiences of the new PD system I will be better placed to give feedback on the value compared to previous PD opportunities. As an Academic Development Lecturer in Student Learning & Achievement our academic staff have been overlooked in having an introduction to this new PD system replacing Practice Passport as we have no TPA liaison person. My manager similarly has not had the introduction so the linking of this PD to my ADEP plan is potentially not a strong feature.*
- *The drop down menus ignore the possibility that someone used both online and some attended.*
- *It was very confusing. No one really knew what was required of them - even the workshop facilitator. The timing of this PD is terrible considering teaching is finished for the year and most of the badges require active teaching in order to complete the required evidence.*
- *This was my first badge and it took a while to sort out what format, focus, examples and evidence were best going to fit the requirements of the rubric as written.*
- *I am incredibly grateful for having Maureen Perkins actively supporting us. Her help is crucial that we all understand TCD requirements and approach our tasks with joy.*
- *Having been in the teaching position 20 years, i don't think it's necessary for everyone to go through this process. If a new person from industry or a new teacher*

recently joined with no teaching qualification, it could be essential to take this training to gain a badge.   I do have teaching qualifications-Masters of Arts in Teaching and Learning. (AU, Merit) apart from my Masters in Translation (AU, Merit). One method for all does not work well. We welcome you to join our class to do observation. I don't think a badge would make me work better.   It took too long, and I should take workshops instead if we MUST go through. I didn't filter the names on the files and thought it's OK as evidence- they are our students. If you don't agree, please let me know.

- *Overall, the course is well-organised. I would only recommend that the Resources folder gets an introductory paragraph with a short explanation of the content of the following sections - some sort of a very short Literature review. In the beginning, I struggled to understand what of the sources provided in the section Resources are the most relevant for my narrative writing.*
- *There are some incorrect links on the Moodle page 404 - not found*
- *These badges require a lot of time which we actually do not have as we are already stretched to our limits.*
- *I had to talk to someone in TPA to fully understand what was required and how flexible 'flexible' was.*
- *Please update it so the quote is references properly.*
- *Enjoyed the last session because II reflect on the current practices and look at way to improve on having effective moderation process, feedback and programme validation.*
- *It was a good way to sharpen up on moderation competencies.*
- *Great workshop*
- *Kia kaha - appreciate skillful educators leading the process.*
- *Caused me to think about my plans for the future*
- *Check the form for repetition*
- *Abha is an excellent lecturer. Many thanks for her support and help.*
- *This was great way to learn, understand and achieve. Looking for to more such activities which is adding great value.*
- *As a visual learner, I prefer group discussions/learning as this affirms my understanding of the topic.*
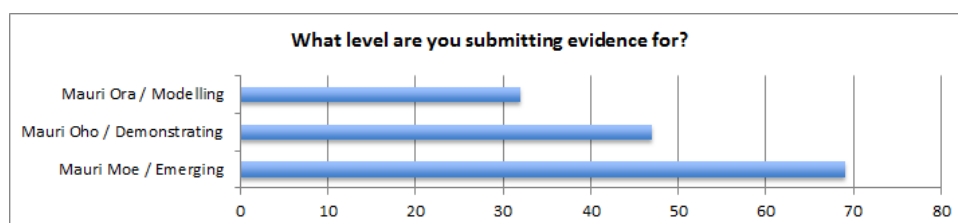
Appendix 2: Feedback for digital credentials with 10 or more responses
- Moderation of Assessment: Policy and Procedure
- Design Collaborative Learning
- Moodle Learning Design Basics
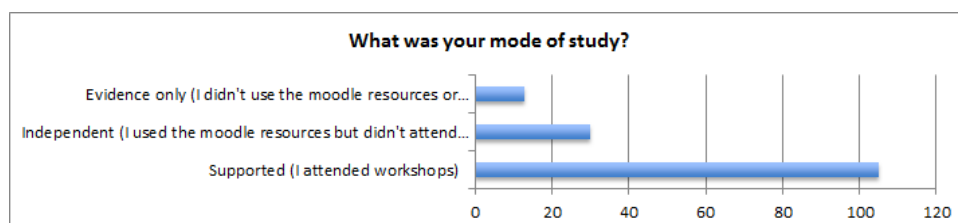
Total of 148 Responses
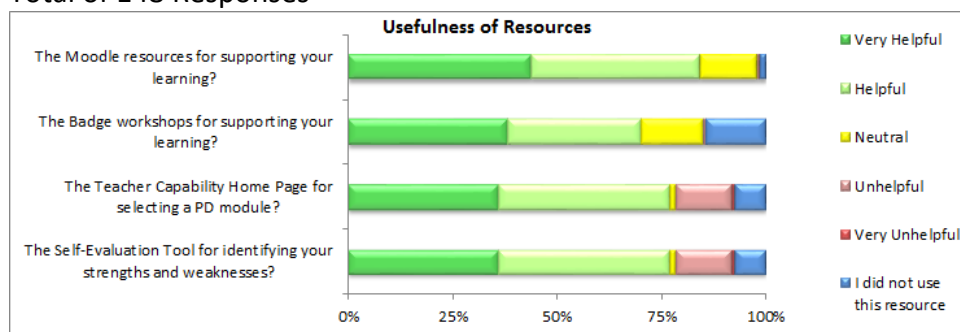
70 to 80% of respondents rated the resources and the workshop as Helpful to Very Helpful

Mauri Ora/Modelling: 32
Mauri Oho/Demonstrating: 47
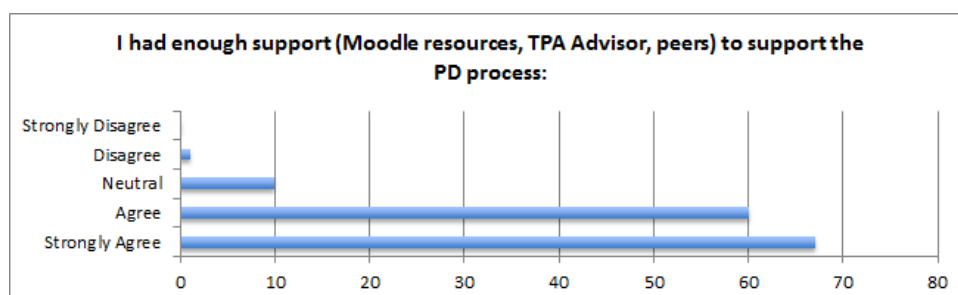Mauri Moe/Emerging: 69

Supported: 105   Independent: 30   Evidence Only: 13
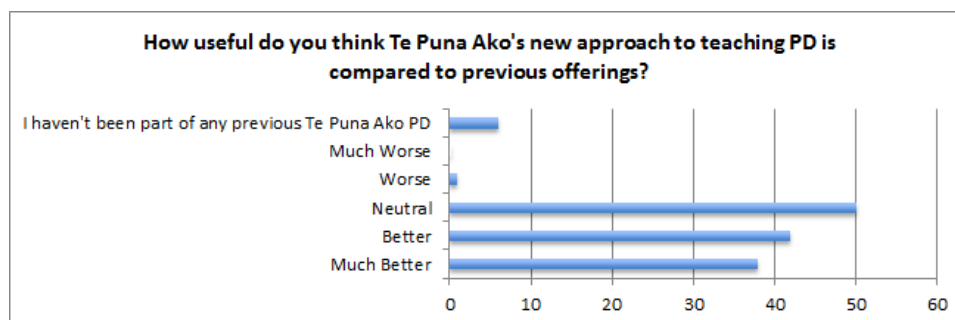

Strongly Agree: 67   Agree: 60
Neutral: 10   Disagree: 1
Strongly Disagree: 0

How useful do you think Te Puna Ako's new approach to teaching PD is compared to previous offerings?

Much Better: 38   Better: 48

Neutral: 50   Worse: 1

Much Worse: 0   I haven't been part of Te Puna Ako PD: 6

Appendix 3: Workshops Feb-Jul 2019

Trades and Services	Peer Teacher Observation	February 2019
Bridgepoint	Moderation of assessment: Policy and Procedures	March 2019
Trades and Services	Peer Teacher Observation	March 2019
Building Construction	Peer Teacher Observation	April 2019
Building Construction	Academic Integrity	April 2019
All Comers	Working with Pacific Learners	April 2019
Sports	Moderation of assessment: Policy and Procedures	March 2019
Social Practice	Moderation of assessment: Policy and Procedures	April 2019
Applied Business	Moderation of assessment: Policy and Procedures	April 2019
UPC	Working with Pacific Learners	May 2019
Computing	Moderation of assessment: Policy and Procedures	April 2019
Police Studies	Moderation of assessment: Policy and Procedures	May 2019
Medical Imaging	Moderation of assessment: Policy and Procedures	May 2019
Creative Industries	Working with Pacific Learners	May 2019
Computing	Moderation of assessment: Policy and Procedures	May 2019
Bridgepoint	Design Summative Assessment	May 2019
Environmental and Animal Sciences	Peer Teacher Observation	June 2019
Engineering & Applied Tech	Moodle for Assessment	June 2019
Engineering & Applied Tech	Moodle Basics	Date tbc
All Comers July Workshops	Moderation of assessment: Policy and Procedures	July 2019
	Design for Collaborative Learning	
	Echo360 Interactive Presentations	
	Feedback for Learning	
	WiL Strategy Selection	
	Working with Graduate Profile	
	Introduction to Assessment and Feedback	
	Working with Pacific Learners	
	Design Group Assessment	
	Pre-moderate Assessment Materials	
	Moodle – Design a Learning Sequence	
	Communicate Effectively with Learners	
	Embed Active Learning	
	Facilitate Collaborative Learning	
	Working with EAL Learners	
	Moodle – Learning Design Basics	
	Design Summative Assessment	
	Improve Summative Assessment	
	Moodle for Assessment	
	Peer Teacher Observation	
	Academic Integrity	

Appendix 4 - Badge Comparison (2 April 2019)
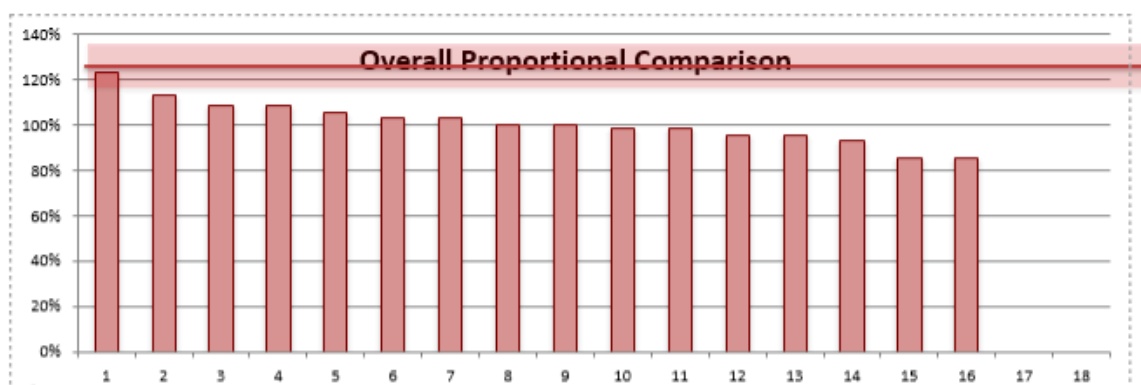
Summary:

- 15 badge courses were evaluated (as at 2 April 2019)
- Text volume ranged from 1655 to 4238 words
- The typical number of artifact pages ranged from 1 to 8
- The number of links to external material ranged from 14 to 48
- 5 courses were estimated to be at NZQA level 4, 6 at level 5 and 5 at level 6.
- The largest course is overall nearly 50% bigger than the smallest course

Badge Name (Averages)	Text Volume (2584)	Number of Links (29)	Pages of Artifacts (4)	NZQA Level (5)	Size Comparison
Embed Active Learning (f2f)	4238	48	7	6	123%
Design Collaborative Learning	3629	30	8	6	113%
Working with EAL Learners	4082	30	6	6	108%
WiL Strategy Selection	5197	14	4	5	108%
Working with Pacific learners	3357	44	4	4	105%
Moodle for Assessment	5192	31	1	5	103%
Moodle - Design a Learning Sequence in Moodle	2284	41	3	5	103%
Facilitate Collab learning	2238	30	4	6	100%
Design group assessment	2630	29	5	6	100%
Moodle - Learning Design Basics	3493	29	3	5	98%
Communicate effectively with learners	2407	30	3	4	98%
Pre-moderation	2590	21	5	5	95%
Peer Observation	3487	22	3	5	95%
Moderation: Policy and Procedures	3049	27	4	4	93%
Introduction to Assessment and Feedback	2159	19	3	4	85%
Echo360 - Interactive Presentations	1655	26	2	4	85%

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To	Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	NZQA Statutory Declaration	**Date**	4 June 2019

Purpose

To provide Academic Board with a copy of the Interim Chief Executive's Annual Return Statutory Declaration to NZQA on compliance with the Education Act and Rules thereof and a copy of the resultant Action Plan.

Recommendation

That Academic Board note the findings from the work undertaken to support the Statutory Declaration and adopt the Action Plan developed to support full compliance with the Education Act and relevant Rules made under the Act.

Background

The *Quality Assurance (including External Evaluation and Review (EER)) Rules 2016* (14B.1) require tertiary education organisations to provide NZQA with an annual statutory declaration. This declaration by the Chief Executive attests that the organisation is complying with its obligations under the Education Act 1989 (the Act) and various NZQA Rules. The declaration must be provided to NZQA within five months of the end of the financial year (by 31 May 2019).

In order to provide assurance to the Chief Executive Te Korowai Kahurangi undertook to gather evidence from relevant parts of Unitec to inform the attestation. This approach was outlined in the memorandum "Unitec Statutory Declaration Questionnaire" sent to the Chief Executive dated 22 March 2019.

Findings

A requirement of the Statutory Declaration is the identification of any issues leading to non-compliance and the creation of an action plan to address those issues. A summary of the key issues identified is below.

Unsurprisingly, as this is the first instance in which such an in-depth review of Unitec's compliance has been undertaken, a number of issues have been identified. For the most part the issues identified are reasonably rare and do not represent systemic failure.

In the interests of ensuring ongoing compliance across Unitec the action plan has been framed so that the actions and desired outcomes are achieved/confirmed for all programmes.

From the evidence gathered, including the issues summarised above, we can confidently indicate the level of compliance as follows:

Statutory Reference	Level of compliance
Education Act 1989 (ITPs and wānanga only) Section 182 – Academic boards	Compliant
Education Act 1989 (ITPs and wānanga only) Section 224 – Enrolment of students	Compliant (in the absence of evidence to the contrary)
Industry Training and Apprenticeships Act 1992 (ITOs only)	Not applicable

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NZQF Programme Approval and Accreditation Rules 2013 Part 5 – Requirements for maintaining programme approval & accreditation	Marginal non-compliance in specific programmes - moderation - capability to delivery (to be confirmed – see action plan) - delivery against approved programme documentation
Part 6 – Maintaining the Mātauranga Māori Quality Assurance Mark	Not applicable
Part 7 – Changes to approved programmes	Marginal non-compliance (some instances of non-compliance in specific programmes)
Part 8 – Use of sub-contractors and English language entry requirements	Compliant
Training Scheme Rules 2012 Part 3 – Maintaining training scheme approval	Compliant
Part 4 – Use of sub-contractors	Compliant
Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011 Part 2 – Maintaining consent, including use of sub-contractors	Compliant
NZQF Offshore Delivery Rules 2012 Part 2 – Requirements to be met to maintain approval	Not applicable – no offshore delivery as defined in these Rules
NZQF Qualification Listing and Operational Rules 2016 Rule 13 – Responsibilities of qualification developers	Compliant
Rule 16 – Award of qualifications	Compliant

Specific findings

Programmes

A self-assessment questionnaires was completed for 125 programmes. Results from 61 questionnaires indicated full compliance with the stated requirements.
Of the remaining 64 programmes, the following issues have been identified:

Capability and capacity to deliver
>A number of programmes, primarily those in teach out, have raised broad issues around having sufficient and/or appropriate resources to deliver the programme as intended. It is not possible to determine from the information provided what the precise issues are in all instances. However, key themes include:
>
>> o Insufficient staff
>> o Concerns around resourcing
>>> ▪ Programmes on teach out
>>> ▪ Trades programmes

Delivery as per approved programme document
>Concerns that a number of programmes (primarily but not solely) Plumbing, Drainlaying & Gasfitting related are not being delivered as per the approved programme document.

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Degree monitoring

Monitoring was noted as an issue in the previous attestation and significant work was undertaken to ensure Unitec remains compliant with this requirement. A number of instances of non-compliance with monitoring have been noted through this process. These instances relate to programmes being taught out and which have very few students enrolled – i.e., the number of students obviates the value of engaging an external monitor.

Effective ongoing self-assessment and review

A small number of programmes identified that they were not engaged in programme evaluations. These were primarily programmes being taught out which had very few students enrolled.

Assessment records

Originals or copies of all assessments are not being retained for the minimum one year required. Note that Unitec was granted an exemption from this requirement until 31 December 2020, however the following exceptions to the exemption apply:

- *All business and management focused programmes from Levels 5 – 9*
- *All Level 7 Diploma programmes*
- *Programmes leading to the New Zealand Certificate in English Language (Level 4)*

and

- *Additional programmes and programme types that may be identified in response to a specific new or emerging risk. NZQA will provide as much notice as possible.*

Moderation

Moderation was an issue noted in the previous statutory declaration, with significant work undertaken since to address the non-compliances. Evidence gathered through the current processes indicates that there are still isolated instances of moderation, particularly external moderation, not occurring.

Non-approved changes to programmes

A number of programmes have identified that changes, either currently or historically, have been made without prior appropriate approval

Research

Concerns have been raised regarding research, particularly amongst teach out programmes:

- o allocation of funding being insufficient
- o inability of staff to use research allocated time for its intended purpose
- o the number of staff engaged in research

Training Schemes

A self-assessment questionnaire was completed by each School in relation to the Training Schemes within that School. No issues were identified.

Enrolment

Responses to questions relating to the enrolment of Unitec students indicated compliance with the legislated requirements. However, it has not been possible to confirm (either way) whether n*o international student is enrolled in a programme or training scheme where it would mean that an eligible domestic student would miss out on a place (except for programmes established for international students or where the continued availability is dependent on international fees).*

Credit reporting

There are numerous instances of errors in credit reporting which are identified during the reporting process. These are rectified and re-reported correctly.

Audit

The intent to conduct a spot audit of the questionnaire responses was signalled at the commencement of the process as well as in various communications throughout. This spot audit process, which is intended to confirm the veracity of the responses, has not yet been commenced. Further reporting on the outcomes of the audit will be provided once completed.

Statutory Declaration Action Plan

Action number	Identified issue	Continuous Improvement Action	Individual responsible	To be done by (date)	The action will be considered successful when (intended outcome)…	Achievement to date (actual outcomes, including dates achieved)
	Originals or copies of all assessments not being retained for the minimum 1 year required (Nb: exemption (with exceptions) in place until December 2020)	Develop guidelines for the retention of assessment materials for approval by Academic Board	Manager, Te Korowai Kahurangi	November 2019	Guidelines approved for implementation	
		Communicate requirements to all teaching teams (including leadership) via APM, HOS and PAQC	Academic Board (Chair)	December 2019 And February 2020	Originals or copies of all assessments retained	
	Concern around capability / capacity to deliver the programme due to lack of staff or resources Nb: most of those identifying this as an issue are programmes closing / on teach out	Heads of School to discuss with relevant programme staff the specific issues and report back to Academic Board on their findings	Heads of School	July 2019	The stated issues are clearly identified and relevant actions put in place.	
	Concerns that some programmes are not being delivered as per the approved programme document	Investigate specific issues and identify solutions.	Head of School	July 2019	Concerns are clearly articulated and understood and an action plan developed to resolve	
		Develop any additional actions to resolve any issues	Head of School	tbc	Programme/s are confirmed as being delivered as per approved programme document/s	

	Concerns that effective ongoing self-assessment and review was not occurring	Ensure all programmes are involved in self-assessment relevant to the EFTS enrolled.	Academic Board	From S1, 2019 PEP process	All programmes are engaged in effective self-assessment	
	Changes being made to programmes without prior approval	Update *Change and Improvement Procedure (AC1.4)*	Academic Board (Chair)	May 2019	Procedure reviewed, updated and approved by AB	Updated procedure approved by AB 8 May 2019
		Communicate requirements to all PAQCs, Heads of School, and Administrators, Academic Quality	Academic Board (Chair)	May 2019	Requirements sent PAQCs, Heads of School, and Administrators, Academic Quality	
	Research: -allocation of funding - use of allocated time to complete research - number of staff engaged in research	Heads of School to discuss with relevant programme staff the specific issues and report back to Academic Board on their findings	Heads of School	July 2019	The stated issues are clearly identified and relevant actions put in place.	
	Moderation not always occurring as required (particularly external moderation)	Review moderation policy and relevant procedures to ensure fit for purpose	Manager, Te Korowai Kahurangi	September 2019		
		Communicate policy/requirements to all teaching teams and relevant others.	Academic Board (Chair)	September 2019		
		Confirm a moderation plan is in place for every programme which meets Moderation Policy requirements, that it has been approved by the PAQC and that moderation is occurring as per the plan	Administrators, Academic Quality	July 2019		

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		Confirm outcomes of moderation are being used to inform learning and teaching.	Academic Programme Managers	At time of 2019 end of year PEP		

To	Academic Board	Date	29th May 2019
From	Marcus Williams Director, Research and Enterprise	Phone No.	8655
Subject	Research ethics application process		

Background

Te Korowai Kahurangi undertook a review of Programme Monitors Reports in 2019 and made the request that the research ethics approval processes be reviewed.

Action - Review processes to ensure prompt turnaround of Research Ethics applications and explore offering a pre-application review service to ensure high quality of applications (for June)

Recommendation – that the Academic Board receives this review, approves the actions and considers the recommendations

Contents

1 – Summary of recommendations
2 - Explanation of the context of our ethics committee
3 – How the ethics process functions at Unitec
4 – Reflection on the duration of the Unitec ethics application process
5 – Review of the ethics application processes
6 – Documentation of factors that impact the ability of our ethics committee to perform well
7 – Review of student support for ethics applications
8 – Review of supervisor professional development
9 – Facilitation of continuous improvement

Summary of recommendations for consideration and approval

- When the leaders of Level 9&10 programmes are appointed, they are required to attend training in leading such a programme at Unitec. This training can be provided by Tūāpapa Rangahau and Te Korowai Kahurangi
- Leaders of Level 9&10 programmes are allocated adequate time to ensure supervisors are meeting professional development requirements, overseeing supervisors in their duty of care to students and approving ethics applications from an informed position, with specified administrative support, both of which are proportionally consistent across the programmes
- Supervisors of Level 9&10 programmes are allocated adequate time to attend to ethics applications as part of their role and undertake professional development, proportionally consistent across the programmes

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- Supervisors of Level 9&10 programmes where poor quality ethics applications are consistent, are required to attend professional development workshops, at the discretion of the Director of Research
- The position description of the Ethics Administrator is modified to encompass the role detailed above and the workload allocation is adjusted accordingly

Context for the Unitec Research Ethics Committee (UREC)
Established under the Academic Statute, UREC's powers and functions, as set out in the Academic Statute, are to:

- Recommend to the Academic Board policy and processes for ensuring that Unitec's research complies with ethical standards and international best practice
- Approve research projects by staff and students with respect to ensuring compliance with ethical standards and international best practice
- Approve protocols for ensuring that research complies with ethical standards;
- Provide advice and guidance with regard to ethical standards related to research to anyone undertaking research at Unitec
- Provide an avenue for handling complaints or queries made in relation to the ethics of research at Unitec. Membership and practice of UREC shall be in accordance with the National Standards for Ethics Committees and the HRC's Guidelines on Ethics in Health Research and shall be approved by Council

UREC is responsible to Council through the Academic Board and has the power to report directly to Council (or the commissioner).

UREC is a Health Research Council accredited committee, giving it extended powers of authorization, higher accountability and specific criteria for operation and membership.

How UREC functions
UREC makes decisions by consensus whenever possible. The chairperson ensures that members of the committee are free to participate fully in discussion and debate, and that decisions are officially finalised at committee meetings. If consensus is unclear, a vote may be taken in order to establish decisions. Applications are reviewed by three committee members, one primary reader and two secondary readers. All new ethics applications must be raised and considered before the whole committee at an official meeting of UREC prior to any decisions being made with regard to application status, with committee members included in discussions and decision-making processes. Independent expert consultation can be sought if there is any doubt about the validity of review.
Applications for ethics approval are sent to the UREC Secretary directly by staff applicants or by Unitec supervisors for student research projects. Applications must be complete with all support documents and required signatures. Applications must reach the UREC Secretary by a specified deadline in order to be processed for review in a particular month.

Once the completed, a signed copy of an application is received, the applicant and their supervisor are notified by email of the application number. Applications are then uploaded onto the Unitec eLearning website (Moodle) where they are ready for review to commence with password protection.

Readers communicate and add comments on the e-platform to which applications have been uploaded. The Primary Reader then collates all comments and proceeds to liaise with the applicant and their supervisor (if a student) with regard to any amendments required. If amendments are relatively minor a revised application form may be resubmitted to the Primary reader before the scheduled meeting being targeted by the applicant. Applications are then raised by the primary reader at the next applicable meeting of UREC for full committee consideration, with the primary reader recommending the application status moving forward. On the recommendation of the Primary Reader an application may be:

- Approved in which case the application will be fully approved at the meeting and approval starts from that point
- Ratified in cases where minor amendments have been required following initial assessment by the Committee, where the amendments have been made and the application has been approved between meetings by the Primary Reader
- To be ratified in which case the applicant must make changes to the application, after which it may be approved by the Primary Reader with approval to be ratified at the following UREC meeting. The period of approval starts from the date when the Primary Reader gives approval
- On hold which means that the application will not be approved between meetings but will be referred back to the next meeting
- Declined. The application is considered un-reviewable and will be returned to the applicant and/or supervisor

Duration of the Unitec ethics applications

The average turnaround time for a full (Form A) ethics applications considered by UREC in 2018 was 22.6 working days, just over four weeks.

This number was generated by calculating an average number of days between submission date and the date of ratification for all 75 applications submitted in 2018. This average includes the five working days of processing time it takes for the Secretary of UREC to assign respective readers their applications for the month.

In comparison, The University of Auckland advises post-graduate students to include at least two months in their research plan for ethics application approval.

The shortest turnaround time in 2018 was 10 working days and the longest was 80. This significant variation suggests the great number of factors which can influence the time it takes to process an ethics application. These relate to the responsiveness and capability of the applicant, as well as the efficacy of the committee.

*The following **action** has been implemented with reference to the above;*

- UREC has developed a new procedure to track how long applications are taking. There will be a spreadsheet (updated by readers) which tracks the status for current applications. For example, when the reader makes their first response to the applicant, they will record the date in which that was done and when the applicant responds the date will also be recorded. Any other dates for example noting correspondence etc, will also be recorded until the ratification of the application is completed. This process will ensure accountability for both readers and applicants, presenting a clear picture of where delays are occurring

Review ethics application processes and make recommendations

Meetings with the Academic Leaders, discussions with supervisors and a review of various concerns raised by supervisors through email in the last two years have been implemented. The chair, deputy chair and the ethics administrator of UREC were invited to visit the PGRSC. The Chair of the PGRSC visited UREC. On both occasions, Associate Professor Helen Gremillion attended, in her various roles and capacities as Research Professional Development Liaison, ex-long-term member of UREC (six years) and as a published researcher on research ethics in New Zealand.

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The key issues emerging from these discussions were;

- *Perceptions of slow turnaround of applications where reader responses appeared to venture into territory considered by applicants, supervisors and/or programme leaders as not being relevant to UREC (specifically, critique of the research methodology or the design of the research project)*
- *Confusion between student, UREC reader and supervisor in communications about the application, particularly the requirements and who is responsible, but also the interpretation of these requirements, especially where the applicant is a student, where the majority of applicants are in fact students*
- *Lengthy (pages and pages in some cases) responses from UREC which might overwhelm applicants*

Brainstorming these issues was undertaken, including the documentation and examination of three case studies; ethics applications which had been particularly problematic. Findings from this process were shared and discussed with the chair and deputy chair of UREC.

*The following **actions** have been implemented with reference to the above;*

- the creation of UREC reader response guidelines (to be included in new members' induction packs)
- these guidelines include boundaries for the critique of methodology and design of the research by readers. The critique should be restricted to aspects of the design and methodology which might generate a problematic ethics response
- submission and subsequent communication with UREC will occur between the principal supervisor and primary reader, instead of with the student. By directing reader feedback in this way, Unitec would be highlighting the key role of supervisors in the oversight of ethics applications, while removing students from any conflict or disagreement between the supervisor and UREC which may need to be worked through prior to communication with the student. N.B., the process remains educational as was the original intent, as it will still be a student responsibility to prepare and revise ethics applications (with supervisor oversight). At the same time, this change would mitigate the potential impacts of a perception of a power imbalance between primary reader and student. This recommendation addresses concerns raised in 2018 about students sometimes being 'caught in the middle' of conflict or just confusion between UREC and a supervisor. N.B., a number of tertiary institutions conduct ethics committee processes in this way (e.g. Waikato University)
- In the event a primary reader needs to communicate a UREC committee request for changes to an application that are serious or extensive, a phone call or face-to-face meeting between the primary reader and the supervisor will take place. This recommendation supports an agreement amongst all parties to pursue collaborative and dialogical approaches to ethics review
- subsequent to the announcement of the RoVE, a review of UREC policy, guidelines and templates will be undertaken

Document factors that impact the ability of UREC to perform and make recommendations

A gradual decline in the quality of applications coming to UREC from the programmes has been identified by the committee as a significant problem. Issues of academic quality particularly around literacy are well documented in the tertiary sector worldwide and Unitec is no exception. The disestablishment of the PGRSC and the broader disruption at Unitec in the last 5 years, inevitably leading to a Category Three status for Unitec in the EER, have exacerbated this issue.

Another problem caused by this disruption is the variability of postgraduate programme leadership. There are programmes that have consistently high standards across all performance indicators including ethics applications and others which do not. These differences can be correlated with the consistency and experience of programme leadership. There are also wider issues related to capacity, with disruption of administrative support and the churn of supervisors, managers and leaders in the changing configuration of departments, pathways and schools at Unitec.

UREC always attempts to support applicants while maintaining the ethical standards of the institute and its accrediting body, the Health Research Council. Only in exceptional circumstances will UREC reject applicants at the outset. They note that in spite of the disruption of academic units over the recent past, some programmes submit consistently strong applications.

*The following **actions** have been implemented with reference to the above;*

- Ethics applications will now be submitted one week earlier than is currently scheduled, to allow time for the UREC Administrator to screen them for clarity and full completion, pushing back (to the supervisor) any applications that are not up to standard, with recommendations.

- Guidelines for the administrator would be developed for this purpose, which would exclude any ethical considerations, they being the responsibility of the committee. Screening would be procedural or technical (e.g. the need to answer a question or questions more fully; the need to fix up major grammar problems). This extra step is being phased in with plenty of advance notice so that supervisors and students can plan ahead. A "push back" from the administrator would not be very common (the majority of applications are complete), but it is suggested that it would help UREC and the supervisors considerably and improve the overall standard. Push back could come from the UREC Chair and would make it very clear that if the matters referred to were not attended too, the application could be rejected or the process would very likely take considerably longer.

*The following **recommendations** are made to Academic Board with reference to the above;*

- When new leaders of Level 9&10 programmes are appointed in 2019, they are required to attend training in leading such a programme at Unitec. This training can be provided by Tūāpapa Rangahau and Te Korowai Kahurangi
- Leaders of Level 9&10 programmes are allocated adequate time to ensure supervisors are meeting professional development requirements, overseeing supervisors in their duty of care to students and approving ethics applications from an informed position, with specified administrative support, both of which are proportionally consistent across the programmes
- Supervisors of Level 9&10 programmes are allocated adequate time to attend to ethics applications as part of their role and undertake professional development, proportionally consistent across the programmes
- Supervisors of Level 9&10 programmes where poor quality ethics applications are consistent, are required to attend professional development workshops, at the discretion of the Director of Research
- The position description of the Ethics Administrator is modified to encompass the role detailed above and the FTE proportion is adjusted accordingly

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Review and publicise student support around ethics applications

The three case studies that were reviewed by Helen Gremillion as well as feedback from the leaders of the Level 9&10 programmes and Learning Support staff suggest that there is no problem with the support offered, the problem is the absence of awareness of that support on the part of students. The solutions here are the same as other aspects of postgraduate Learning Support in the postgraduate space; **better publicity**.

*The following **actions** have been implemented with reference to the above;*

- Mail merged email lists for supervisors filtered by programme enabling the targeting of opportunities to students and more personalised communication from Tūāpapa Rangahau
- Run a survey of supervisors seeking feedback on what support students need and how this is best publicised
- A survey of Level 9&10 students seeking feedback on the support they receive and levels of awareness around what support is offered

Review, develop and publicise ethics professional development opportunities for supervisors

Two workshops are offered every year, open to staff and students and run by Caroline Malthus, Senior Lecturer in Learning Support with a volunteer member of UREC. These cover all aspects of the process of applying for ethics approval. These are rarely full and in fact, attendance is sometimes poor.

*The following **actions** have been implemented with reference to the above;*

- Personalise publicity of the ethics workshops to supervisors in programmes using filtered spreadsheets and mail merging of names.
- Contact leaders of programmes offering bespoke workshops in schools
- Liaise with Heads of Schools where programmes submitting poor quality ethics applications have been identified and discuss a workshop for the school which could be mandatory for supervisors

Facilitate the UREC Chair to join the PGRSC

Continuous improvement will be achieved by increasing communication. Now that the PGRSC has been reconvened, visits by the respective chairs of the two committees have already occurred and ongoing exchange will be helpful.

*The following **actions** have been implemented with reference to the above;*

- Appoint the chair of UREC, who must by HRC regulation be external to Unitec, on a contract for service rather than an honorarium for each UREC committee attended. Thus allowing the chair to attend meetings beyond UREC and undertake liaison work, as is helpful and needed
- Invite the chair to join PGRSC meetings for the next six months in order to maximise the opportunity for continuous improvement.

All these actions are underway and the summary of recommendations are above.

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To	Academic Board	Date	12th June 2019
CC			
From	Marcus Williams
Dean Research and Enterprise	Phone No.	021 401 965
Subject	2018 Performance Based Research Fund (PBRF) - Quality Evaluation Report		

Recommendation

That Academic Board review this report in order to discuss any pertinent content during the Academic Board meeting.

That Academic Board give endorsement to Tuapapa Rangahau for this Report.

Attachments

Accompanying this memo is the 2018 PBRF Quality Evaluation Report, produced by Tuapapa Rangahau. It provides a comprehensive summary of results/achievements for Unitec.

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2018 Performance Based Research Fund (PBRF) - Quality Evaluation Report

1   Background

The PBRF is a funding system run by the Tertiary Education Commission (TEC) that was devised to replace a previous framework simplistically based on staff numbers. The funding tied to the PBRF is apportioned on the basis of three components: Staff assessment 'Quality Evaluation' (6 yearly frequency), Research Degree Completions (RDC) (calculated annually), and External Research Income (ERI) (calculated annually). The staff assessment makes up 55% of the PBRF fund, RDC comprises 25%, and ERI 20%. In 2019 the total size of the PBRF fund is $315 million.

For the PBRF staff quality assessment each staff member's Evidence Portfolio (EP) is assessed and then assigned a quality category (grade). These portfolios present formally verified research outputs as well as examples of more general contributions to the research environment, over the six year period. Staff are rated A, B or C, or C(NE) if they were considered 'new and emerging' at the time of the assessment or R or R(NE). These different quality categories (the TEC term for ratings) receive various levels of funding with an A being worth 5 times more than a C , B three times and an R receiving no funding. In order to mitigate the risk that PBRF might be used to influence employment related decisions, the results of the 2018 assessemnt will only publicly report on the numbers of staff (in Full Time Effective Staff - FTE) who received a funded quality category (A, B or C).

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2 TEO Level Executive Summary

36 TEOs participated in 2018 compared with **27** TEOs in 2012

- **2 wānanga**
- **8 universities**
- **12 PTEs**
- **14 ITPs**

Funded Quality Categories awarded to **7,408.40** staff EPs

↑**66.2%** in researchers awarded a funded Quality Category between 2003 and 2018

→ 4,461.51 to 7,408.40

Pacific Research Panel established with funded Quality Categories awarded to **54.61** EPs, **53.7%** awarded an A or B Quality Category

55.9% of researcher EPs awarded **A** or **B** Quality Categories – compared with **53.3%** in 2012

Māori Knowledge and Development awarded **85.24** EPs with A and B Quality Categories, an increase of **30.39** from 2012

↑**39.8%** in researcher EPs awarded an **A** Quality Category between 2012 and 2018

↑**17.5%** in researcher EPs awarded a **B** Quality Category between 2012 and 2018

96.7% The amount of total PBRF funding received by universities in 2019

Unitec New Zealand is the only non-university TEO to receive **greater than 1.0%** of total funding available through the PBRF

The University of Auckland and the University of Otago together receive **48.4%** of Quality Evaluation funding, **47.1%** of RDC funding and **56.2%** of ERI funding.

7.15 Average result for the **AQS(S)** for all participating TEOs. AQS(S) shows the intensity of research at each TEO relative to their staffing numbers.

3 Unitec Executive Summary

This report outlines the results of the PBRF from the perspective of Unitec. This is the 4th staff quality evaluation since the PBRF was introduced in 2003. Unitec has been the best performer of the ITPs over all that period. However, with the various re-structures at Unitec and academic staff leaving Unitec voluntarily, between 2014 to 2017, 121 PBRF 'rated' staff left, putting Unitec in the potential position of losing the 'top spot' in the ITP sector.

2

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Despite this, we managed to maintain the highest rating factors in the ITP sector with a total of 14 institutions participating.

→ Number of PBRF eligible staff at Unitec = 281
→ Number of Evidence Portfolios submitted = 128
→ Number of Evidence Portfolios achieving funded ratings = 124
→ Percentage of eligible staff who submitted Evidence Portfolio and were awarded funded ratings = 44%
→ Success Rate (Percentage of staff who submitted an Evidence Portfolio and received a funded rating) = 97%
→ Unitec Achieved five A, twenty-six B, seventy-five C, 18 C(NE), three R and one R(NE) Quality Category rating
→ Unitec ranked 1st for Quality Categories in the Institutes of Technology and Polytechnics (ITP) sector with 115.61 rated FTE, which equates to 26.8% of the ITP sub-sector total (431.52) and 1.05% total Tertiary Education Organisations (TEO) sector. Overall Unitec ranked 9th out 36 TEOs participating in the PBRF Quality Evaluation.
→ Unitec ranked 1st for AQS(S) in the ITP sector. AQS(S) shows the intensity of research at each TEO relative to their staff numbers (successful ratings as a proportion of eligible staff).The AQS(S) score for Unitec is 5.24 and the ITP sector average score is 1.80. Overall, Unitec was rated 12th on the AQS(S) score with a score of 5.24 and average result for the AQS(S) for all participating TEOs is 7.15.
→ Unitec New Zealand is the only ITP that will receive greater than 1.0% of the total funding available through the PBRF.
→ Unitec will receive $1,826,381.05 of Quality Evaluation Funding, a drop of $314,457.3 from the 2012 round. (With our performance being better or similar in some areas than the 2012 round, one would expect our funding to be very close to that of the 2012 results. This did not happen because there were eight more participating TEOs in 2018 and the fund size remained at $315 million.

Table 1: Unitec Executive summary

4   Results

This section presents the results of the PBRF 2018 Quality Evaluation Round. The results for Unitec are mostly compared with the ITP sector and our own 2012 Quality Evaluation Round.

4.1   Participation

In the PBRF 2018 Quality Evaluation Round , 44% of the of Unitec's eligible academics were awarded with a fundable rated portfolio compared to 33% in 2012.

In the 2015 – 2020 Research Strategy, Unitec set the stretch target to grow the number of PBRF rated staff by 5% for the 2018 round – from 33% to 38% of eligible staff. However, due to redundancies and academics moving on from Unitec we lost 121 of the 2012 cohort of staff with rated (funded) portfolios, which delivered the bulk of Unitec's PBRF funding. This situation was explained to the Executive Leadership Team (ELT) in late June 2017 and it was agreed that given these developments, the PBRF related KPI needed revision. At its July meeting, the Unitec Research Committee (URC) considered Tūāpapa Rangahau's current PBRF forecasting for 2018, and in light of the aforementioned changes and the heightened uncertainty following staffing changes, it was agreed to lower the PBRF target to 30% of eligible staff. That is, Unitec was aspiring to see 30% of its eligible staff achieve a funded PBRF ranking for this 2018 Quality Evaluation Round.

Despite the challenges and in actual fact, we exceeded this target of 30% by 14 percentage points. Table 2 shows the details of the success data over the last four PBRF rounds.

Year	2018	2012	2006	2003
Number of PBRF eligible staff	281	393	419	371
Number of Evidence Portfolios submitted	128	183	113	121
Number of Evidence Portfolios achieving funded ratings	124	131	98	82
Percentage of eligible staff who submitted Evidence Portfolios	46%	47%	27%	33%
Percentage of eligible staff who submitted Evidence Portfolio and were awarded funded ratings	44%	33%	23%	22%
Success Rate (Percentage of staff who submitted an Evidence Portfolio and received a funded rating)	97%	72%	87%	68%

Table 2: PBRF success data for the last four PBRF rounds

In 2012 Quality Evaluation Round, 12% of the staff who achieved a PBRF ranking were 'New and Emerging' researchers. The PBRF defines 'New and Emerging' staff as someone who became research active for the first time within the 6 years leading up to the PBRF assessment.

In the 2018 Quality Evaluation Round Unitec was seeking to grow that figure by 5%. That is, Unitec had a new target that 17% of the staff who achieve a PBRF ranking will be 'New and Emerging'. The 2018 figure was 14% and this was 3 percentage points less than our target of 17%. Thus it could be said that new appointments of academic staff has not brought the proportion of 'New and Emerging' research active staff up to the level aimed for in 2018.

It could be concluded that these outcomes are the result of the improvement of the quality of research at Unitec, a more thorough and strategic approach to preparing for the submission process and improved recruitment protocols for degree programmes which explicitly address research capability.

4.2 Quality Categories

Quality Categories are awarded to each PBRF-eligible staffs' Evidence Portfolio. Quality Categories A, B, C and C(NE) are funded proportionally and are reported by the TEC. Quality Categories R and R(NE) are not funded and are not reported. Table 3 below shows the Quality Categories, its description and funding weight.

Quality Category	Description	Can be awarded to:	Funding Weight
A	→ expected to contain evidence of research outputs of a world-class standard → research-related activity that shows a high level of peer recognition and esteem within the relevant research subject area → indicates a significant contribution to the New Zealand and/or international research environments → may also show evidence of other significant demonstrable impact.	the EPs of all PBRF-eligible staff members including new and emerging.	5
B	→ expected to contain evidence of research outputs of a high quality → research-related activity that shows acquired recognition by peers for their research at least at a national level → indicates a contribution to the research environment beyond their institution, and/or significant contribution within their institution → may also show evidence of other significant demonstrable impact.	the EPs of all PBRF-eligible staff members including new and emerging	3

5

C	→ expected to contain evidence of quality-assured research outputs → research-related activity that shows some peer recognition for their research → indicates contribution to the research environment within their institution or the wider community during the assessment period.	the EPs of all PBRF-eligible staff members except new and emerging.	1
C(NE)	→ expected to contain evidence of quality-assured research outputs produced during the assessment period → may have limited or no research-related activity in the research contribution component.	the EPs of new and emerging researchers only.	2
R	→ does not demonstrate the quality standard required for a C Quality Category or higher.	the EPs of all PBRF-eligible staff members except new and emerging.	0
R(NE)	→ does not demonstrate the quality standard required for a C(NE) Quality Category or higher.	to the EPs of new and emerging researchers only.	0

Table 3: Description of quality categories

4.3 Unitec's Results by Quality Categories

Table 4 shows the Quality Categories awarded to EPs submitted by Unitec in the PBRF 2018 Quality Evaluation Round and the prior 3 rounds.

Quality Category	2018 (FTE)	2012 (FTE)	2006(FTE)	2003(FTE)
A	5	1.6	1.6	1
B	23.77	23.8	26.26	20.9
C	70.44	75.07	70.1	54.8
C(NE)	16.4	14.3	25.64	0
Total	**115.61**	**114.77**	**123.6**	**76.7**

Table 4: Unitec results by Quality Category

Over the four PBRF Quality Evaluation rounds, this is the first time Unitec was awarded such a high number of the A Quality Category. The distribution of the B rated Quality Category are very similar to the 2012 round. The distribution of the C and C(NE) grades for the 2018 and 2012 rounds are also very similar.

In the 2018 PBRF Quality Evaluation Round Unitec submitted 26% (42.33 FTE) less EPs when compared with 2012 data. This was due to the various re-structures and academics moving on from Unitec over the period 2014 to 2017. Despite this, Unitec performed very well in 2018 when compared to 2012. In 2018, 97% of Unitec's EPs received a fundable rating while in 2012 only 71% received a fundable rating. This clearly indicates that even though we were smaller in 2018 when compared to 2012, we did better. Table 5 shows the details relating to the numbers described above.

EPs and Quality Category Details	2018 FTE	2012 FTE	2018 Percent	2012 Percent
Submitted Evidence Portfolio	119.01	161.34		
Fundable Quality Categories awarded (A, B, C and C(NE))	115.61	114.77	97%	71%
Non-Fundable Quality Categories awarded (R and R(NE))	3.4	46.57	3%	29%

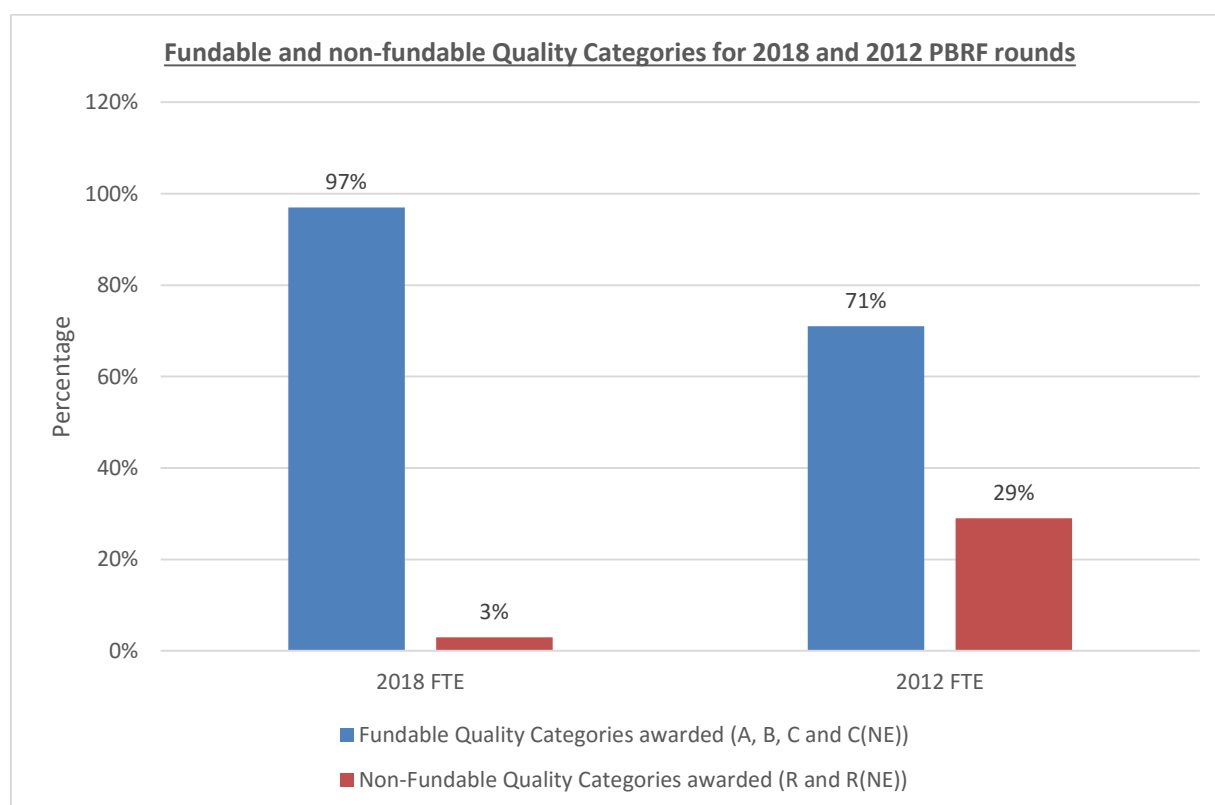*Table 5: EPs and Quality Category details*

Figure 1: Fundable and non-fundable Quality Categories for 2018 and 2012 PBRF rounds

4.4 Unitec's Result by School

The Unitec's School level data is relatively arbitrary. Unitec Schools did not exist in 2018 coming into effect from the beginning of 2019. Based on the Network and Pathway the researchers belonged to, when they submitted their Evidence Portfolios, we have recoded the Pathway/Network data to School level data. Also note that some of the researchers who had submitted their Evidence Portfolio have left Unitec. They are included in the data below, because their success remains a benefit to Unitec.

Table 6 shows the 2018 PBRF results at School level for Unitec.

School	Quality Category						Total for each School
	A	B	C	C(NE)	R	R(NE)	
School of Applied Business	1	4	6	2	0	0	13
School of Architecture	1	4	13	3	0	0	21
School of Bridgepoint	1	0	4	1	0	0	6
School of Building Construction	0	0	6	1	1	0	8
School of Community Studies	0	0	5	1	0	0	6
School of Computing & Information Technology	0	3	8	1	0	0	12
School of Creative Industries	1	3	8	0	0	0	12
School of Engineering & Applied Technology	0	2	5	2	0	1	10
School of Environmental & Animal Sciences	1	4	4	3	0	0	12
School of Healthcare & Social Practice	0	1	8	3	2	0	14
School of Trades & Services	0	0	1	0	0	0	1
Other	0	5	7	1	0	0	13
Total for each Quality Category	**5**	**26**	**75**	**18**	**3**	**1**	**128**

Table 6: 2018 PBRF results by Unitec Schools (Headcounts and not FTE)

4.5 Unitec ranking compared with the other ITPs

Table 7 shows the the ranking of Unitec when compared with the 14 other ITS that participated. Unitec maintained its top position over the last four rounds with Otago Polytechnic being second over the last three rounds.

ITP	2018	2012	2006	2003
6004 - Unitec New Zealand	115.61	114.77	123.6	76.7
6013 - Otago Polytechnic	60.36	51.39	33.24	0
6019 - Waikato Institute of Technology	47.7	22.15	26.06	17.5
6006 - Ara Institute of Canterbury	40.31	32.65	26.8	0
6007 - Eastern Institute of Technology	33.8	29.71	9.8	0
6025 - Toi Ohomai Institute of Technology	26.63	0	0	0
6014 - Whitireia Community Polytechnic	26.11	12.9	5.1	0
6010 - Manukau Institute of Technology	22.94	24.35	28.5	0
6008 - Wellington Institute of Technology	14.57	7.91	0	0

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6022 - Open Polytechnic	13.23	14.7	14.7	0
6011 - Nelson Marlborough Institute of Technology	11.92	0	6.74	0
6009 - Universal College of Learning	11.5	0	0	0
6012 - North Tec	4.3	6.35	2.64	0
6017 - Western Institute of Technology Taranaki	2.54	0	0	0

Table 7: 2003-2018 Quality Category ranking for the ITP Sector

4.6 Unitec's Ranking compared with the other TEOs

Unitec ranked in 9th position out of 36 TEOs that participated in the 2018. In 2012, Unitec was ranked 9th out of the 27 TEOs that participated. There are 8 universities in New Zealand and and they are generally "research led" with much more resourcing for research and large postgraduate programmes. The design of PBRF is significantly influenced by and mostly advantages, the universities. The successes achieved by the ITPs and other TEOs needs to be seen in this context.

TEO	Total quality categories (2018)	Total quality categories (2012)
7001 - University of Auckland	1,744.17	1,556.05
7007 - University of Otago	1,357.65	1,168.24
7003 - Massey University	1,014.59	919.62
7004 - Victoria University of Wellington	864.57	641.54
7008 - Auckland University of Technology	689.23	429.47
7005 - University of Canterbury	596.46	617.26
7002 - University of Waikato	428.47	440.63
7006 - Lincoln University	176.53	174.10
6004 - Unitec New Zealand	115.61	114.77
6013 - Otago Polytechnic	60.36	51.39
6019 - Waikato Institute of Technology	47.7	22.15
6006 - Ara Institute of Canterbury	40.31	32.65
6007 - Eastern Institute of Technology	33.8	29.71
6025 - Toi Ohomai Institute of Technology	26.63	0.00
6014 - Whitireia Community Polytechnic	26.11	12.90
6010 - Manukau Institute of Technology	22.94	24.35
9386 - Te Whare Wānanga O Awanuiārangi	18.33	11.00
8630 - Te Wānanga O Aotearoa	18	0.00
6008 - Wellington Institute of Technology	14.57	7.91
8509 - Whitecliffe College of Arts and Design	13.74	11.49
6022 - Open Polytechnic	13.23	14.70
6011 - Nelson Marlborough Inst of Technology	11.92	0.00
6009 - Universal College of Learning	11.5	0.00
8563 - Laidlaw College Incorporated	8.18	6.40
8530 - Auckland Institute of Studies	8	5.00
8192 - Media Design School	8	0.00
8979 - Carey Baptist College	6.8	5.50
8396 - New Zealand College of Chiropractic	6.65	2.00
8694 - Bethlehem Tertiary Institute	5	3.00

8717 - Good Shepherd College - Te Hepara Pai	5	2.00
8550 - IPU New Zealand	4.31	0.00
6012 - North Tec	4.3	6.35
6017 - Western Institute of Technology Taranaki	2.54	0.00
7548 - ICL Business School	2.2	0.00
8619 - New Zealand Tertiary College	1	3.00

Table 8: Quality Category ranking for the TEO Sector

5   Funding

The indicative 2019 funding allocations based on the PBRF 2018 Quality Evaluation Round has been calculated by TEC. The Universities sunbsector takes 95.7%, Unitec takes 1.05% and the remaining ITPs, PTEs and wananga take 3.3% out of the $315 million PBRF fund for 2019. Based on these, Unitec's 2019 indicative PBRF funding will be as follows:

PBRF Funding Component	Ratio	Funding Value
Quality Evaluation	1.05%	$1,826,381.05
External Research Income	0.18%	$111,894.20
Research Degree Completions	1.67%	$1,318,919.71
Total		**$3,257,195.00**

Table 9: Unitec's 2019 indictative funding based on 2018 PBRF results

These numbers will be finalised after the complaints process concludes later in 2019.

The funding from the Quality Evaluation is expected to decrease by $314,457.3 based on the 2019 indicative funding ($2,140,838.35) released by TEC, at the beginning of 2019, prior to the release of PBRF results. However, this is compensated overall by a very significant increase of external research funding in the evaluation period and a current peak in RDC funding. This latter will decline as the impacts of Level 9&10 programmes which are no longer taking students, kicks in.

6   Implications for Unitec

The results of this assessment show that Unitec has managed to maintain its position in the ITP sector. By virtue of size Unitec maintains a significant proportion of the non-university PBRF funding (1.05% out of 4.3%). There will however be a funding drop from the 2012 round, due to loss of rated staff, and the fact that more participating TEOs will be drawing from a resource that remains static.

SECTION 6   ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

Item 6.01   Details of Next Meeting

Submissions
By: COB 2019-06-26
To: AcademicBoard@unitec.ac.nz
Chair: Simon Nash

Meeting
Time: 0900 – 1200h
Date: 2019-07-10
Location: 180-2043

Item 6.02   Continuous Self-Assessment of Academic Board

Presenter: Simon Nash
Linked to:
- ➢ Item 5.02 Academic Board Governance Post-EER
- ➢ EER Recommendation 4 (KEQ 3) Strengthen Academic Board Oversight

To enable and evidence continuous self-assessment of the Committee performance by the Committee, reflected against the Committee Terms of Reference.

Item 6.03   Closing Karakia

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

SECTION 7   APPENDICES

Item 7.01   Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting

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minutes

POARI MĀTAURANGA | ACADEMIC BOARD

Date:	Wednesday, 2019-05-08
Scheduled Start:	0900h
Scheduled End:	1100h
Location:	**Building 180-2043**

MEETING OPENED: 0900h

SECTION 1   NGĀ KUPU ARATAKI | PRELIMINARIES

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

Andrea Thumath provided caramel slice for the committee.

Item 1.03   Terms of Reference (2019)

Noted.

Item 1.04   Committee Membership (2019 in progress)

Noted.

SECTION 2   STANDING ITEMS

Item 2.01   Ngā Whakapāha | Attendance, Apologies & Quorate Status

Mema Poāri Tae Ā-Tinana | Board Members (2019) Present

1. Andrea Thumath
2. Annette Pitovao
3. Chris King
4. Debra Robertson-Welsh
5. Falaniko Tominiko
6. Glenn McKay
7. Helen Vea
8. Katie Bruffy
9. Merran Davis
10. Simon Nash (Chair)
11. Simon Tries
12. Toni Rewiri
13. Tracy Chapman

Total members present: 13 member/s

Apologies

1. Marcus Williams

Total apologies: 1 member/s

MOTION

That the Committee accept the apologies for the meeting.

Moved: Simon Tries
Seconded: Falaniko Tominiko

MOTION CARRIED

Absences

(None)

Total absences: 0 member/s

Quorate Status

The meeting was determined as being quorate.

Hunga Mahi | Staff in Attendance

1. Daniel Weinholz (Secretary)
2. Trude Cameron – Arrived 0931h

Item 2.02   Mahia Atu | Matters Arising

(None)

Item 2.03   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 2019/04/03.

Moved: Debra Robertson-Welsh
Seconded: Toni Rewiri

MOTION CARRIED

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	**Improvements to the Academic Committee Meeting Calendar** Investigate the feasibility, and if possible, implement the feedback in Section 3.01 of the Minutes of 2019-02-13. 20190508: 2019 Calendar has been completed. Initial feedback from Academic Leader reviewers is that the calendar is great, and we need to extend it to run 2 ~ 3 years into the future. Distribution system to be developed. Dates for 2020 and 2021 to be collected. School-based calendars to be developed.	Simon Tries	2019-04-03	**COMPLETED**	2019-05-08
2019-03-13	2019.AB.Action-012	**Online Marking – Anticipation of Student Expectations** 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. 20190508: Currently with Ako Ahimura.	Simon Nash (Chair, Ako Ahimura)	TBC	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-015	**Review of Programme Change Process** Te Korowai Kahurangi shall send a memorandum to PAQCs.	Simon Tries	2019-05-08	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-016	**Pastoral Care Flag for Students from NITT** Investigate how and where a flag could be raised for students moving to Unitec from NITT, given that the quality of their NITT studies may not actually be satisfactory due to NZQA's withdrawal of certification of some of their programmes. 20190508: IMS still to be consulted regarding how this could actually be done. Outcomes to be reported at next meeting of AB.	Annette Pitovao; Andrea Thumath; Trude Cameron	2019-05-08	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-017	**Industry Advisory Committees** Talk to Heather Stonyer about the possibilities of greater representation of Māori and Pasifika representation, both internal and external, in the IACs. 20190508: Unitec staff are not formal members of IACs as per the current Terms of Reference. Simon Tries to follow up with Heather Stonyer.	Simon Tries	2019-05-08	**IN PROGRESS**	-

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2019-04-03	2019.AB.Action-018	**Research Ethics Applications** "Review processes to ensure a prompt turnaround of Research Ethics applications and explore offering a pre-application review service to ensure high quality applications." UREC to provide, through Marcus Williams, a verbal update to the June meeting of PM-AB, not the April meeting.	Marcus Williams (Director, Research & Enterprise)	2019-06-12	**IN PROGRESS**	-
2019-04-03	2019.AB.Action-019	**Waitakere Success Strategy** "Investigate equity of student experience across the 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." Develop a Waitakere Success Strategy.	Merran Davis	TBC	**SUBSUMED** Standing-005	2019-05-08
2019-04-03	2019.AB.Action-020	**Badging System Feedback** Investigate the uptake and effectiveness of the Badging system for professional development in Academic Staff. 20190508: Paper to be presented to Academic Board 20190612 to discuss the relationship between academic compliance and performance management. Self-evaluation to be piloted with Te Puna Ako before wider use applying Āta-Kōrero.	Simon Nash (Director, Ako)	2019-05-08	**IN PROGRESS**	-
2019-05-08	2019.AB.Action-021	**Degree Monitoring Tracker – RAG Report** To communicate and coordinate with the Heads of School and Te Korowai Kahurangi, providing explanations of any items marked red.	Simon Nash (Chair, Academic Board)	2019-06-12	New	-
2019-05-08	2019.AB.Action-022	**Ako Ahimura Approval of Academic Integrity Plan** To investigate the validity of the motion/s passed by Ako Ahimura regarding Academic Integrity in late 2018, and possibly bring the matter to Academic Board for higher approval.	Simon Nash (Chair, Ako Ahimura)	2019-06-12	New	-
2019-05-08	2019.AB.Action-023	**Extension of Academic Board Meeting Durations** To work with Timetabling Office and Committee Support to extend all future meetings of Academic Board to 3 hours long.	Simon Nash (Chair, Academic Board)	2019-06-12	New	-

2.04.2 Standing Action Items

Date Added	Item Identifier	Description	Responsibility	Status / Priority	Date Removed
2018-07-03	2019.AB.Standing-001	**Review of Semesterised Delivery** To provide regular progress reports.	Simon Nash	Lowered priority	-

		20190508: Nothing to report. Merran expects this will constitute part of the initial work of RoVE.			
2018-07-31	2019.AB.Standing-002	**Impact statements** To track and report on programmes being disestablished or suspended, and on related student transition and well-being. 2019-05-08: Simon Tries, Debra Robertson-Welsh and David Glover shall discuss the outcomes of impact statements. Te Korowai Kahurangi shall present a report to Academic Board 20190612. The report shall contain a link to the Tracker.	Simon Nash	Ongoing	-
2018-07-31	2019.AB.Standing-003	**NZQF Proposal** 2019-05-08: Refer to Item 3.03 Sector Update.	Simon Tries	Ongoing	-
2019-05-08	2019.AB.Standing-004	**Academic Quality Action Plan (Post-EER)** 20190508: Refer to Item 5.03 for discussion of EER Recommendations 4 and 6	Debra Robertson-Welsh (Chair, QAB); Simon Nash (Chair, Academic Board)	Ongoing	-
2019-05-08	2019.AB.Standing-005 (2019.AB.Action-019)	**Renewal Plan** *Renewal Strategy* 20190508: Draft to be presented to Academic Board 20190612. *Waitakere Success Strategy* "Investigate equity of student experience across the 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." 20190508: Waitakere Success Strategy in progress with David Glover and Linda Aumua. They are opening 3 weeks of consultation with West Auckland community stakeholders, utilising data from Auckland Tourism, Events & Economic Development (ATEED). RoVE is not expected to impact this work, as it aligns with the Minister's aims.	Merran Davis (Executive Dean, Academic)	Ongoing	-

2.04.3 Discussion Notes

(None)

SECTION 3   ITEMS TO RECEIVE

Item 3.01   Priority Group Director Reports
Each Priority Group Director tabled a paper, approved by the Chair.

A new system for Priority Group Directors to report monthly against their Success Strategies and related work is being trialled, and shall develop further over 2019-Q2. Priority Group Success Strategies are at varied levels of development.

The intention is to produce a single report to go to Academic Board, Quality Alignment Board and Ako Ahimura, with items tagged according to which committee they are most relevant to. Priority Group Directors would function more to review the work of the committees and rather than simply providing updates. An aim is to distribute more responsibility for the implementation work to committees and staff, instead of being too centralized on Priority Group Directors.

Māori

A decision to revive or restructure MAIA (disestablished during Transformation and Blueprint) is under discussion with both past members and wider whanau. Although MAIA has been disestablished, its kaupapa survives, and courageous conversation with the Māori support staff aims to put this kaupapa to rest. Māori staff and students are experiencing confusion of their identity / place in Unitec under the post-Transformation direction. The principles of why MAIA was first formed still apply today; its disestablishment seems to have been a primarily fiscal decision. Data around completion rates would suggest that MAIA had been having a positive impact. Re-establishing MAIA (or similar) runs a risk of losing the momentum that Māori success is responsibility of a specific team and that we all have to think about te reo and tikanga.

U25

Success Strategy due to be drafted by the end of May. The diversity included in the Under-25 Priority Group had been underestimated. The identification of 5 key categories and 27 key areas is to target this complexity.

Pacific

Objective 1 is tracking well, and will be better informed when the SDR is released at the end of May. Objective 2 is tracking well, with many staff signing up to a number of initiatives. Objective 3 is on hold, pending the outcomes of RoVE. Objective 4 is working to re-engage with the community, especially the Heart Foundation and promoting leadership among young Māori and Pacific in low-decile schools. The internship programmes are producing success stories, especially with Auckland Council jobs. Action Plan completed and in the process of being communicated out to the various leaders, managers and directors involved.

International

Success Strategy due to be drafted for presentation to Academic Board 20190612. Outcomes and Action Plans are being developed.

MOTION

That the Committee receive the Priority Group Director Report/s:

1. **Māori**
2. **Under 25**
3. **Pacific**
4. **International**

Moved: Katie Bruffy
Seconded: Debra Robertson-Welsh

MOTION CARRIED

Item 3.02   Subcommittee Chair Reports

No reports were received from the Chairs of:

- Quality Alignment Board
- Ako Ahimura

Simon Nash (Chair, Academic Board) shall follow up on these.

PGRSC was commended for making progress and reporting on two actions identified out of the review of monitoring from last year.

MOTION

That the Committee receive the Subcommittee Chair Report/s:

1. **Postgraduate Research and Scholarships Committee**
2. **Unitec Research Committee**
3. **Academic Approvals Committee**
4. **Unitec Research Ethics Committee**

Moved: Falaniko Tominiko
Seconded: Chris King

MOTION CARRIED

Item 3.03   Sector Update – New Zealand Qualifications Authority (NZQA) and Institutes of Technology & Polytechnics (ITP)

Presenter: Trude Cameron

Discussion:

Unitec needs a central point to coordinate Unitec responses to consultation, especially RoVE and the NZQF. There is currently no mechanism for formalized receipt of feedback from staff. Academic Board should have some view over such feedback. Unitec also needs a mechanism to demonstrate that feedback was in fact sought, and that people were given responsibility to respond. Communications, Te Korowai Kahurangi and Simon Nash are to have an offline discussion and bring a response back to Academic Board 20190612. (No formal action item defined.)

MOTION

That the Committee receive the update on the New Zealand Qualifications Authority (NZQA) and Institutes of Technology & Polytechnics (ITP).

Moved: Tracy Chapman
Seconded: Simon Tries

MOTION CARRIED

Item 3.04   Programme Management Update

Presenter: Steve Marshall

Discussion:

Tech Futures / MAP / Mind Lab programmes are to be formally retired.

The programmes listed in the update are not being formally closed. The closure dates are internal expectations set by Unitec.

A report / memo shall be submitted to Academic Board 20190612 to address the above points, to provide information on transitioning / closing programmes and to clarify how they may or may not be kept open for future use. (No formal action item defined.)

Programme reviews coloured green are on track.

MOTION

That the Committee receive the update on programme development, programme reviews and expiring / suspended programmes.

Moved: Simon Tries
Seconded: Katie Bruffy

MOTION CARRIED

Item 3.05   Degree Monitoring Tracker

Presenter: Simon Tries

Discussion:

Definitions of RAG colours are contained in the memo. More details are needed from the Schools to present the key reasons why an item is needing attention.

Academic Calendar – Simon Nash, Simon Tries are doing with Heads of School, Service Units and ELT around identifying the "mission critical" items / milestones which clearly must be done by a certain date and need to be responded to. The monitoring due to Category 3 status increases the importance of these milestones.

ACTION – Simon Nash (Chair, Academic Board)

Degree Monitoring Tracker – RAG Report
To communicate and coordinate with the Heads of School and Te Korowai Kahurangi, providing explanations of any items marked red to Academic Board 20190612.

2019.AB.Action-021

MOTION

That the Committee receive the update on the Degree Monitoring Tracker.

Moved: Simon Tries
Seconded: Glenn McKay

MOTION CARRIED

Item 3.06   Academic Appeal Committee Hearing Outcome Report

Presenter: Debra Robertson-Welsh

Discussion:

Simon Nash (Director, Ako) is following up with the concerned department, i.e. Research. Reporting on this needs to go through PAQCs and PEPs, to ensure the department captures lessons learned before eventually coming back to Academic Board.

MOTION

That the Committee receive the Academic Appeal Committee Hearing Outcome Report.

Moved: Simon Tries
Seconded: Tracy Chapman

MOTION CARRIED

SECTION 4   PAPERS FOR APPROVAL

Item 4.01   Academic Integrity Policy Reinstatement

Presenter: Trude Cameron

Discussion:

The Policy was originally retired as part of the Category 1 Project of 2018, but its value and necessity is now more appreciated.

Ako Ahimura (late 2018) approved a requirement for all students to complete a Moodle module on Academic Integrity. Te Puna Ako is doing further work on implementing this more deeply. Although passed by Ako Ahimura, the implementation has not yet occurred

because the mechanisms are still being organized. Academic Development (i.e. academic staff within Student Success) have been volunteered by Annette Pitovao (Director, Student Success) to be part of the process of operationalizing the Policy and related workshops. Merran Davis (Executive Dean, Academic) questioned whether or not Ako Ahimura was the valid committee to approve this matter, or whether it should actually be recommended to Academic Board for approval.

ACTION – Simon Nash (Chair, Ako Ahimura)

Ako Ahimura Approval of Academic Integrity Plan
To investigate the validity of the motion/s passed by Ako Ahimura regarding Academic Integrity in late 2018, and possibly bring the matter to Academic Board for higher approval.

2019.AB.Action-022

Possible plagiarism by staff involved in the Badging process, detected by chance by Te Puna Ako, is currently under investigation with Simon Nash (Director, Ako). A report / update should come to Academic Board 20190612.

A similar issue has been noticed in the research area and Marcus Williams (Director, Research & Enterprise) is aware of it. He is waiting for the investigation into Badging plagiarism to come to Academic Board for discussion, with the possibility of the investigation looking at both issues.

MOTION

That the Committee approve the temporary reinstatement of Unitec's Academic Integrity Policy until the end of Semester Two 2019.

Moved: Falaniko Tominiko
Seconded: Chris King

MOTION CARRIED

Item 4.02   Alignment of Grading Scales

Presenter: Trude Cameron

Discussion:

 The following matters were raised and answered.

- Has consideration been given to whether implementation will be done by date, by student or by programme? Past practice has been to apply the new standards to new course intakes. More clarification and detail on the impact is required.
- Could the original 11-point scale simply be set as the standard? Multiple Certificate and Diploma programmes use the 4-point scale. The original 11-point scale was designed for Degree programmes. Thus, applying the latter to the former could be unnecessary and problematic.
- The 11-point scale in the memo to Academic Board has an error. The 11-point scale in the attached memo to Quality Alignment Board is correct.
- Does our 4-point scale align with those of other institutions? Unknown; however, the current work deals with internal alignment rather than external alignment.

The following matters did not receive a response due to time constraints. They require further work.

- How could the Reforms of Vocational Education impact this work?
- What consultation has been done with IMS on how / when this could be developed and implemented into PeopleSoft?

This item did not conclude due to time constraints. More investigation / amendment is to be conducted, and further discussion on the item deferred to the next meeting.

MOTION

That the Committee endorse the alignment of Grade Ranges for the Achievement based four-point (ABA) system with the Achievement based 11-point (DEG) system.

That the Committee approve these changes, and instruct IMS to carry out the necessary changes, to be effective from Semester 1, 2019, as outlined in Table 3 of the paper.

Moved: N/A
Seconded: N/A

Motion Deferred to the Next Meeting

Item 4.03   Programme Improvement Change Process Update

Presenter: Simon Tries

MOTION

That the Committee approves the changes to the *Change and Improvement Procedure (AC1.4).*

Moved: Simon Tries
Seconded: Toni Rewiri

MOTION CARRIED

SECTION 5   WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

Item 5.01   Committee Self-Assessment 2018

(Deferred in from 2019/03/13)

Presenter: Simon Tries

The Chair directed this item to be Taken As Read, but no Motion was moved.

MOTION

That the Committee receive the Committee Self-Assessment 2018.

Moved: N/A
Seconded: N/A

Motion Deferred to the Next Meeting

Item 5.02   Committee Work Plan 2019

(Deferred in from 2019/03/13)

Presenter: Simon Tries

Discussion:

- The Plan is to be included in every Agenda as a Standing Item.
- Responsibility for production of each work item needs to be clearly added.
- For this year, items which have not been completed need to be indicated.
- Priority Groups shall report monthly.
- Further additions shall be proposed and included as needed.

MOTION

That the Committee review the draft work plan, agree any necessary amendments and adopt the plan for immediate implementation, with reviews as needed.

Moved: Simon Tries
Seconded: Tracy Chapman

MOTION CARRIED

Item 5.03   Academic Quality Action Plan – Recommendations 4 & 6

Presenter: Simon Nash

Discussion:

Academic Board and its members need to clearly understand:

- The mandate, powers, purpose, roles and responsibilities of Academic Board
- How Academic Board interrogates, balances, relates to and brings accountability to ELT and Council

The Self-Assessment Survey 2018 results (still to be discussed) indicate a low level of knowledge.

The subcommittees of Academic Board also need to be clear on the same topics (above).

Members who feel they don't have space in their workload to perform the expectations of a committee member should talk to their manager.

"Being a member of Academic Board is the most important job that any of us do at Unitec." Merran Davis

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No academic teaching staff currently sit on Academic Board. However, nominations for Senior Academics are in progress through Ako Ahimura.

Academic Board meetings too frequently run out of time.

ACTION – Simon Nash (Chair, Academic Board)

Extension of Academic Board Meeting Durations
To work with Timetabling Office and Committee Support to extend all future meetings of Academic Board to 3 hours long.

2019.AB.Action-023

Discussion did not conclude due to time constraints. No motion moved. Item deferred to Academic Board 20190612.

SECTION 6   ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

Item 6.01   Details of Next Meeting

Time: 0900h – 1200h
Date: 2019-06-12
Location: Building 110-1030
Chair: Simon Nash

Submissions due: 2019-05-29

Item 6.02   Closing Karakia

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

MEETING CLOSED: 1100h

READ & CONFIRMED

Chair: …………………………………………………………   Date: ____ / ____ / ____