



POARI MĀTAURANGA | ACADEMIC BOARD

MEETING AGENDA

Date:	Wednesday, 2019-07-10
Scheduled Start:	0900h
Scheduled End:	1200h
Location:	Building 180-2043



agenda

POARI MĀTAURANGA | ACADEMIC BOARD

Page

SECTION 1 NGĀ KUPU ARATAKI | PRELIMINARIES

- | | |
|---------------------------|---|
| 1. Opening Karakia | 4 |
| 2. Welcome from the Chair | 4 |

SECTION 2 STANDING ITEMS

- | | |
|--|----|
| 1. Ngā Whakapāha Attendance, Apologies & Quorate Status | 5 |
| 2. Mahia Atu Matters Arising | 5 |
| 3. Pitopito Kōrero o Ngā Hui Minutes of the Previous Meeting | 5 |
| 4. Committee Work Plan (2019) | 6 |
| 5. Ngā Tautapu Arotake Actions for Review | 8 |
| 6. AQAP – Scope: Unitec | 13 |
| 6.1 AQAP – Scope: Academic Board | 13 |
| 6.2 Summary of Consultation on Amalgamation of QAB and AA | 13 |

SECTION 3 ITEMS TO RECEIVE

- | | |
|--|-----------|
| 1. Priority Group Director Reports | 14 |
| 1.1 Māori | 15 |
| 1.2 Pacific | 16 |
| 1.3 International | 18 |
| 1.4 Under 25s | 20 |
| 2. Subcommittee Chair Reports | 22 |
| 2.1 Unitec Research Committee | 23 |
| 2.2 Unitec Research Ethics Committee | 24 |
| 2.3 Postgraduate Research and Scholarships Committee | 25 |
| 2.4 Academic Approvals Committee | 26 |
| 2.5 Ako Ahimura | 27 |
| 2.5.1 Teacher Professional Development | |
| Simon Nash / Maura Kempin | 28 |
| 2.5.2 Quality of Teaching and Learning | |
| Simon Nash | TBC |
| 2.6 Quality Alignment Board | 30 |
| 2.6.1 PAQC Updates | |
| Simon Tries | TBC |
| 3. Quality Management System Reports | |
| 3.1 Programme Management Update | |

3.1.1	Programme Development	32
3.1.2	Programme Reviews (5-year Reviews)	35
3.1.3	Expiring and Discontinued Programmes	38
3.2	Degree Monitoring Report	42
3.3	Student Success Update	
	Annette Pitovao / Helen Vea	TBC
3.4	Industry Engagement Report	
	Heather Stonyer	TBC
3.5	Self-Assessment Report	
	Simon Tries / Rosemary Dewerse	TBC
3.6	Risk Register Report	
	Simon Tries	TBC
3.7	Head of School Reports	
	Chris King / Katie Bruffy	TBC
3.8	Student President Report	
	Helen Vea	TBC

4. Other Reports – Regular

4.1	Sector Update – NZQA and ITPs	46
4.2	Minutes of the Academic Board Standing Committee	N/A
4.3	Academic Appeal Committee Report	N/A

5. Other Reports – Occasional

5.1	Industry Advisory Groups	49
5.2	Consistency Reviews	52

SECTION 4 ITEMS TO APPROVE

1.	Research Annual Report 2018	55
2.	Terms of Reference for PAQC Review	110
3.	Interim PEP Timeframes 2019	115
4.	Research Productivity Traffic Light 2019	117
5.	Rule 18 Update	124

SECTION 5 WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

1.	Analysis of 2018 End of Year Programme Evaluation & Planning Reports	127
2.	2018 Student Performance Report	134

SECTION 6 ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

1.	Details of Next Meeting	155
2.	Continuous Self-Assessment of Academic Board	155
3.	Closing Karakia	155

SECTION 7 APPENDICES

1.	Terms of Reference (2019)	157
2.	Membership (2019)	161
3.	(Draft) Minutes of Meeting 2019-06-12	162
4.	(Draft) Minutes of Meeting 2019-06-19 – Targets	184
5.	(Draft) Minutes of Meeting 2019-06-26 – Governance	192

SECTION 1**NGĀ KUPU ARATAKI | PRELIMINARIES****Item 1.01 Karakia Timatanga | 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!

Embrace the power of the earth
 Embrace the power of the sky
 The power I have
 Is mystical
 And shatters all darkness
 Cometh the light
 Join it, gather it, it is done!

Item 1.02 Welcome from the Chair

- Welcome to and words from Murray Strong (Commissioner).
- New agenda structure and reports. Discussion and suggestions.
- Commencement of Self-Assessment at the close of proceedings.

SECTION 2**STANDING ITEMS****Item 2.01 Ngā Whakapāha | Attendance, Apologies & Quorate Status**

Apologies from:

- Annette Pitovao
- Lee Baglow

RECOMMENDATION

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

Item 2.02 Mahia Atu | Matters Arising**2.02.1 Incoming Member – Lee Baglow**

As per the Terms of Reference, Lee Baglow has been nominated and appointed to Academic Board as a Senior Academic.

RECOMMENDATION

That the Committee note the new membership of Lee Baglow.

No motion required.

2.02.1 Change of Member – Chair of Quality Alignment Board

Debra Robertson-Welsh has left the role of Chair of Quality Alignment Board, and Simon Tries fills the role as Interim Chair.

RECOMMENDATION

That the Committee note the change of Chair of Quality Alignment Board.

No motion required.

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

Related to:

- Section 7 Appendices, Item 7.01 ~ Item 7.03

RECOMMENDATION

That the Committee approve the Minutes for the meetings of:

- 2019-06-12 Regular
- 2019-06-19 Special – EPI Targets
- 2019-06-26 Special – Committee Governance

COMMITTEE WORK PLAN // Academic Board 2019

Month	Product Type	Source / Nature	Item / Topic / Focus	Presentation Frequency	Author	Submission Due	Presentation Due	Notes
Yet to Schedule			School Evaluation Service Centre Evaluation Institute Evaluation Investment Plan Academic Risk Management					
EACH MONTH								
	Report	Progress Outcomes	Director Report - Māori		Director, Māori Success	N/A	2019-02-13	Feb
						N/A	2019-03-13	Mar
	Report	Progress Outcomes	Director Report - Pacific		Director, Student Success	N/A	2019-04-03	Apr
	Report	Progress Outcomes	Director Report - International		Director, Pacific Success	2019-04-24	2019-05-08	May
	Report	Progress Outcomes	Director Report - Under 25s		Director, International Success	2019-05-29	2019-06-12	Jun
	Report		Teacher Capability Development		Manager, Te Puna Ako	2019-06-26	2019-07-10	Jul
						2019-07-31	2019-08-14	Aug
						2019-08-28	2019-09-11	Sep
						2019-09-25	2019-10-09	Oct
						2019-10-30	2019-11-13	Nov
						2019-11-27	2019-12-11	Dec
January								
Just chillin' for a wee bit ...								
February						2019-01-30	2019-02-13	
	Review	Strategy Outcomes	Māori	Each Semester	Director of Māori Success			
	Review	Strategy Outcomes	Pacific	Each Semester	Director of Pacific Success			
	Review		Membership & Terms of Reference	Each Year	Chair of Academic Board			For Subcommittees, or for Academic Board?
March						2019-02-27	2019-03-13	
	Report - Full year (Interim)	PowerBI ???	Student Performance	* TBC *				From previous year's data
	Review		Degree Monitoring Report	Each Year				From previous year's data
								Item name is unclear ... Is it a report, or a review of a report, or a review of multiple reports?
								"This will move to the second half of the year as degree monitoring transitions to first third of year." ST
	Report		Industry Engagement	Each Year				Including outcomes from Employer Survey Report every second November
	Evaluation	Process & Outcomes	Complaints	Each Year				From previous year's data
	Evaluation	Process & Outcomes	Academic Appeals	Each Year				
April						2019-03-20	2019-04-03	
	Report	Survey	Student Course - Full year	Each Year				From previous year's data
	Review		Student Success	Each Year				

Review	Process & Outcomes	Enrolments					
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May					2019-04-24	2019-05-08	
Report	Survey	Staff Pulse / Engagement	* TBC *				
Report - Full year (Final)	PowerBI ???	Student Performance	* TBC *				From previous year's data
Report - Full year (Final)	Process & Outcomes	Programme Evaluation & Planning (PEP) Reports	Each Semester				From previous year's Semester 1 and 2 PEPs
June					2019-05-29	2019-06-12	
Report	Survey	Graduate	Each Year				
Report		Institute Research	Each Year	Director of Research ???			
July					2019-06-26	2019-07-10	
Report	Survey	Student Course - Semester 1	Each Semester				
Report	Survey	Student Net Promoter Score (NPS) - Semester 1	Each Semester				
		Award of Qualifications	* TBC *				More details on this would be useful ...
August					2019-07-31	2019-08-14	
Review	Strategy Outcomes	Māori	Each Semester	Director of Māori Success			
Review	Strategy Outcomes	Pacific	Each Semester	Director of Pacific Success			
September					2019-08-28	2019-09-11	
Report - Full year (Interim)		Programme Evaluation & Planning (PEP) Reports	Each Semester				From current year's Semester 1 PEPs
Report	Survey	Staff Pulse / Engagement	* TBC *				
Report	PowerBI ???	Student Performance - Semester 1	* TBC *				
Review		Self-Review of performance against requirements of the Education (Pastoral Care of International Students) Code of Practice 2016	Each Year				
October					2019-09-25	2019-10-09	
Just chillin' for a wee bit ...							
November					2019-10-30	2019-11-13	
Report	Survey	Staff Pulse / Engagement	* TBC *				
Report	Survey	Student Course - Semester 2	Each Semester				
		Research Production in Degree Programmes	Each Year	Director of Research ???			Is this the RPTL ... Research production traffic light???
December					2019-11-27	2019-12-11	
		Award of Qualifications					More details on this would be useful ...
Evaluation	Committee Members	Committee Self-Assessment	Each Year	Chair of Academic Board			
Review		Membership & Terms of Reference	Each Year	Chair of Academic Board			For Subcommittees, or for Academic Board?
Report	Student NPS Survey	Student Net Promoter Score (NPS) - Full year	Each Semester				

Item 2.05 Ngā Tautapu Arotake | Actions For Review

2.05.1 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: Set for presentation to Ako Ahimura on 2019-06-18.	Simon Nash (Chair, Ako Ahimura)	-	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: Verbal update. A paper has been submitted for presentation to Academic Board 2019-07-10 by Heather Stonyer.	Simon Tries	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: Verbal update. All compliance tracking shall be tracked from PAQCs and collated centrally. Simon Tries shall report back on a request raised by Marcus Williams on provision of high level oversight regarding the status of degree monitoring.	Simon Nash (Chair, AB) Simon Tries (Manager, TKK)	2019-06-12	IN PROGRESS	-
2019-06-12	2019.AB.Action-024	Alignment of Grading Scales A paper came to AB 2019-05-08 but discussion did not complete. It deferred to 2019-06-12, but was later decided to be withdrawn until further notice due to increasing complexities around the work. Updates shall be provided and the work resubmitted when ready.	Simon Tries	TBC	New	-

2019-06-12	2019.AB.Action-025	Further Development of Work Plan 2019 Daniel Weinholz shall convert the Work Plan into an Excel spreadsheet following the style of the Work Plan for Ako Ahimura, to appear in Agenda 2019-07-10, with approval from Simon Nash.	Simon Nash	2019-07-10	New	-
2019-06-12	2019.AB.Action-026	EPI Targets – Employment Simon Tries to lead a meeting/s with Heather Stonyer, David Glover and Trude Cameron with the purpose of producing advice on the solidity of data behind the EPI target for Employment. The advice shall be presented to the Special Meeting of Academic Board on 2019-06-19.	Simon Tries	2019-06-19	New	-
2019-06-12	2019.AB.Action-027	Vulnerable Children Act The change to the Vulnerable Children Act is a name change only. Send notice to Katie Bruffy, Chris King and all the Academic Leaders.	Simon Tries	2019-07-10	New	-
2019-06-12	2019.AB.Action-028	Priority Group Targets and Reporting The joint paper submitted in Item 3.01.2 on Priority Group Targets shall be revised and resubmitted to Academic Board 2019-07-10. A model for reporting transparently and explicitly to Academic Board which identifies any current reporting gaps shall be added.	Andrea Thumath	2019-07-10	New	-
2019-06-12	2019.AB.Action-029	Academic Integrity Training – Feedback Provide feedback to James Oldfield and Steve Marshall by COB 2019-06-21.	Committee Members	2019-06-21	New	-
2019-06-12	2019.AB.Action-030	Academic Integrity Training – Pilot Recommendations Produce recommendations on the size, scope and implementation mechanism for the pilot, based on launch in Semester 1, 2020, to be presented to Academic Board 2019-08-14.	Steve Marshall	2019-08-14	New	-
2019-06-12	2019.AB.Action-031	Interim PEP Approach – Timeline and Scope Produce final timeline for a scope of every programme regardless of its status (e.g. teach out, suspend, etc.), for presentation to and approval by Academic Board 2019-07-10.	Simon Tries	2019-07-10	New	-
2019-06-12	2019.AB.Action-032	Programme Development – Business Case Threshold Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10.	Simon Tries	2019-07-10	New	-

2019-06-12	2019.AB.Action-033	Programme Development – Review of Pipeline Items Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10.	Simon Nash	TBC	New	-
		Review all programme developments and query if they are intended for NZQA this year. If not, then direct them go through the Portfolio Renewal Presentations in July. Request information from HOSs on any programme development which is currently not listed. Direct the HOSs to advise on anything intended for NZQA this year. Direct the HOSs to include all of the “significant” programme developments in their Portfolio Renewal Presentations.				
2019-06-12	2019.AB.Action-034	Interim PEP Approach - Prioritization Communicate to HOSs about the need to prioritize Interim PEPs, the value of completing the Interim PEPs and how Interim PEPs relate to the AQAP.	Simon Nash	2019-07-10	New	-

2.05.2 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. 2019-05-08: 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-003	NZQF Proposal 2019-05-08: Refer to Item 3.03 Sector Update. 2019-06-12: Verbal update. Waiting on NZQA to release next consultation document mid-year.	Simon Tries	ACTIVE	-
2019-05-08	2019.AB.Standing-005	Renewal Plan <i>Renewal Strategy</i> 2019-05-08: Draft to be presented to Academic Board 2019-06-12. 2019-06-12: No update <i>Waitakere Success Strategy</i> “Investigate equity of student experience across the Mt Albert and Waitakere campuses,	Merran Davis	ACTIVE	-

		<p>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."</p> <p>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.</p> <p>2019-06-12: No update</p>			
2019-05-08	2019.AB.Standing-005	<p>Renewal Plan</p> <p><i>Renewal Strategy</i></p> <p>2019-05-08: Draft to be presented to Academic Board 2019-06-12.</p> <p>2019-06-12: No update</p> <p><i>Waitakere Success Strategy</i></p> <p>"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."</p> <p>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.</p> <p>2019-06-12: No update</p>	Merran Davis	ACTIVE	-

2.04.3 Other Action Items

Actions arising from the Special Meeting of 20190626 – Governance:

ACTION 1 → Chair of AB to get a Standing Item on the ELT agenda for reporting up from AB.

ACTION 2 → Simon Nash to discuss with ELT on how ELT can formally communicate into AB meeting agenda either on things ELT wants us to know and / or responding to queries.

ACTION 3 → To confirm the level of detail required by Murray about AB deliberations, and the mechanisms for communications up and down between himself and AB.

ACTION 4 → Luan, Simon Tries, Simon Nash, and Daniel Weinholz (set up the meeting). Related to Section 2.4 (Quality Management System) of the Academic Statute. To consider whether or not we have sufficient oversight of the QMS, and identify gaps and remedies and incorporate explicit reference into the AB Work Plan, and to identify / include specific actions from the AQAP related to the QMS.

ACTION 5 → SN to draft communications to the whole institute workforce, to be reviewed by AB, regarding the purpose and function of AB and how an issue could / should travel from a staff member up through to AB.

ACTION 6 → Committee Members are to consult with colleagues on possible models / approaches to amalgamation of the two committees, and prepare to provide input to discussion at the next regular Academic Board meeting on 2019-07-10.

ACTION 7 → Simon Nash to consult with a selection of QAB and AA members to develop possible models for amalgamation of the two committees, and present a report to the next regular Academic Board meeting on 2019-07-10. (Note: Annette Pitovao specifically requests that Rowena Fuluifaga be include in the consultation.)

Item 2.06 AQAP – Scope: Unitec

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 2.07 AQAP – Scope: Academic Board

Presenter: Simon Nash

Verbal update.

2.07.1 Summary of Consultation on Amalgamation of QAB and AA

Presenter: Simon Nash

Verbal update and / or written update.

SECTION 3 ITEMS TO RECEIVE

Item 3.01 Priority Group Director Reports

(See following pages.)

RECOMMENDATION

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

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

memo

To	Poari Mātauranga Academic Board Ako Ahimura Committee Te Poari Iho Quality Alignment Board	Date	26/06/2019
From	Toni Rewiri Interim Director – Māori Success		
Subject	[Priority Group] Director Report		

Success Strategy Outcomes

- 4 items require action
 - Strengthen support for Māori students at Waitakere & Mt Albert (meet with Māori students to better understand support needs and test staff assumptions in terms of service provision)
 - Engage Māori communities in student learning experience
 - Māori competencies are highly valued competencies for the appointment of general roles
 - Staff build meaningful relationships with the community based on reciprocity

Some of this is due to us still defining what this should look like at Te Whare Wānanga o Wairaka.

- Parity by 2022 now embedded as action 2.4 in the Māori Success strategy. Targets until 2022, have also been added.

Highlights

- 10-year celebration of Ngākau Māhaki;
- First Māori Professorial appointment in Ngākau Māhaki;
- EPI targets endorsed by Rūnanga (25/06/2019). Rūnanga informed that there is work to do on progression targets. Once the institute has set this target we will take back to Rūnanga for further endorsement; and
- Creation of 0.2FTE Māori Success Champion role.

Exceptions

- QAB Action item 2019.QAB.Action-017 – Develop a single template for reporting for Priority groups and IAC reporting to AB, QAB and AA. Reported as in progress. In order for Directors to get clear lines of sight this must be implemented as soon as possible. What support is required to expedite this piece of work?
- NPS data – a lot of rich verbatim data, positive and negative, sits in behind the numbers. How should the organisation respond to this?

Items Linked

[Māori Success Strategy](#)



memo

	Poari Mātauranga Academic Board		
To	Ako Ahimura Committee	Date	26 / 06 / 2019
	Te Poari Iho Quality Alignment Board		
From	Falaniko Tominiko Director – Pacific Success		
Subject	Pacific Success Report		

Success Strategy Outcomes

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

- Fono Fauautua has endorsed the proposed EPI targets of parity for Pacific by 2022. They have questions whether the progression target is a stretch target as Pacific are already achieving above this rate. This question has been referred to TKK for further discussion. The targets will be included in the Pacific Success Strategy.

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

- Work is underway on the development of a second Pacific badge focussing on 'Supporting Pacific Retention'. This badge will be available to both academic and non-academic staff.

Actions:

- All leaders to encourage their teams to attend either the 'Understanding Pacific' workshop through Learning & Development or 'Supporting Pacific Learners' badge through Te Puna Ako, or both.

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

- While this work was previously on hold, we are now ready to resume this.

Actions:

- Schools who are currently undergoing Programme/Course reviews and development make contact with me to discuss how we can embed Pacific content into your programmes/courses.

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

- In the last month, the Pacific Centre and UPC have attended three Pacific community days, two specifically for STEM and a general one.

Actions:

- Schools to support our community engagement by providing a staff member to support us at these events to provide specific information on your areas. We will contact Heads of Schools when we require staff members to support us with these community days.



memo

To	Poari Mātauranga Academic Board	Date	26/06/2019
From	Tracy Chapman Director International Success	Phone No.	
Subject	[International] Director Report		

Recommendation

That the committee receive the Director International Success June report

Success Strategy Outcomes

- STUDENTS FEEL SUPPORTED, VALUED AND WE ARE COMMITTED TO ENSURING THEIR SUCCESS
 - FTE allocation confirmed for international school champions – job description being developed
 - Excellent uptake for applications for the Academic Excellence scholarships – 66 shortlisted to 36 over 8 schools. List submitted to HOSs for final approval by July 5th. Academic achievement and engagements scores very high and these student have received excellent academic recommendations

NOTE: no applications from Trade & Services, Bridgepoint, Community studies) need to check with schools on why no applications as there are international students in these schools
 - On track for Code of Practice self-review schedule with support teams – completed Session 2, 26th June - analysis of team findings and evidence
 - STUDENTS EXPECTATIONS OF FUTURE SUCCESS ARE DELIVERED BY THE INSTITUTE
 - International success EPI targets for 2019-2022 – working with TKK on targets and rationale
 - Improved NPS results for **Semester 1, 2019 NPS 14**. Previous Semester 2, 2018 NPS 8
-

3. INTERNATIONALISATION OF CURRICULUM AND STAFF

- Excellent turnout from Auckland International Agent day (87 agents) included a powhiri, presentations from International success and schools and a campus tour
- Progressing slowly with updates to Study Abroad Inbound and Outbound webpages, application process and policy – looking to increase awareness of outbound to our students
- Positive feedback from Cultural awareness sessions with staff (academic and non-academic)
- Assessment of Prior Learning (APL) conversation progressing with further discussions in July – logged SR 90793 with IMS for inclusion of this question into the application form

Compliance

- Code of Practice amendments due 1st July
- Assessment of Prior Learning (APL) Noncompliance - NZQA requires that we undertake a preliminary evaluation of the learner and identify whether they are likely to have the knowledge, skills, and attributes that can contribute to the graduate outcomes of the qualification

Concerns

- Delayed Communications plan and events plan for International students for Semester 2
 - Delayed Code of Practice Badging for 1 month – now back on track – submission pending for AB consideration - TCD badge for teaching staff and proposal for badge/credential for professional staff
 - How to administer Code of Practice badge assessment and feedback to users
 - Cross cultural awareness sessions for staff - No further sessions arranged
 - Institute-wide push for staff engagement – No events planned as yet
 - Around the impartiality of Formal complaints decisions
 - Low International conversion rate and enrolment numbers for semester 2
-



memo

	Poari Mātauranga Academic Board		
To	Ako Ahimura Committee	Date	28 / 06 / 2019
	Te Poari Iho Quality Alignment Board		
From	Andrea Thumath	Phone No.	
	Director Unitec Pathways College and Students Under 25 Success		
	Annette Pitovao		
	Director Student Success		
Subject	Priority Group Director Report		

Success Strategy Outcomes

- Under 25's Success Strategy final draft in progress
- Student Success Strategy final draft in process

Other Updates

- In the process of developing success strategy actions, we have identified that of the total 2018 outstanding fees sent to Baycorp for recovery:
 - 63.84% of debt were students aged 25 years and below;
 - 48.36% of these were students 20-25 years of age;
 - 15.48% of these were students 19 years of age and below;
 - Total amount owing for under 25 year olds just over half a million dollars.

We recommend further investigation is required to identify strategies for remedy in partnership with Champions and Service Leads.
 - First draft of Under 25's Net Promotor Score data has been received, presentation from Insights Business Partner to both respective teams over the next few weeks.
-

Item 3.02 Subcommittee Chair Reports

(See following pages.)

RECOMMENDATION

That the Committee receive the Subcommittee Chair Report/s.

- 1. Unitec Research Committee**
- 2. Unitec Research Ethics Committee**
- 3. Post Graduate Research and Scholarships Committee**
- 4. Academic Approvals Committee**
- 5. Ako Ahimura**
 - a. Teacher Capability Development Report**
 - b. Quality of Teaching and Learning Report**
- 6. Quality Alignment Board**
 - a. PAQC Updates**



memo

To	Poari Mātauranga Academic Board	Date	3 July 2019
From	Marcus Williams Director Research and Enterprise	Phone No.	021 401 965
Subject	Subcommittee Chair Report – Unitec Research Committee		

Work Summary Update

- The June meeting was postponed due to the delay of the 2020 – 2024 Research Strategy awaiting the outcome of the RoVE.

Items Linked

- Subcommittee Minutes

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



memo

To	Poari Mātauranga Academic Board	Date	27/06 / 2019
From	Asher Lewis Secretary of UREC	Phone No.	8551
Subject	Subcommittee Chair Report – Unitec Research Ethics Committee		

Work Summary Update

- As of May 15th 2019, 19 Applications have been process by UREC. This is a decrease in comparison to the same time in 2018.
- The Heath Research Council of New Zealand has approved UREC for a further three years of accreditation.

Items Linked

- Subcommittee Minutes

H:\2. Academic Development\E-Academic Library\2.0 Committees\Unitec Research Ethics Committee\Minutes\2019



memo

To	Poari Mātauranga Academic Board	Date	3 July 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

- A review process for the IBM Industry Scholarships was developed
- A guideline for the allocation of supervision hours was agreed on
- A survey of supervisor opinions on face to face directed hours was agreed upon
- The report on the ethics application process was reviewed

Items Linked

Subcommittee Minutes

[H: Drive > 2. Academic Development > E-Academic Library > 2.0 Committees > Postgraduate Research & Scholarships Committee > Minutes > 2019](#)



memo

To	Poari Mātauranga Academic Board	Date	26 June 2019
From	Simon Tries Chair, Rōpū Whakaae Mātauranga Academic Approvals Committee Manager, Te Korowai Kahurangi		
Subject	Subcommittee Chair Report – Rōpū Whakaae Mātauranga Academic Approvals Committee		

This memo provides a summary of the Te Rōpū Whakaae Mātauranga | Academic Approvals Committee meeting of 19 June 2019.

Te Rōpū Wakaee Mātauranga met to consider the following applications (outcome in brackets):

1. English Language Professional Development focussed Training Schemes (endorsed for approval subject to amendments being made)
 - a. Celebrating Diversity in Language Teaching
 - b. Introduction to Materials Design in Language Teaching
 - c. Designing language teaching materials for diversity of learners and contexts
 - d. Grammar Awareness in Language Teaching
 - e. Grammar focused micro-teaching
 - f. Introduction to designing language assessment
2. Type 2 change to *Bachelor of Teaching (Early Childhood Education)* [BTECE / CA2335] (endorsed subject to changes being made)
3. Type 2 change to *New Zealand Certificate in Automotive Electrical Engineering* [NZCEE / 3460] (Level 4) (Withdrawn for further consideration regarding delivery via a managed apprenticeship model)

Where applications have been endorsed subject to changes being made, Committee members have been assigned to confirm relevant changes have been made. Once this is complete, applications will be provided to Academic Board Standing Committee for consideration.

Minutes of the meeting were not available at the time of this memorandum.

To	Academic Board	From	Simon Nash Chair Ako Ahimura Committee
Title	Ako Ahimura Subcommittee Chair Report for AB Mtg 20190710	Date	3 July 2019

Purpose

To report on the Ako Ahimura Sub-Committee's main items from its 20 June meeting and provide relevant advice to Academic Board.

Recommendation

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

Key Points

A working party is reviewing Unitec's Learning & Teaching Strategy. The draft strategy is due back to AA in the next month. Focus has been on alignment with existing Unitec strategies and TNK, and on providing both strategic and practical advice to teaching teams about high quality practices. A draft will be consulted on more widely.

A discussion about lack of student representation at PAQCs has been raised at AA a couple of times, and now is being referred to the PAQC Review being undertaken at Academic Board.

Committee members were advised that Academic Board is considering the amalgamation of Ako Ahimura and QAB Committees, and that they would have an opportunity for input to that discussion in July.

To	Ako Ahimura – Learning & Teaching Committee	From	Maura Kempin Manager, Te Puna Ako
Title	Teacher Capability Development – May 2019 Participation Report	Date	7 June 2019

Purpose

To keep Ako Ahimura-Learning & Teaching Committee members informed on progress across Unitec toward completion of 2019 Teacher Capability Development requirements:

That all permanent or fixed term > 12 months teaching staff complete self-evaluation against teaching competencies and achievement of at least two badges.

Recommendation

That Committee members support their Head of School and encourage teaching staff to prioritise participation in teaching capability development.

Key Points

- Data is current as of **31/5/2019**
- Reporting includes data on badge enrolments as well as badges awarded in order to better track engagement.
- Data only captures **new** enrolments and badges awarded since 31st Jan 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 Requirements Met
Applied Business	30	100.0%	6.9%	93.1%	48.3%	37.9%	6.9%	0.0%
Architecture	25	56.0%	36.0%	36.0%	28.0%	12.0%	0.0%	0.0%
Bridgepoint	55	74.5%	60.0%	56.4%	21.8%	7.3%	0.0%	0.0%
Building Construction	25	88.0%	52.0%	60.0%	20.0%	12.0%	8.0%	4.0%
Community Studies	40	82.1%	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%	80.0%	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	78.3%	43.5%	34.8%	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	85.3%	43.7%	56.1%	20.9%	11.7%	2.7%	1.7%

- Associated workshop schedule and booking form can be accessed from this [Link](#) (you will need to be enrolled in Moodle).



memo

To	Poari Mātauranga Academic Board	Date	26 June 2019
From	Simon Tries Interim Chair, Te Poari Iho Quality Alignment Board Manager, Te Korowai Kahurangi		
Subject	Subcommittee Chair Report – Te Poari Iho Quality Alignment Board		

This memo provides a summary of the Te Poari Iho | Quality Alignment Board meeting of 27 June 2019.

The majority of the meeting was focussed on the following:

Assessment of Prior Learning Activity

- the need to collect relevant information from Schools to determine the extent to which we are meeting NZQA and TEC requirements.
- A report with outcomes to be presented at the meeting in July

Approach to Interim PEPs for 2019

- The committee had a robust discussion around the:
 - o timeframes, including the training of facilitators and whether relevant data would be available when required. The committee was assured that data would be available
 - o template for the Interim PEP report, and why the specific questions in the report were part of the report.

Details of the full work of the Committee are available in the minutes of the meeting.

RECOMMENDATION

That the Committee receive the following QMS Reports.

- 1. Programme Management Update**
 - a. Programme Development**
 - b. Programme Reviews**
 - c. Expiring and Discontinued Programmes**
- 2. Degree Monitoring Report**

3.03.1 Programme Management Update

Presenter: Simon Tries / Jackie Tims / Steve Marshall

(See following pages.)

3.03.2 Degree Monitoring Report

Presenter: Simon Tries / Jackie Tims / Steve Marshall

(See following pages.)

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Programme Development update	Date	2 July 2019

Recommendation/s

That Te Poari Mātauranga receive the update on Programme Development.

Purpose

The purpose of this report is to provide Te Poari Mātauranga with an update on current programme development.

Commentary

The report provides a high level overview of all programmes currently under development. The majority of the programmes under development are as a result of undergoing a review.

It is not clear at this stage whether Executive approval has been granted for (most of) these developments.

Attachments

2019 Programme Dev RAG sheet 20190701

Contributors

Jackie Tims, Lead, Programme Development and Management

2019 Programme Development/Delivery dates:

Programme name	Programme name	School	PS Academic Programme Code	Prospectus Code	Previous RAG	Current RAG	Schedule d to deliver	Programme Comment
PAA	Master of Professional Accounting	Applied Business	MAP (PA)	TBA			Sem 2 2020	Development underway. Dates and milestones agreed. Redeveloped MAP (PA)
PAA/Type 2	Master of Applied Business	Applied Business	MBUS	CA2109			Sem 2 2020	Development underway. Dates and milestones agreed. Expected outcome from 5 year review
PAA/Type 2	Postgraduate Diploma in Applied Business	Applied Business	TBA	TBA			Sem 2 2020	Development underway. Dates and milestones agreed. Expected outcome from 5 year review
PAA/Type 2	Postgraduate Certificate in Applied Business	Applied Business	TBA	TBA			Sem 2 2020	Development underway. Dates and milestones agreed. Expected outcome from 5 year review
Accred	Bachelor of Applied Science (Biodiversity Management)	Environmental & Animal Science	BASCI	CA2359			TBA	Third year at Toi Ohomai (Tauranga) - still in discussion, would be semester 2 2020 at the earliest.
PAA/Type 2	Bachelor of Business	Applied Business	BBS	CA2109			Sem 2 2020	Development underway. Dates and milestones agreed. Expected outcome from 5 year review
Type 2	Bachelor of Performing and Screen Arts	Applied Business	BPASA	CA2222			Sem 1 2020	Overview report provided to School with overall plan waiting on School decision
PAA	New Zealand Certificate in Career and Study Preparation (L4)	Bridgepoint	NZCSC	2863			Sem 1 2020	Development underway
Type 2	Bachelor of Computing Science and GDCMP	Computing and Info Tech	TBA	TBA			TBA	Development underway
Type 2	Master of Computing	Computing and Info Tech	MCOMP				TBA	Flagged for development early 2020 after 5-year review.
Accred	New Zealand Certificate in Early Childhood Education (Level 4)	Education	NZCECE	TBA			TBA	Status quo. Checking with MIT with a view to getting materials.
PAA	Bachelor of Police (new)	Community	BPOLC	TBA			TBA	On hold
PAA	New Zealand Certificate in Applied Science (L4)	Environmental & Animal Science	TBA	2551			TBA	Proposal stage
Type 2	New Zealand Certificate in Automotive Electrical Engineering	Trades & Services	NZCAU	3460			Sem 2 2019	Working on re-write. AAC will deliberate outcome next month.
PAA	New Zealand Diploma in Cyber Security	Computing and Info Tech		TBA			TBA	
Accred	New Zealand Diploma in Veterinary Nursing	Environmental & Animal Science	NZDVN	2491			TBA	Delivery of our programme to Wellington/Whitireia/Weltec.Preliminary discussions started.
Type 2	Master of Applied Practice- (Det) (new)/PGDip	Community	TBA	TBA			Sem 2 2020	On hold for four months.
Training Schemes:								
New Training Scheme	NZ Certificate in Language Teaching TS (x6)	Bridgepoint	BPLS	TBA			Sem 2 2020	In progress. Applications being refined, being resubmitted to AAC for endorsement.
New Training Scheme	Police Studies Training Scheme	Community	PSPTS	TBA			ASAP	Awaiting NZ Police feedback on re-write. Needs PAQC, AAC, AB endorsement prior to going to NZQA.

New	Micro-credentials for Auckland Council	Community	TBA	TBA			TBA	Investigative stage Includes community facilitators and environment community groups (would include staff from Katie's team).
New	Post-graduate development Collaboration	Environmental and Animal Science	TBA	TBA			TBA	Investigative stage postgraduate development with Toi Ohomai and Northtec in the science/environment space. We have done our initial market/industry scoping, Toi Ohomai are also doing the same exercise.

Key:**Not on track****Delivery may be impacted****On track to meet delivery deadlines****Important dates****Sub-degree:** no later than 21 August at Academic Approvals Committee and Academic Board by 11 September.**Degree:** 19 June to Academic Approvals Committee and 10 July to Academic Board.**NZQA deadlines** = 11 October Sub-degree and 12 August Degree

PAA= Programme Approval and Accreditation (new development)

Accred=application for accreditation for another

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Programme Review update	Date	4 July 2019

Recommendation/s

That Te Poari Mātauranga receive the update on Programme Reviews.

Purpose

The purpose of this report is to provide Te Poari Mātauranga with an update on current programme reviews.

Commentary

The report provides a high level overview of all programmes currently or soon to be under review. There are no concerns at this stage.

Attachments

2019 Programme Review RAG 20190704

Contributors

Jackie Tims, Lead, Programme Development and Management

Programme Review 2019/2020
Sem 1 2020 Planned Delivery

Approved Programme Review schedule 2019-2022

Approved Programmes 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.
GDDDES	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		Semester 2,	**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.

PGDCG	Postgraduate Diploma in Computing	CA2271	but no report is evident		2019	**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, 2011 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, 2015 IPENZ accreditation for Civil		Semester 1, 2020	Not started
BETMG	Bachelor of Engineering Technology(Civil)	CA2381				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	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Expiring & Discontinued programmes update	Date	2 July 2019

Recommendation/s

That Te Poari Mātauranga receive the update on programmes being taught out and/or discontinued.

Purpose

The purpose of this report is to provide Te Poari Mātauranga with an update on the status of programmes being taught out and/or discontinued.

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

The reports provide a high level overview of all programmes being taught out and / or discontinuing. There are a number of programmes which have a Red status. Specific comments are on the report but in general these are red as a result of insufficient information regarding the transition arrangements. Te Korowai Kahurangi will continue to work with schools to provide clarity regarding the transitioning of students out of these programmes.

Attachments

2019 Discontinued Qualifications 20190701

2019 Expiring Qualifications 20190702

Contributors

Jackie Tims, Lead, Programme Development and Management

Programme	Acad Prog	School	Last date for new enrolments	Last Unitec Semester	Last Semester to Graduate	Transition arrangements/Comments:	RAG	2019 Enrolled EFTS	2018 Enrolled EFTS	2017 Enrolled EFTS
Cert in Animal Care	CAWI	Environmental and Animal Sci.	2017-02-28	1164	1184	Transitions in place		0	0	0
Cert in Animal Management	CAMGT	Environmental and Animal Sci.	2017-02-28	1164	1184	Transitions in place		0	0.125	0.875
Cert in Applied Technology	CATEC	Construction & Infrastructure	2017-12-31	1174	1192	Will transition into new programme		0.33	8.84	314.86
Cert in Auto and Mechanical Engineering	CAME	Trades & Services	2017-12-31	1174	1194	Transitions in place		0.00	0.01	43.09
Cert in Business	CSBUS	Applied Business	2017-01-31	1164	1184	Inactive since 2008		0	0	0
Cert in Business (Introductory)	CBUSI	Applied Business	2017-01-31	1164	1184	Transitions in place		0	0	0
Cert in Business Admin and Computing L3	CBAC3	Applied Business	2017-01-31	1164	1184	Transitions in place		0	0	0
Cert in Business Admin and Computing L4	CBAC4	Applied Business	2017-01-31	1164	1184	Transitions in place		0	0	0
Cert in Carpentry		Construction & Infrastructure	2017-05-31	1172	1186	Transitions in place		0	0	0
Cert in Community Skills	CCSK	Community Studies	2017-12-31	1174	1194	CCSK (Cert in Community Skills) – no official transition plans, however, they have contacted remaining		0.00	0.00	17.25
Cert in Computing Systems	CCS	Information & Communication Tech	2017-05-31	1172	1186	Discontinued		0.00	0.00	0.25
Cert in Design and Visual Arts	CDVA	Creative Industries	2017-12-31	1174	N/A	Transitional arrangement in the regulations of NZCCSP (L4). No student transitioning from CDVA		0.00	3.08	36.29
Cert in Electrical and Electronic Engineering	CEEE	Engineering & Applied Technology	2017-06-30	1172	1192	Transitions in place		0.00	0.00	0.50
Cert in Employment and Community Skills	CECS	Bridgepoint	2017-08-30	1174	1192	Transition arrangements to NZCSL for 2018 second year CECS students		0.00	0.00	21.30
Cert in Employment Skills	CEMSK	Bridgepoint	2017-08-30	1174	1192	Discontinued		0.00	0.00	25.99
Cert in Found. Studies (Level 3): Whitinga	CFSTW	Bridgepoint	2018-01-31	1174	1194	Discontinued		0.00	0.50	0.38
Cert in Higher Education	CHE	Te Miro	2018-02-28	1174	1194	Transitions in place		0.00	0.00	0.00
Cert in Home Garden Design	CHGDN	Architecture	2017-06-30	1172	1192	Transitions in place		0.00	0.00	0.00
Cert in Information Technology	CCINT	Information & Communication Tech	2017-12-31	1174	1186	All outstanding students moved to the new NZCITE		0.00	0.00	0.00
Cert in Language Teaching	CLT	Bridgepoint	2018-02-28	1174	1194	Last offered 1182 - now NZCLT		0.00	5.75	9.13
Cert in Liaison Interpreting	CLI	Bridgepoint	2019-12-31	1194	1194	Semester based - no transition arrangements necessary - no replacement programme in place		19.50	30.50	21.50
Cert in Management		Applied Business	2017-01-31	1164	1184	Discontinued		0	0	0
Cert in Multiskill Building Construction	CMBC2	Construction & Infrastructure	2016-12-31	1164	1182	Discontinued		0	0	0
Cert in Plumbing and Gasfitting	CPGFT	Construction & Infrastructure	2017-07-31	1172	1192	Transition into new programme		51.93	144.26	172.39
Cert in Trad and Contemp. Maori Weaving	CTCMW	Creative Industries	2017-07-31	1172	1192	No more student transitioning from this programme		0.00	0.00	0.00
Dip Applied Animation	DAA	Creative Industries	2017-07-31	1172		MOU expired. Not to be renewed				
Dip Digital Media Chrctr Anmntn	DDMCA	Creative Industries				MOU expired. Not to be renewed				
Dip in Accounting	DACTG	Applied Business	2017-06-30	1172	1184	Exit Diploma. No longer offered.		0	0	0
Dip in Applied Computer Sys Engineering	DACSE	Information & Communication Tech	2017-12-31	1174	1186	No information.		0	0	0
Dip in Applied Science	DAS	Environmental and Animal Sci.	2017-02-28	1164	1184	Transitions in place		0	0	0
Dip in Applied Technology (Building)	DATB	Construction & Infrastructure	2017-06-30	1172	1186	Transitions in place		2.666	33.83	72.5
Dip in Business Studies	DBS	Applied Business	2017-01-31	1164	1184	Exit Diploma. No longer offered.		0	0	0
Dip in Chinese Studies		Bridgepoint	not yet listed			Discontinued				
Dip in Community and Social Work	DCSW	Healthcare & Social Practice	2018-05-31	1182	1196	No information.		0	0	0
Dip in Computing Systems	DCS	Information & Communication Tech	2017-05-31	1172	1186	Transitions in place		0	0	0
Dip in Contemp. Photography	DCPHO	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00

now GDHE

now NZCITE

Dip in Contemporary Craft	DCC	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00
Dip in Design Media	DDESM	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00
Dip in Enrolled Nursing	DEN	Healthcare & Social Practice	2017-09-30	1174	1192	Transitions in place		0.00	0.00	0.00
Dip in German		Bridgepoint	not yet listed			Discontinued				
Dip in Graphic Design & Animation	DGDA	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00
Dip in Information Technology Support	DITS	Information & Communication Tech	2017-12-31	1174	1186	No information		0.62	25.50	61.58
Dip in Japanese Studies		Bridgepoint	not yet listed			Discontinued				
Dip in Landscape Design	DLD	Architecture	2017-06-30	1172	1192	Transitions in place		0.00	4.00	14.69
Dip in Product Design Studies	DPDS	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00
Dip in Professional Accountancy	DPRAC	Applied Business	2017-01-31	1164	1184	1 student finishing this semester		0	0.875	1.158
Dip in Spanish		Bridgepoint	not yet listed			Discontinued				
Dip in Veterinary Nursing	DVETN	Environmental and Animal Sci.	2017-02-28	1164	1184	Transitions in place		0	0.375	3.32
Dip in Visual Arts	DVA	Creative Industries	2017-07-31	1172	1192	Exit Diploma. No longer offered.		0.00	0.00	0.00
Nat Cert Mental Health and Addict. Support	NCMHA	Healthcare & Social Practice	2017-12-31	1174	1194	Transitions in place		0.00	12.50	24.61
NCert Motor Ind/Auto Engin	NCAEN	Trades & Services	2017-12-31	1164	1194	Transitions in place		0.35	6.26	55.92
NCert Motor Ind/Ent Auto Trade	NCMEN	Trades & Services	2017-12-31	1164	1194	Transitions in place		4.14	0.00	0.00
NCert Painting	NCPTG	Construction & Infrastructure	2017-02-28	1164	1184	Will transition into new programme into BCITO		0	0	86.6
NCert Real Estate Salesperson	NCRE	Applied Business	2018-12-31	1174	1194	No more student transitioning from this programme		0.00	0.00	109.93
NDip Architectural Technology	NDAT	Construction & Infrastructure	2017-12-31	1174	1194	Transitions complete		0.00	0.75	9.00
NDip Quantity Surveying	NDQS	Construction & Infrastructure	2017-12-31	1174	1194	Transitions complete		0.00	0.75	5.25
NDip Surveying	NDSYG	Engineering & Applied Technology	2016-12-31	1174	1194	Complete by 2019		0.00	1.54	14.71
Key:										
Red		No information available or significant risk that some students may not complete within the required time								
Amber		Transition information, but no updated information on tracking of students.								
Green		Transition arrangements and on track/Transition Complete								
No info										

Acad Prog	School	Peoplesoft Academic Programme Code	Prospectus	Last date for new enrolments as per ELT Academic Portfolio review 16/8/18	Generic Last Unitec Semester	Final Approved Withdrawal Date	Notes/ Comments	Transition arrangements declared on request form 2018	Status	2019 EFTS Enrol	2018 EFTS Enrol	2017 EFTS Enrol	
Bachelor Applied Science/Human Bio (Osteopathy)	Health Care & Social Practice	BASHB	CA2254	2019-01-01	2029	Not yet approved by Academic Board	Transition arrangements will be published on Moodle site. Programme remains open until last cohort of BASHB grads move to MOST.	Yes		24.13	48.44	52.44	
Bachelor Arts	Bridgepoint	BA	CA2260	2018-01-01	Stated: 8/02/2019	Not yet approved by Academic Board	Need clarification on transition arrangements.	Yes		0.17	6.08	6.33	
Bachelor Communication	Applied Business	BIC	CA2232	2019-01-01	2029	Not yet approved by Academic Board	Need clarification on transition arrangements. AC1.10 form not completed	None found		3.38	46.46	51.96	
Bachelor Health Social Development	Community Studies	BHSD	CA2395	2019-01-01	2029	Not yet approved by Academic Board	Need clarification on transition arrangements. AC1.10 form not completed but signed	Yes		28.50	59.42	65.58	
Bachelor of Sport	Community Studies	BSPT	CA2255	2018-07-23	2029	Not yet approved by Academic Board	All students have been made aware of the teach out. In continual discussions with students. AC1.10 form not completed but signed. *See notes	Yes		18.77	52.17	71.52	
Bachelor Performing & Screen Arts – some parts	Creative Industries	BPSA	CA2222	2019-01-01	2029	Not yet approved by Academic Board	Decision made not to close? No indication of Suspension or Withdrawal Request. Seeking clarity from School	None found		212.37	240.54	236.67	
Doctor of Computing	Computing & Information Technology	DCOMP	CA2311	2019-01-01	2025	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or Withdrawal Request	None found		4.69	9.75	14.50	
Doctor of Philosophy	Postgraduate	PHD	CA2284	2019-01-01	2025	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request. Informed all students have completed	None found		0.00	0.31	1.06	
GDip Event Communication	Creative Industries	GDEC	CA2378	2019-01-01	2025	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or Withdrawal Request	None found		0.50	3.50	5.50	
Master Applied Practice (Generic)	Postgraduate	MAP	CA2397	2019-01-01	2024	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or Withdrawal Request	None found		44.77	126.49	104.45	
Master Design	Creative Industries	MDES	CA2303	2019-01-01	2024	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or Withdrawal Request	None found		1.75	6.00	2.65	
Master Education	TPA	MED	CA2287	2019-01-01	2024	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	None found		0.25	0.50	1.00	
Master Educational Leadership & Management	TPA	MEDM	CA2220	2019-01-01	2024	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	None found		4.75	14.94	13.06	
Master International Communication	Applied Business	MIC	CA2257	2019-01-01	2024	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	None found		0.63	5.00	8.26	
Master of Osteopathy	Health Care & Social Practice	MOST	CA2299	2019-01-01	2022	Not yet approved by Academic Board	1/7 may be some flashpoints with the ratification of grades next week. Transition arrangements will be published on Moodle site. Programme remains open until last cohort of BASHB grads move to MOST	Yes		24.27	32.76	30.40	
NZCert Horticulture Services	Architecture	NZCLD	CA2674	2019-01-01			Decision to close reversed late 2018.	n/a		6.75	8.38	6.75	
NZCert English Language L2	Bridgepoint	NZCE2	CA1881	2018-01-01	2018-11-23	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	Yes		0.00	37.66	72.74	
NZCert English Language L3 – some parts (5153 only)	Bridgepoint	NZCE3	CA1882	2018-01-01	2018-11-29	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	Yes		1.16	18.46	22.21	
NZCert English Language L4 – some parts	Bridgepoint	NZCE4	CA1883	2018-01-01	2018-06-29	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	Yes		33.99	121.83	164.75	
Short Courses in International Languages	Bridgepoint	GLANG	G22154	2018-07-23	2018-11-23	Not yet approved by Academic Board	Need clarification on transition arrangements. No indication of Suspension or withdrawal Request	Yes		0.16	5.48	9.49	

Key:

Red	No information, high risk
Amber	Students informed, but not formalised procedure and plan
Green	Plan and ongoing student contact

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Degree Monitoring update	Date	2 July 2019

Recommendation/s

That Te Poari Mātauranga receive the update on degree monitoring.

Purpose

The purpose of this report is to provide Te Poari Mātauranga with an update on the status of degree monitoring visits for all Level 7 to 10 programmes.

Background

Degree monitoring provides an independent and objective review on the delivery of a programme. All degree and related programmes are required to be monitored annually.

Next Steps

The report currently provides an overview of monitoring visits and whether these are “on track” or otherwise. Future iterations of this report will also include an indication regarding the outcomes from the monitoring visit.

As for the 2018 monitoring reports, all 2019 monitoring reports will be reviewed at the completion of the monitoring cycle and a summary report provided for consideration.

Attachments

2019 Degree Monitoring RAG sheet

Contributors

Steven Marshall, Lead, Quality Partnering

CA2171	BIC	Bach Communication	Applied Business	Suspended	SELF	May 19		12-Jun-19	1
CA2378	GDEC	GDip Event Communication	Applied Business	Suspended	SELF	May 19		12-Jun-19	1
CA2232	BICHN	Bach Communication (Hons)	Applied Business	Suspended	SELF	May 19		12-Jun-19	1
CA2257	MIC	Master Internatl Communication	Applied Business	Suspended	SELF	May 19		12-Jun-19	1
CA2264	PGDIC	PGDip Inter Communic	Applied Business	Suspended	SELF	May 19		12-Jun-19	1
CA2109	BBS	Bach Business	Applied Business	Current	SELF	May 19		14-Jun-19	1
CA2383	GDBUS	GDip Business	Applied Business	Current	SELF	May 19		14-Jun-19	1
CA2397	MAP	Master Applied Practice (Accounting)	Applied Business	Current	SELF	May 19		14-Jun-19	1
CA2318	MBUS	Master Business	Applied Business	Current	SELF	May 19		14-Jun-19	1
CA2319	PGDBS	PGDip Business	Applied Business	Current	SELF	May 19		14-Jun-19	1
CA2335	BTECE	Bach Teaching Early Childhd Ed	Community Studies	Current	SELF	May 19		27-May-19	1
CA2253	BCONS	Bach Construction	Construction & Infrastructure	Current	SELF	May 19		10-Jun-19	1
CA2380	GDCPM	GDip Constructn Project Mgemnt	Construction & Infrastructure	Current	SELF	May 19		10-Jun-19	1
CA2222	BPSA	Bach Performing & Screen Arts	Creative Industries	Current	SELF	May 19		Nov-19	1
CA2333	GDDES	GDip Creative Practice	Creative Industries	Current	SELF	May 19		Nov-19	1
CA2320	BAT	Bach Applied Technology	Engineering & Applied Technology	Current	SELF	May 19		11-Jun-19	1
CA2404	BSP	Bach Social Practice	Healthcare & Social Practice	Current	NZQA	May 19		10/11 Sep 19	1
CA2387	GCPA	GCert Professional Accountancy	Applied Business	Current	SELF	July 19		14-Jun-19	3
CA2386	GDPA	GDip Professional Accountancy	Applied Business	Current	SELF	July 19		14-Jun-19	3
CA2254	BASHB	Bach Applied Science/Human Bio	Community Studies	Suspended	SELF	July 19		20-Mar	3
CA2299	MOST	Master Osteopathy	Community Studies	Suspended	SELF	July 19		20-Mar	3
CA2395	BHSD	Bach Health Social Development	Community Studies	Suspended	NZQA	July 19		13-Aug-19	3
CA2255	BSPT	Bach Sport	Community Studies	Suspended	SELF	July 19			3
CA2400	MCP	Master Creative Practice	Creative Industries	Current	SELF	July 19		15-May	3
CA2402	PGCCP	PGCert Creative Practice	Creative Industries	Current	SELF	July 19		15-May	3
CA2401	PGDCP	PGDip Creative Practice	Creative Industries	Current	SELF	July 19		15-May	3
CA2303	MDESN	Master Design	Creative Industries	Suspended	SELF	July 19		15-May	3
CA2403	BCE	Bach Creative Enterprise	Creative Industries	Current	SELF	July 19		21-May	3
CA2412	BNURS	Bach Nursing	Healthcare & Social Practice	Current	NZQA	July 19		05-Jun-19	3
CA2209	BCS	Bach Computing Systems	Information & Communication Technology	Current	SELF	July 19		23-Jul	3
CA2297	GDCMP	GDip Computing	Information & Communication Technology	Current	SELF	July 19		23-Jul	3
CA2188	GDHE	GDip Higher Education	Te Puna Ako	Current	SELF	July 19			3
CA2220	MEDM	Master Educational Ldrshp Mgt	Te Puna Ako	Suspended	SELF	July 19		No visit. Desk evaluation	3
CA2363	PGCEL	PGCert Educationl Ldrshp & Mgt	Te Puna Ako	Suspended	SELF	July 19		No visit. Desk evaluation	3
CA2265	PGDSM	PGDip Educational Ldrshp & Mgt	Te Puna Ako	Suspended	SELF	July 19		No visit. Desk evaluation	3
CA2381	BETMG	Bach Engineering Technology	Engineering & Applied Technology	Current	SELF	Aug-19		27-Aug-19	4
CA2311	DCOMP	Doctor of Computing	Information & Communication Technology	Suspended	SELF	Aug-19		No visit. Desk evaluation	4
CA2270	MCOMP	Master Computing	Information & Communication Technology	Current	SELF	Aug-19			4
CA2271	PGDCG	PGDip Computing	information & Communication Technology	Current	SELF	Aug-19			4
CA2381	BETMG	Bach Engineering Technology	Engineering & Applied Technology	Current	SELF	Sep 19		26 Aug - 6 Sep	5
CA2359	BASCI	Bach Applied Science	Environmental & Animal Sciences	Current	SELF	Sep 19			5
CA2054	BHSMI	Bach Health Sci/Medical Imagin	Healthcare & Social Practice	Current	SELF	Sep 19		5-6 Sep, 2019	5
1,	BLA	Bach Landscape Architecture	Architecture	Current	SELF	Oct 19		1, 4-5 Nov, 2019	6
CA2302	MARCH	Master Architecture	Architecture	Current	SELF	Nov 19		11-12 June, 2019	7
CA2304	MLA	Master Landscape Architecture	Architecture	Current	SELF	Nov 19		11-12 June, 2019	7

CA2357	BAS	Bach Architectural Studies	Architecture	Current
CA2358	MARCP	Master Architecture Professnal	Architecture	Current
CA2396	PGCAP	PGCert Applied Practice	Applied Business	Current
CA2398	PGDAP	PGDip Applied Practice	Te Puna Ako	Current
123200	MCE	Master Contemporary Education	Te Puna Ako	Current
CA2411	MTEL	Master Teachg & Educatn Ldrshp	Te Puna Ako	Current

SELF	Dec 19		2-4 Dec 2019
SELF	Dec 19		2-4 Dec, 2019
SELF	MindLab		
SELF	MindLab		
NZQA	MindLab		
NZQA	MindLab		

8
8

	Visit date confirmed or visit completed
	Awaiting final date for visit.
	Visit timing not yet resolved

RECOMMENDATION

That the Committee receive the following QMS Reports.

- 1. Student Success Update**
- 2. Industry Engagement Report**
- 3. Self-Assessment Report**
- 4. Risk Register Report**
- 5. Head of School Reports**
- 6. Student President Report**

3.03.3 Student Success Report

Presenter: Annette Pitovao / Helen Vea

3.03.4 Industry Engagement Report

Presenter: Heather Stonyer

3.03.5 Self-Assessment Report

Presenter: Simon Tries / Rosemary Dewerse

3.03.6 Risk Register Report

Presenter: Simon Tries

3.03.7 Head of Schools Reports

Presenter: Chris King / Katie Bruffy

3.03.8 Student President Report

Presenter: Helen Vea

To	Poari Mātauranga/Academic Board	From	Trude Cameron – Lead, Quality Systems, Te Korowai Kahurangi
Title	Sector Update – NZQA and ITPs	Date	30/06/19

Recommendation/s

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

Purpose

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

Key Points

The report contains information on the following:

1. **Cut off dates for submitting programme approval and/or accreditation or programme change (Type 2 change) for programmes to be delivered in 2020**

Application	Final date for submission to NZQA
New degree approval and accreditation; or Type 2 programme changes to existing degree-level programmes	Monday 12 August 2019
Sub-degree programme approval and/or accreditation applications; or Type 2 programme changes to approved programmes (levels 1-6 and Level 7 Diplomas)	Friday 11 October 2019

To help with planning, TEOs are asked to notify NZQA of their intent to submit a degree application at least three months prior to submission of the application.

Providers who intend to submit degree applications on or before 12 August 2019 should confirm their intentions by email to the Approvals and Accreditation team (approval_accreditation@nzqa.govt.nz) or by phone to Mick Geraghty at 04-463 3314.

Unitec Action: Te Korowai Kahurangi to advise HoS's of relevant external and internal deadlines and associated process.

2. NZQA signs Mahi Tahi agreement

NZQA signed a Mahi Tahi agreement on 27th June as an important step towards their goal of becoming a te reo Māori learning organisation. NZQA will share their knowledge and resources.

Unitec Action: Share with Communications to post on the Nest.

3. NCEA online – What’s new in 2019

Information about updated services for School Principals, Principal’s Nominees, Teachers and Students, are available here;

<https://www.nzqa.govt.nz/about-us/news/ncea-online-whats-new-in-2019/>

What’s new for June:

- Student login - Students set up with a login to the exam software for 2019

What’s coming:

July:

Digitised 2018 exam papers available

Final school checks start, using guidance from NZQA

By 1 September:

Schools to confirm digital entries

November:

2019 NCEA exams begin

Unitec Action: Advise ??

4. NZQA Change Reports Published

The NZQA Change Reports for May 2019 have been published and are available on our website at <https://www.nzqa.govt.nz/framework/updates/summaries.do>

The relevant areas affected for Unitec are listed below:

Qualifications

Field: Natural and Physical Sciences

- Change report for the review of Field Hydrology New Zealand Qualification

Field: Architecture and Building

- Review of Industrial Rope Access qualification

Field: Management and Commerce

- Change report for the review of Retail and Sales New Zealand Qualifications

Field: Engineering and Related Technologies

- Change report for the review of Motor Industry New Zealand Qualification

Unit Standards

Field: Law and Security

- Review and expiry of Compliance and Regulatory Control unit standards

Field: Maori

- Roll over and revision of Environmental Maori unit standards

Field: Business

- Review of Public Sector Compliance Management unit standards

Unitec Action: Email notifications to relevant HoS

Contributors

Trude Cameron – Lead Quality Systems, Te Korowai Kahurangi

Karen Miller – Te Korowai Kahurangi Advisor

Attachments

ITP Sector Update – July 2019



memo

To	Academic Board	Date	2019-05-29
From	Heather Stonyer Director, Industry Partnerships	Phone No.	
Subject	Industry Advisory Groups		

Purpose

This memo responds to the Academic Board request for feedback on the recommendation presented in the TKK review of 2018 monitor reports regarding Industry Advisory Committees. Feedback from Heads of School who have responsibility for our Industry Advisory Groups has been incorporated.

Introduction

Academic Board received the TKK review of 2018 Monitors Reports and requested feedback on the recommendation:

All degree programmes be required to have current, active, representative – including Māori and Pacific – advisory committees, and accountability and this be closely monitored until their engagement is embedded.

It is noted that in some instances the feedback received from Monitors relates specifically to Maori and Pacific student completion, progression and enrolment trends.

Academic Board also asked if Maori and Pacific staff should be compulsory members of the Industry Advisory Committee.

Background

The Industry Advisory Committee Guidelines (which include Terms of Reference and membership criteria) were approved when QAB confirmed all programmes were to have Industry Advisory Committees in 2018.

The role of the Industry Advisory Committee is to provide industry oversight regarding trends, skills demand and changes and relevant input into the development and delivery of programmes. Full terms of reference appear in App 1. Industry Advisory Committees do not normally address enrolment and progression matters.

Current status of Industry Advisory Boards

Industry Advisory Boards are in place covering all programmes with three exceptions:

- Architecture – a separate memo from HoS/PAQC regarding existing industry engagement meeting requirements of IAC and all accreditation requirements will be reviewed by AB.
- Sport – an IAC is being established.

- Welding & Fabrication – an IAC is being established.

Membership

Currently Unitec IAC membership categories include a minimum 6 industry representatives & a recent graduate. Unitec staff members may attend meetings, however, they are not members of IACs nor do they have voting rights. The Head of School is an ex officio member of the IAC.

Review of Current membership:

- Some IAC members are Maori or Pacific ethnicity. However, these members have not necessarily been recruited with expectations of representing Maori and Pacific industry viewpoints.
- Some IACs have Maori members representing specific sector workforce initiatives to increase employment outcomes of Maori and Pacific graduates in their workforce (eg Maori Nursing Health Workforce). Their representation at IAC level is also an expectation of these programme's accreditation partners.
- In Landscape Architecture, a Maori Advisory Board has been in place for several years.

Comparison with other ITPs

Maori and Pacific representation on IACs or equivalent bodies is not a standard across ITPs. For example:

- Wintec have Employer Partnership Groups & Advisory Groups. Membership is defined as 'industry' with no specifications regarding Maori or Pacific representation.
- Otago Polytechnic have Permanent External Advisory Groups which gather input of current students, recent graduates, experts, specialist and industry leaders. They also seek regional perspectives and input from Kāi Tahu/ Māori through their PEACs; however representation does not appear to be mandated.

Discussion and Recommendations:

- *No change is recommended to current IAC membership at this time.*
The reintroduction of Industry Advisory Groups is relatively recent. It is important that IACs have opportunity to deliver the benefits of industry leadership and engagement into our Schools and programmes. HoS also noted that the numbers of Maori and Pacific graduates/managers in some sectors who could be eligible for IAC membership are very small.
Some of the specific monitor recommendations (Maori and Pacific enrolment, progression and completion) are being addressed in the current development and implementation of our Maori and Pacific Success Strategies. Similarly, part of our Waitakere Strategy (in development) will focus on our community engagement in West Auckland and best institutional and school practices to deliver this ongoing.
- IAC Chair and HoS should determine on a case by case basis Committee membership representation requirements specifically if there are sector initiatives targeting increasing Maori and Pacific employment (such as ECE and Nursing).
- *No change is recommended to the current guidelines specifying that staff are not members of IACs and do not have voting rights.* Staff can attend meetings and provide input to the IAC.

Appendix 1:

Terms of Reference

1. Advise the Head of Pathway on:
 - a. the currency and relevance of programmes and graduate profile, based on current trends and new developments and their impacts within the sector
 - b. current and future levels of demand for graduates, based on current trends and new developments and their impacts within the sector
 - c. the currency of the skills and work readiness of graduates
 - d. ways of improving the quality of existing programmes.
2. Recommend new programmes and courses to Head of Pathway or appointed delegate.
3. Support academic staff and students in connecting with their particular industry or profession.
4. Support the development of applied work-relevant research for staff and students.
5. *Where relevant,*
 - either:* Support the development, implementation and assessment of co-operative education initiatives for students;
 - or:* Support the identification of appropriate work placements for students, and to provide feedback from work placements.
6. Support the Head of Pathway review of the 'strategic value' of programmes through feedback on the contribution of programmes to the industry/sector.
7. Report to Ako Ahimura any matters of sufficient interest to warrant further discussion from Ako Ahimura Committee.
8. Apply the principles of Te Noho Kotahitanga.

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Consistency Review update	Date	2 July 2019

Recommendation/s

That Te Poari Mātauranga receive the update on 2019 Consistency Reviews.

Purpose

The purpose of this report is to provide Te Poari Mātauranga with an update on the status of 2019 Consistency Reviews which Unitec has an interest in.

Background

Assuring national consistency of graduate outcomes of New Zealand qualifications (Consistency) is a New Zealand Qualifications Authority quality assurance mechanism that seeks to provide assurance that all graduates of New Zealand qualifications meet the outcomes to an equivalent, nationally acceptable standard. Qualifications are scheduled for Consistency Reviews which all Tertiary Education Organisations are required to participate in through the provision of a self-assessment report and attendance at a consistency review meeting.

Commentary

The attached report outlines our preparation and outcomes for Consistency Reviews occurring in 2019. The

Next Steps

The report currently provides an overview of 2019 Reviews only. The next iteration of the report will include all reviews which Unitec is required to participate in.

Attachments

2019 Consistency RAG sheet 20190701

Contributors

Jackie Tims, Lead, Programme Development and Management

2019 Consistency Review:

Application Type	School	Consistency Review Date	PS Academic Programme Code	Prospectus Code	Previous Report date	Previous	Current	Programme Status
New Zealand Certificate in Electrical Engineering Theory	Engineering and Applied Technology	2019-03-18	NZCEE	NZ2387	N/A		Not Sufficient	Interim Outcome = Not sufficient. Additional evidence and/or Action Plan required. Currently in progress. Due 3/7/19
New Zealand Certificate in Skills for Living for Supported Learners	Bridgepoint	2019-04-08	NZCSL	NZ2853	N/A			Observer/ No Action Required
New Zealand Diploma in Veterinary Nursing	Environmental and Animal Science and Research	2019-04-10	NZDVN	NZ2491	N/A			Submitted. No outcome received
New Zealand Certificate in Construction Related Trades (Main Contract Supervision)	Building Construction	2019-05-15	NZCCM	NZ2382	N/A			Submitted. No outcome received
Accred	Building Construction	2019-06-04	NZCCT	NZ2834	N/A			Submitted. No outcome received
New Zealand Certificate in Business (Small Business)	Applied Business	2019-06-10	NZCSM	NZ2457	N/A			Observer/ No Action Required.
New Zealand Diploma in Construction	Building Construction	2019-07-09	NZDC	NZ2420	N/A			SA Submitted. Review hasn't yet occurred
NZ Certificate in Health and Wellbeing (Social & Community Services)	Healthcare and Social Practice	2019-08-27	NZCHW	NZ2992	N/A			
NZ Certificate in English Language	Bridgepoint	2019-10-07			N/A			
NZ Certificate in English Language (General)	Bridgepoint	2019-11-11	NZCE3	NZ1882	2015-11-11	Sufficient		
NZ Certificate in Construction Related Trades (Supervisor)	Building Construction	2019-12-04	NZCCM	NZ2382	N/A			

Key:

Significant risk of not meeting deadlines
or
Significant concerns about expected outcome
or
Interim Outcome = Not Sufficient (action plan or further evidence required)

Minor risk of not meeting deadlines
or
Moderate concerns about expected outcome

Deadlines met
No concerns about outcome
or
Outcome=Sufficient

NB: Self assessments, must be submitted 10 Days prior to the Consistency Review date

SECTION 4

ITEMS TO APPROVE

To	Unitec Academic Board	From	Marcus Williams, Director, Research and Enterprise
Title	2018 Research Annual Report	Date	2019/06/21

Recommendation/s

That the Academic Board endorses the 2018 Research Annual Report.

Purpose

Accompanying this memo is the 2018 Research Annual Report, produced by Tūāpapa Rangahau; partnering research and enterprise. It provides a comprehensive summary of Unitec's Research and Enterprise activity for the 2018 year.

Background

The document reports against the drivers and targets in Unitec's current Research and Enterprise Strategy (2015-2020). The strategy responds to a government directive that the tertiary education sector achieves greater connectivity and responsiveness to industry. It challenges us to forge a deliberate and unique place for Unitec in applied and impactful research for the benefit of iwi, community and business.

Our three strategic drivers are:

1. To improve the quality of our research through staff capability development so that staff are equipped to undertake impactful research and enterprise activities.
2. To increase external engagement by building more and deeper research relationships with industry to improve the relevance of our research and achieve greater transfer of knowledge, ideas and expertise to industry and wider society.
3. To create greater strategic focus to our research, so Unitec gains a competitive reputation in specific areas of research and enterprise.

To respond to these strategic drivers, in 2018 we focused on four research targets:

- **Industry Funded Projects** (research and enterprise projects Unitec is receiving funding for, where the organisation is private sector or public sector and where the services Unitec is providing is applied contract research or consultancy).
- **External Research Income (ERI)** (income received from external sources for research purposes).
- **Research Productivity** (most staff teaching on degree level programmes at Unitec are engaged in research).
- **Quality Assured Research Outputs** (research publications and creative outputs that have been through a peer reviewed process or have been specifically commissioned).

Next Steps

After the approval, this report will be made available to the internal stakeholders of Tūāpapa Rangahau.

Attachments

Please refer to the attachment: Research Annual Report 2018.pdf

Contributors

Arun Deo – Research Advisor, Tūāpapa Rangahau.

Marcus Williams – Director, Research and Enterprise



Unitec Research Annual Report 2018

Prepared by

Tūāpapa Rangahau, partnering research & enterprise

Confidential information – for internal use and distribution only

Table of Contents

1	Preface	1
2	Building staff capability in research	3
2.1	Developing our staff - Research professional development series	3
2.2	Supporting our researchers – internally funded research projects	5
2.2.1	Senior Researcher Fund (SRF)	5
2.2.2	Early Career Researcher Fund (ECR)	6
2.2.3	New Researcher Project Start-up Fund (NRPSF)	7
2.3	Focusing on research productivity – research outputs	8
2.3.1	Total Unitec research outputs	8
2.3.2	Research outputs by School	9
2.3.3	Research dissemination support to Schools	11
2.3.4	Professoriate	11
2.4	Research Productivity Traffic Light (RPTL)	12
2.4.1	Research productivity status of Unitec degree programmes	12
2.4.2	Research Development Plan (RDP)	14
2.5	Performance Based Research Fund (PBRF) performance	14
2.5.1	PBRF Evidence Portfolio (EP) submissions	15
2.5.2	2018 PBRF Quality Evaluation results	15
2.5.3	Unitec's results by Quality Category	17
2.5.4	Implications for Unitec	17
3	Increasing external engagement	18
3.1	Building external relationships through research	18
3.1.1	ITPResearch and Enterprise Voucher scheme	18
3.1.2	Industry funded projects	19
3.1.3	Commercialisation	20
3.2	Seeking external funding	20
3.2.1	Funding proposal submissions and success rates	21
3.2.2	Organisations funding our research	23
3.3	Delivery of externally funded projects	24
3.3.1	Total Unitec External Research Income (ERI)	24
3.3.2	External Research Income by School	25
3.3.3	PBRF ERI	26

4	Greater research focus.....	28
4.1	The High Tech Transdisciplinary Network (HTRN)	28
4.1.1	Unitec's new Innovation Policy	29
4.1.2	The Cybersecurity Focus	29
4.2	Applied Molecular Solutions (AMS) Focus	30
4.3	Kaupapa Māori Research	31
5	Ethics.....	32
6	Postgraduate studies and student engaged research	33
6.1	Postgraduate scholarships	33
6.2	Unitec Bold Innovators Scholarship	33
6.3	Stories of student-engaged research.....	34
6.4	Postgraduate examinations and completions	35
6.5	Dean's award for A+ postgraduate students	36
6.6	Research Degree Completions (RDC).....	37
6.6.1	RDC performance calculations – quick summary	37
6.6.2	2018 RDC performance data.....	38
6.6.3	RDC funding estimate	39
6.6.4	Credit value of RDC completions	39
6.6.5	Course categories of RDC completions.....	40
7	Telling our research stories.....	42
7.1	Unitec Research Symposium.....	42
7.2	ITP Research and Innovation Symposium.....	45
7.3	Advance magazine	46
7.4	Unitec ePress	47
7.5	Unitec Research Blog	47
8	Priorities for 2019	48
9	Conclusion.....	49

List of Figures

Figure 1: Staff participation in research professional development series in 2018	3
Figure 2: Participation in specialist skills workshops offered in 2018	4
Figure 3: <i>Quality and non-quality assured research outputs</i>	8
Figure 4: <i>Quality assured research output growth</i>	9

<i>Figure 5: 2018 QA and non-QA research outputs by School</i>	10
Figure 6: Total Number of Green, Amber and Red lit Degree Programmes 2012-2019	13
Figure 7: Schools' involvement in the research voucher scheme in 2018.....	19
Figure 8: Schools' contribution to industry funded projects	20
Figure 9: Proposals submitted for external funding.	22
Figure 10: Total grants awarded annually	23
Figure 11: Unitec external research income between 2010 and 2018.....	25
Figure 12: 2018 ERI by School (or Research Foci)	25
Figure 13: 2018 ERI by PBRF funding source categories.....	27
Figure 14: Staff and Student ethics applications received and approved	32
Figure 15: 2018 Bold Innovators scholarship recipient	34
Figure 16: Theses (90+ credits) submitted for examination	35
Figure 17: Masters and Doctoral graduates from 2011 to 2018	36
Figure 18: 2017 Deans awards for A+ research grades	36
Figure 19: Unitec's RDC weighted completions from 2012 to 2018.....	39
Figure 20: RDC completions by credit value	40
Figure 21: RDC completions by course category	40
Figure 22: Guests: Prof Christian Probst, Dr Hamid Sharifzadeh, Dion Sheppard, Penny Thomson, Gregor Steinhorn and Reuben Smiler.	43
Figure 23: Winners of the Research with Impact Award: Glenn Aguilar & Hema Wihongi, with Marcus Williams and Merran Davis.....	43
Figure 24: Winners of the Undergraduate Research Programme: Kayla Rench & Phoebe Andrews, with Marcus Williams and Merran Davis	44
Figure 25: Winner of the Deans Award: A/P Melanie Ooi – Head of Engineering Practice Pathway with Marcus Williams and Merran Davis	44

List of Tables

Table 1: 2018 Senior Researcher Fund projects awarded	5
Table 2: 2018 Early Career Researcher Fund projects awarded	6
<i>Table 3: 2018 New Researcher Project Start-up Fund projects awarded</i>	7
<i>Table 4: QA research outputs per research active FTE in 2018</i>	10
Table 5: Total Number and percentage of green, amber and red lit degree programmes 2012-2019.....	13
Table 6: success data for the last four PBRF rounds.....	16
Table 7: Unitec results by Quality Category.....	17
Table 8: Research Voucher clients by organisation type	18
Table 9: Funders of Unitec's five biggest grants in 2018	23
Table 10: Top 2 providers that declined Unitec's applications for funding.....	24
Table 11: PBRF ERI weightings by funding source	26
<i>Table 12: AMS externally funded projects 2018</i>	30
Table 13: Classification of Unitec's RDC eligible programmes by course category and weightings.....	38
Table 14: 2018 RDC completions and total weighted counts across eligible years.....	38
Table 14: shows Unitec's RDC eligible courses by course discipline categories and the associated weighting.	41

1 Preface

In 2018 Unitec arguably experienced one of the most difficult years in its history. Internal operating budgets were reduced, many research-active staff were disestablished, a number of postgraduate programmes were cut and the freeze on most travel meant research conference attendance was severely curtailed. The early External Evaluation and Review (EER) and the Government's announcement of the Review of Vocational Education (RoVE) posed further challenges, both to staff time and morale. The extraordinary achievements of Unitec's researchers and support staff in 2018 therefore need to be viewed within this context.

In this document we report against the drivers and targets in Unitec's current Research and Enterprise Strategy (2015-2020). The strategy responds to a government directive that the tertiary education sector achieves greater connectivity and responsiveness to industry. It challenges us to forge a deliberate and unique place for Unitec in applied and impactful research for the benefit of iwi, community and business.

Our three strategic drivers are:

1. To improve the quality of our research through staff **capability development** so that staff are equipped to undertake impactful research and enterprise activities.
2. To **increase external engagement** by building more and deeper research relationships with industry to improve the relevance of our research and achieve greater transfer of knowledge, ideas and expertise to industry and wider society.
3. To create **greater strategic focus** to our research, so Unitec gains a competitive reputation in specific areas of research and enterprise.

To respond to these strategic drivers, in 2018 we focused on four research targets:

- **Industry Funded Projects** (research and enterprise projects Unitec is receiving funding for, where the organisation is private sector or public sector and where the services Unitec is providing is applied contract research or consultancy).
- **External Research Income (ERI)** (income received from external sources for research purposes).
- **Research Productivity** (most staff teaching on degree level programmes at Unitec are engaged in research).
- **Quality Assured Research Outputs** (research publications and creative outputs that have been through a peer reviewed process or have been specifically commissioned).

Despite the aforementioned challenges, Unitec research performed extremely well. The continued dedication of Tūāpapa Rangahau staff, Research Leaders, Principal Investigators and committed research staff ensured it was a year of many successes for Unitec. Here are some highlights, which are reported more fully in the body of the report below:

- Unitec topped the ITP sector in the **2018 Performance Based Research Fund (PBRF) Quality Evaluation**. We were the only ITP to win over 1% of the available funds (approximately \$3.3 million). We also exceeded the target (30%) to grow the number of PBRF rated staff from the 2012 round to the 2018 round by 14%.
- Unitec recruited one of New Zealand's top kaupapa Māori researchers, Professor Jenny Lee-Morgan, who established Unitec's **Ngā Wai a Te Tūī, Māori & Indigenous Research Centre**.

- The number of programmes meeting the **Research Productivity Traffic Light (RPTL)**, which measures the engagement of staff teaching on degree programmes in research, increased by 11%.
- ERI has increased by 280% since 2014. Tūāpapa Rangahau is now managing 76 external grants with a combined contract value of more than **\$4.1 million**.

The end of 2018 saw the Unitec Research Committee beginning the process of developing the next five-year Unitec Research Strategy (2020-2024). The new strategy will need to be cognisant of the new Tertiary Education Strategy and the RoVE, and will need to set new targets and drivers to position Unitec, in the minds of industry in particular, as New Zealand's applied research provider of choice.



Associate Professor Marcus Williams
Director Tūāpapa Rangahau, partnering research and enterprise

2 Building staff capability in research

Unitec needs ‘engaged and inspired staff’ who have the capability and expertise to address and respond to a wide range of social, industrial and environmental challenges. Capable staff foster the development of ‘highly employable life-long learners’ that will contribute to a ‘highly skilled, innovative and enterprising New Zealand workforce’.

In 2018, Tūāpapa Rangahau continued to prioritise raising the capability of Unitec staff, particularly those teaching on degree-level programmes, to undertake research, disseminate their research findings and attract external research and development funding to progress their initiatives.

Unitec researchers are at various stages in their research careers, therefore capability development initiatives were tailored to Unitec staff according to whether they were new and emerging (beginner), early career (well published, intermediate) or advanced (senior leader, professoriate) researchers. The capability development initiatives were also targeted to respond to the requirement to lift Unitec’s research productivity (as measured by the Research Productivity Traffic Light (RPTL)) and the quality of research evidence portfolios submitted to the 2018 Performance Based Research Fund Quality Evaluation.

2.1 Developing our staff - Research professional development series

Tūāpapa Rangahau’s professional development series was founded in 2016 to improve the level of staff research capability, to encourage and assist staff to disseminate the results of their research and to link staff to industry partnered opportunities. Figure 1 shows the numbers of staff who participated in research workshops and writing retreats in 2018. As in the past, uptake in 2018 indicates high levels of staff participation across the Institute.

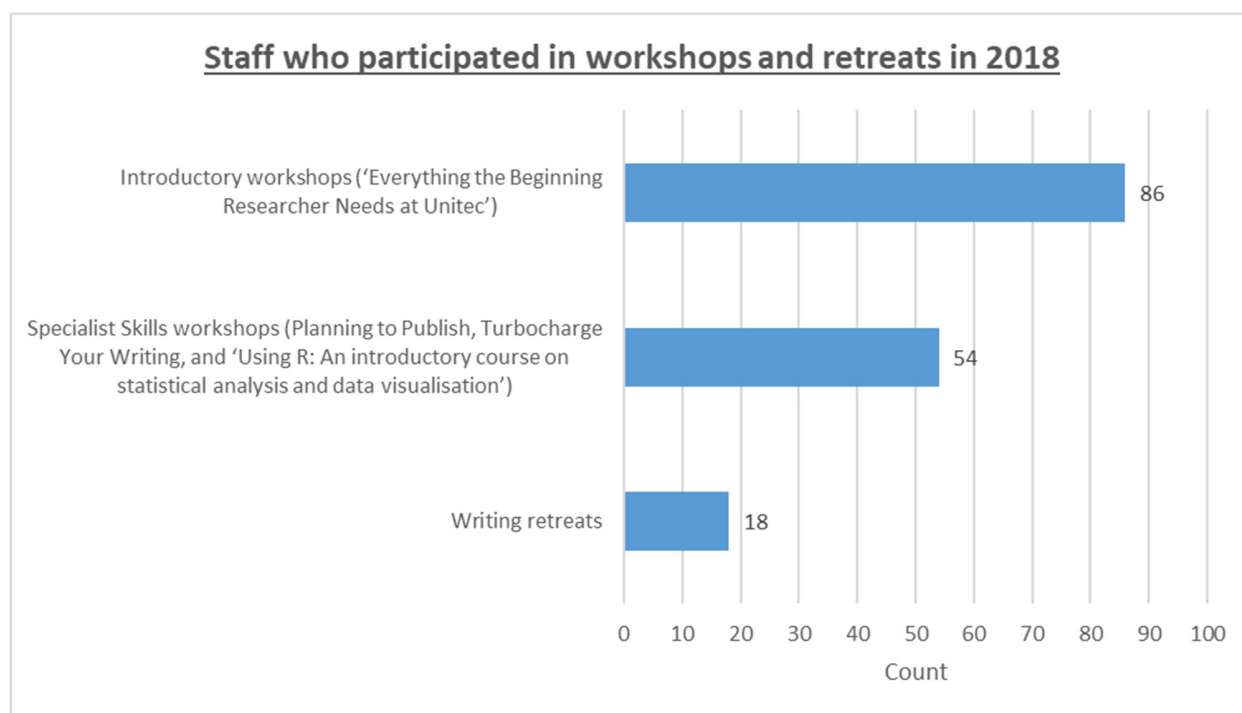


Figure 1: Staff participation in research professional development series in 2018

At the start of 2018, staff enthusiasm about engaging in research was apparent when the workshop ‘Everything the Beginning Researcher Needs at Unitec’ quickly reached maximum capacity and developed a long waitlist. Tūāpapa Rangahau responded to the demand by scheduling an additional two sessions on short notice in February. In total 86 staff participated in the workshop.

Writing retreats are relatively inexpensive opportunities for staff members (upon application and selection) to devote dedicated time and energy to producing research outputs in a supportive and collegial yet intensive environment. Early indications are that specialist skills workshops on writing and publishing, alongside the writing retreats and a new offering on 'Using R: An introductory course on statistical analysis and data visualisation', led to increased levels of research activity and output dissemination. These events also served to lift staff morale and inspired greater confidence that research is supported and valued at Unitec.

Figure 2 shows the number of participants in the specialist skills workshops.



Figure 2: Participation in specialist skills workshops offered in 2018

Unitec's PhD Leaders Programme was launched in 2018. Facilitated by the Research Professional Development Liaison, this programme provided research leadership training and 0.2 FTE additional research time for staff members pursuing an industry/community-engaged PhD. In 2018 we had four staff members participating in this programme in four different disciplines. Feedback from participants showed the benefits of the programme were:

- increased confidence in research and research leadership capabilities;
- mutual learnings across disciplinary boundaries;
- research engagement extending beyond specialist fields of study; and
- supporting others' research.

Twenty-three staff members completed the Successful Postgraduate Supervision course (compared with 15 in 2017). The course is very highly regarded and serves as a permanent resource for postgraduate supervision practice.

Other courses 'Writing a Successful Grant Application' (blended course: 15 participants) and 'Managing a Research Contract' (online course: 10 participants) were also popular. In 2018, it was a requirement for recipients of grants from Unitec's Senior Researcher Fund and Early Career Researcher Project Fund to complete one or both of these courses in an effort to grow staff capability in seeking and managing grants. Notably, upon learning about these courses, research leaders within other New Zealand ITPs expressed an interest in offering them to staff members at their institutions, and subsequently the courses were shared with the Eastern Institute of Technology, Otago Polytechnic, and Nelson Marlborough Institute of Technology.

Evaluation data for the 2018 Research Professional Development series reveal very positive reception and benefits. For example, 93% of respondents rated the workshop 'Using R: An introductory course on statistical analysis and data visualisation' either four or five out of five.

The following quotes are representative of most participants' experiences of the writing retreats offered in 2018:

- *"The space was perfect for me, the ability to have my own time... as needed and a quiet focused writing room where others were working quietly helped me to stay focused. The shared meal times were great for connecting in with others and networking."*
- *"Always a great opportunity to not only progress personal or collaborative research efforts but also to meet and get alongside other Unitec staffers/researchers, without the distractions of campus meetings, corridor interrupters etc."*

2.2 Supporting our researchers – internally funded research projects

Until 2018, Unitec had two annual contestable funding rounds for staff-initiated research projects: The Senior Researcher Fund (SRF) and the Early Career Researcher Fund (ECR). Applications for ECR and SRF funding are appraised by a Grants Assessment Committee, a sub-committee of the Unitec Research Committee.

Other contestable funding rounds are offered on a case-by-case basis. These are the New Researcher Project Start-up Fund (NRPSF) and the Research Development Plan Fund. Successful applicants to these funds are required to report at least twice to Tūāpapa Rangahau on the progress, challenges and highlights of their research projects. In addition to being the 'funder', Tūāpapa Rangahau also provides project and administrative support to the Lead Researchers to ensure they are well-placed to successfully deliver their projects.

In 2018, four SRF projects were awarded contestable funding totalling \$54,949 and six ECR projects were awarded contestable funding totalling \$44,500.

The NRPSF provides a small budget to support new researchers to team up with an experienced researcher to undertake a research project. The fund provides a pathway for these new researchers to become research active and to contribute to their School's Research Productivity Traffic Light results. Two project teams were awarded NRPSF funding in 2018, totalling \$5,337. The 2018 awardees are listed in Tables 1, 2 and 3 below, along with selected highlights from some of the funded projects.

2.2.1 Senior Researcher Fund (SRF)

Until 2018, the SRF contestable round sought to make strategic investments in Unitec's best research by providing an opportunity for senior/advanced researchers at Unitec to find support for their research. Successful SRF projects demonstrate strong academic rigor, meaningful external partnership, opportunities for external funding and the potential to impact our communities, industry and iwi.

Lead Researcher	Practice Pathway (2018 name)	Project name
Glen Aguilar	Environmental and Animal Sciences	The use of DNA barcoding to characterise marine food webs: using apex seabird predators as a sampling vehicle
Iman Ardekani	Computer Science	Active Noise Control Technology for Unmanned Aircraft Vehicles (UAVs) Used for Filming
Melanie Ooi	Engineering	Spectral-Based NIR Vision Inspection of Natural Products
Hamid Sharifzadeh	Computer Science	Predicting Wear Patterns on Footwear Outsoles

Table 1: 2018 Senior Researcher Fund projects awarded

Highlights from these SRF projects are:

- **Glen Aguilar** used a drone to acquire images to construct high resolution maps of areas in Northland that are undergoing ecological restoration due to issues including invasive plant species and kauri dieback. Results were presented at three different hui to stakeholder community groups, iwi and hapū, to the 2018 NZ ESRI User Group Conference and at the 2018 Unitec Research Symposium, where the project won the Research with Impact Award. The next phase of the project is its expansion to other areas of Northland.
- **Iman Ardekani** created a novel algorithm and engineering prototype to reduce the propeller noise that drones create when they fly. By suppressing the unwanted sound, drones can be used to film not only images but also audio from the ground. With support from Tūāpapa Rangahau industry partnering discussions are underway.
- A new imaging technique was developed by **Melanie Ooi** and her research team that can potentially improve the measurement, identification and classification of common weed species in pastures. This technique may lead to the development of a more efficient and sustainable pastoral industry in New Zealand and a strengthening of the New Zealand agricultural and agricultural technology sectors.
- Shoeprints found at crime scenes can be used to link a suspect to a crime, however, the soles of shoes wear over time. A computational approach to modelling the wear patterns of footwear, by applying machine learning models, is being developed that can help link crime scene shoe print images to shoes that have undergone wear over time. **Hamid Sharifzadeh** begun this research after partnering with ESR (the Institute of Environmental Science and Research) and is a great example of a successful industry collaboration that is helping to solve real world problems.

2.2.2 Early Career Researcher Fund (ECR)

The ECR contestable funding round supports both emerging and established early career researchers at Unitec, in order to develop their capability, capacity and career progression.

Lead Researcher	Practice Pathway (2018 Name)	Project name
Mary Yan	Health and Community	Development of a healthier commercially viable snack product in collaboration with GMP Ltd
Paul Woodruffe	Creative Industries	Piki Project
Guillermo Ramirez-Prado and Aziz Ahmad	Computer Science and Engineering	Implementation of Model Predictive Controller for solar water heating based on solar and energy consumption forecasts
Andrew Veale	Environmental & Animal Sciences	New Zealand reptile conservation genomics
Judy Nicholson	Environmental & Animal Sciences	Do these food grade, non-abrasive dental products favour protective microbiomes in oral ecosystems while preventing the establishment of pathogenic ones?
Victor Grbic	Creative Industries	Te Rua Digital Repository

Table 2: 2018 Early Career Researcher Fund projects awarded

Whilst several of these ECR projects are still underway, a few 2018 highlights to date are:

- A multi-disciplinary team that includes researchers from AUT aims to research and develop a novel, solar water heating control system. When successfully tested and implemented, the proposed controller for domestic solar water heating will significantly reduce electricity bills for the New Zealand households and

will help achieve GHG emission goals. The proposed research has the potential to generate new intellectual property.

- **Paul Woodruffe** partnered with Lifewise Trust, Datacom and Heart of the City on the Piki project, a multiyear project aiming to address the results of homelessness on individuals. The project was conceived as a way to replace “Hustling” on the streets of central Auckland by facilitating entrepreneurship for people with lived experience of homelessness. The next step will be investigating how technology can be leveraged to replace hustling with trading.
- There has been a rise in consumer demand for healthier snack food options to replace highly processed snacks. **Mary Yan** partnered with industry partner GMP Ltd to research and develop a healthier snack food product. The first phase of the project, funded in 2018, has resulted in the development of a prototype that has a lower glycaemic index and favourable satiety effects compared with two commercial snack products. This research has been disseminated at two conferences and funding this first stage of the project has enabled Dr Yan to move onto the next phase of the project which will investigate glycaemia and insulin profiles in normal human participants with external funding the next goal.
- **Judy Nicholson’s** research team, in collaboration with Dr Hisham Abdulla from the Laser LifeCARE™ Institute, endeavoured to evaluate the ability of a novel system of food-grade oral care products against conventional toothpaste and mouthwash in developing a healthy oral environment composed of known protective microorganisms. This research has the potential to support the transformation of clinical approaches to oral health and infectious diseases.

2.2.3 New Researcher Project Start-up Fund (NRPSF)

The NRPSF is targeted to support research projects with strong mentor-mentee relationships and goals. The following projects were funded in 2018:

Lead Researcher	Practice Pathway (2018 Name)	Project name
Kris Descovich	Environmental & Animal Sciences	Identification of infectious canine diseases in the Pacific.
Patrick Dodd	Business Practice	Student learning experiences as they interact with authentic assessments

Table 3: 2018 New Researcher Project Start-up Fund projects awarded

New Researcher Start up Fund highlights:

- **Kris Descovich** was awarded \$4,587 for research into the identification of infectious canine diseases in the Pacific which have potential impact on the local population if present. This seed funding allowed the project leader and two other new researchers to further develop their research capabilities, under the guidance of senior researchers. It also enabled them to progress towards an independent larger research project.
- **Patrick Dodd’s** project aimed to investigate the efficacy of assessments in student learning and engagement. This project, that was awarded \$1,750, is an example of how the fund is used to support researchers from red lit programmes to become research engaged, to support staff collaboration on research that results in outputs for multiple staff, and that provides an opportunity for staff to develop their research leadership capabilities.

2.3 Focusing on research productivity – research outputs

Research outputs have been a key measure of Unitec's research performance for some time, which enables longitudinal data to be reported. Research outputs are how researchers contribute to the store and accumulation of human knowledge. They include articles, books, conference papers, and less traditional forms of research dissemination such as patents, websites, films, exhibitions, reports for industry, government etc.

This year's annual target, as outlined in Unitec's 2018 Annual Report to the Tertiary Education Commission, was to produce 448 quality assured¹ outputs. As demonstrated in the results that follow, we did not meet our annual target for this measure. The 2018 figures are indicative only because staff have not yet fully reported their outputs. We expect the final figures to increase in 2019.

2.3.1 Total Unitec research outputs

A total of 501 research outputs were delivered in 2018. Some 386 (77%) were quality assured (QA) and the remaining 115 (23%) were not quality assured (non-QA). Figure 3 shows the overall count, which is lower than 2017. As discussed above, the 2018 numbers are indicative only. The freeze on research related travel in 2018 had some impact on outputs as many staff could not attend conferences to disseminate their research. In 2018, Unitec's focus was on building portfolios for the 2018 Performance Based Research Fund (PBRF) Quality Evaluation submission deadline. As a result of this, there was a significant increase in the 2017 and prior years' figures as staff completed and recorded outputs for this process. There is usually a drop in research output numbers in the year following the PBRF period, this being an established pattern.

Recording research outputs is a retrospective process because staff continue to add research outputs to Unitec's research output management system (ROMS) each year. As new staff publish, they also add their research activity for previous years. These retrospective additions mean that the research outputs for each year continue to rise.

There was a large effort by PBRF eligible staff to improve Unitec's entry into the 2018 PBRF assessment and this mobilised a large cohort of staff to update their outputs. The increase in outputs will be progressive throughout 2014-2017 culminating in the true figure in the 2018-2019 reports.

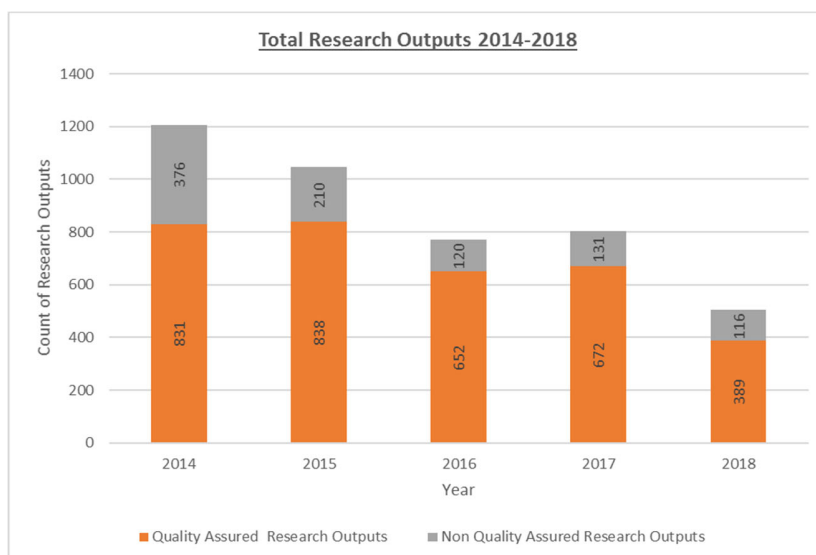


Figure 3: Quality and non-quality assured research outputs

¹ Quality assurance means that the research output has undergone a peer review process before publication and assures the consumer of the research of its veracity.

The number of QA research outputs as a percentage of total outputs produced annually has grown significantly over the last few years until 2017 and then dropped in 2018, see Figure 4. This may partly be due to an increase in research activity that tends to occur towards the end of a PBRF cycle (2017 is the last year for research publication for this PBRF round).

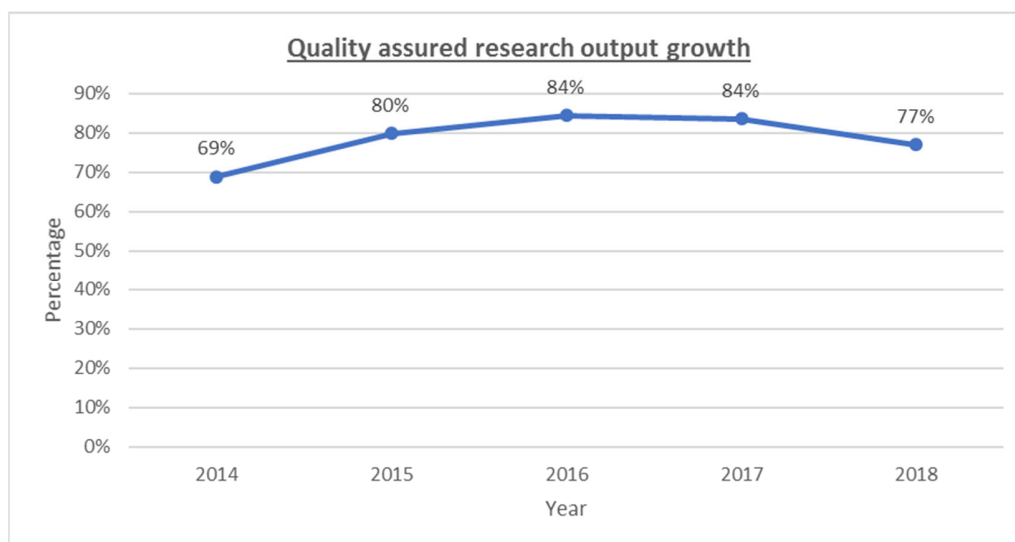


Figure 4: Quality assured research output growth

2.3.2 Research outputs by School

Unitec structure had Pathways until end of 2018 and from the beginning of 2019 a new School structure came into effect. We recoded to Pathway level data to School level so that the data could be looked at into the current context. Figure 5 illustrates the total QA and non-QA research outputs produced by each School in 2018. The category “other” represents research outputs from Academic Development and Te Miro.

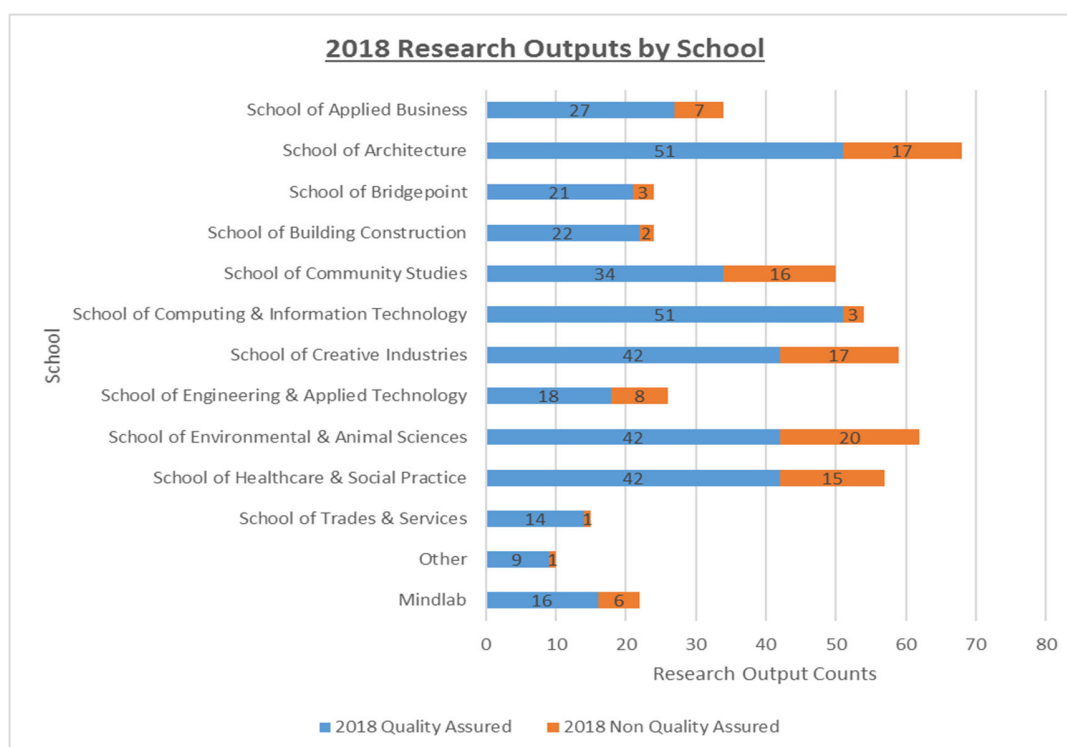


Figure 5: 2018 QA and non-QA research outputs by School

Whilst it is acknowledged that not all 2018 research outputs were included in ROMS at the time of this report, the current results show a high degree of variability in research output productivity across the Schools. However, these total counts need to also be seen in context of the total research active FTE within each School. Table 4 shows the number of QA research outputs achieved per research active FTE within each School.

School	QA outputs per research active FTE in 2018
School of Computing & Information Technology	3.72
School of Environmental & Animal Sciences	2.70
School of Building Construction	2.25
School of Architecture	2.04
School of Creative Industries	1.81
School of Healthcare & Social Practice	1.38
School of Community Studies	1.06
School of Applied Business	0.98
School of Engineering & Applied Technology	0.46
Other	0.57

Table 4: QA research outputs per research active FTE in 2018

In 2018 Unitec produced an institutional average of 1.7 QA research outputs per research active FTE. The target² for 2018 was 2.4 QA research outputs per research active FTE. The School of Computing & Information Technology and

² This target was set as part of the Enabling Strategies process.

the School of Environmental & Animal Sciences were the clear front runners, demonstrating high QA research output performance in 2018 by producing 3.72 and 2.7 QA outputs per FTE respectively. The School of Building Construction, the School of Architecture and the School of Creative Industries also achieved above average QA research output results relative to FTE.

2.3.3 Research dissemination support to Schools

Disseminating research through attendance and presentations at academic conferences is an important and necessary part of academic careers. This provides opportunities to generate peer reviewed research outputs (a measure of an academic's productivity), to provide staff professional development and networking opportunities, and to gain the latest knowledge and advances regarding a specific discipline. Unitec provides the Research Dissemination Fund, managed by Tūāpapa Rangahau, to support academic staff in the dissemination of new knowledge at conferences, promotion of Unitec research, and increase in external recognition.

A total of \$191,000 was available across Unitec's Schools to support research dissemination but not all of this was spent due to travel restrictions. Early figures suggest that the freeze on travel in 2018 had an impact on quality assured research outputs, but due to the ingenuity of staff and the support of Research Partners, this was minimised in the short term. Submitting multiple papers with one presenter, presenting papers on skype and papers presented at conferences for publication in proceedings only, are a few examples. While retaining this economy of practice is desirable, a sustainable resourcing model for research dissemination, which ultimately builds the foundations for the 2024 PBRF submission, is essential. A sub-total of \$70,000 was used to support 60 individuals to disseminate their research (averaging \$1,167 per person). Some travel occurred, with 26 presenting at New Zealand conferences and 34 presenting at international conferences. The remaining monies were used to assist with writing or publishing research work.

In addition to Unitec funding, seven staff were partially or fully funded by external organisations to disseminate their research outputs, providing a strong indication of the quality and relevance of their research.

2.3.4 Professoriate

Ko te amorangi ki mua, ko te hāpai ō ki muri.

The leader is in front and the food bearers behind.

The professoriate are researchers who have gained national and international recognition and have reputations as leaders in their disciplines. The goal for the Unitec professoriate is to share their knowledge, skills, time, passion, listening ear and selves with colleagues, students, and industry stakeholders for the better of society. The professoriate advocate for their disciplines by collaborating, presenting, engaging in public and building teams across the organisation to catalyse research potential at Unitec. Supervising new and emerging researchers is a key part of the professoriate's mission.

The professoriate run the Unitec Professorial Research Mentoring Framework which involves every member mentoring an emerging researcher through to co-authorship in a recognised publication, or supporting researchers to be the lead on their own paper. This framework continues to contribute to the overall aim that every degree programme will be green lit (research engaged) by 2020.

Members of the professoriate show leadership across many aspects of the institute. Some examples are:

Deputy Chair of our Health Research Council-accredited research ethics committee	A/P Nigel Adams
Director, Ngā Wai a te Tūi, Māori & Indigenous Research Centre	Prof Jenny Lee-Morgan
Director, High Tech Transdisciplinary Network	Prof Christian Probst
Leader, Applied Molecular Solutions research focus	A/P Dan Blanchon

Executive Editor, Unitec ePress	A/P Evangelia Papoutsaki
Director Research and Enterprise	A/P Marcus Williams
Professional Development Liaison	A/P Helen Gremillion
Practice Pathway (now School) Research Leaders	A/P Linda Kestle A/P Leon Tan A/P Jonathan Leaver A/P Lian Wu A/P Christian Schnoor

In addition, members of the professoriate commonly serve as Principal Supervisors on postgraduate research degrees and as Principal Investigators on externally funded research projects.

In 2018, professoriate members Jonathan Leaver, Hayo Reinders, Christoph Schnoor and Evangelia Papoutsaki, and Senior Lecturer/Academic Leader James Prescott were invited by the Tertiary Education Commission to act as panel reviewers for the 2018 PBRF Quality Evaluation. It was the largest number of Unitec staff selected since the PBRF began in 2003 and were competitive, and prestigious appointments.

2.4 Research Productivity Traffic Light (RPTL)

In order to monitor the extent to which degree programme teaching and supervision is underpinned by research activity, a NZQA requirement, Unitec's Academic Board approved the use of the Research Productivity Traffic Light (RPTL) Report. This report was first presented to the Academic Board in 2012 and has been produced annually since then.

The traffic light applies to the research activities of permanent full time or part time staff, or staff on contracts of 12 months or more with at least 0.2 FTE, who currently teach or supervise on degree programmes. For the RPTL a research active staff member is defined as someone who reached or exceeded the threshold of two eligible research outputs (either quality assured or non-quality assured) over the previous two-year period. Part-time staff have a threshold of one output over the two-year period. A green lit degree programme is where at least 75% of staff teaching and/or supervising on it are research active.

The Unitec Research and Enterprise Strategy outlines Unitec's aspirations with regard to RPTL performance, stating that all programmes at degree level will be rated green in time for the 2020 RPTL census.

2.4.1 Research productivity status of Unitec degree programmes

In the 2019 RPTL census, which uses verified research outputs data from 2017 and 2018, hence reported in here. Unitec maintained the consistent gains made since the Traffic Light report was introduced in 2012 (see Table 5 and Figure 6 below). However, the rate of progress has slowed. As shown in Table 5 below, in the 2018 census, 27 degree programmes were green lit (68%), five programmes were amber lit (13%), and eight were red lit (20%). In the 2019 census, 33 degree programmes are green lit (79%), seven programmes are amber lit (17%), and two are red lit (5%).

Programme Status	2012	2013	2014	2015	2016	2017	2018	2019
Count of green lit programmes	9	10	14	19	21	28	27	33
Count of amber lit programmes	7	8	9	12	16	8	5	7
Count of red lit programmes	11	9	7	4	3	5	8	2
Total	27	27	30	35	40	41	40	42

Programme Status	2012	2013	2014	2015	2016	2017	2018	2019
Percentage of green lit programmes	33%	37%	47%	54%	53%	68%	68%	79%
Percentage of amber lit programmes	26%	30%	30%	34%	40%	20%	13%	17%
Percentage of red lit programmes	41%	33%	23%	11%	8%	12%	20%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 5: Total Number and percentage of green, amber and red lit degree programmes 2012-2019

Figure 6 below also illustrates the research productivity results and trends for the institute over the last eight years.

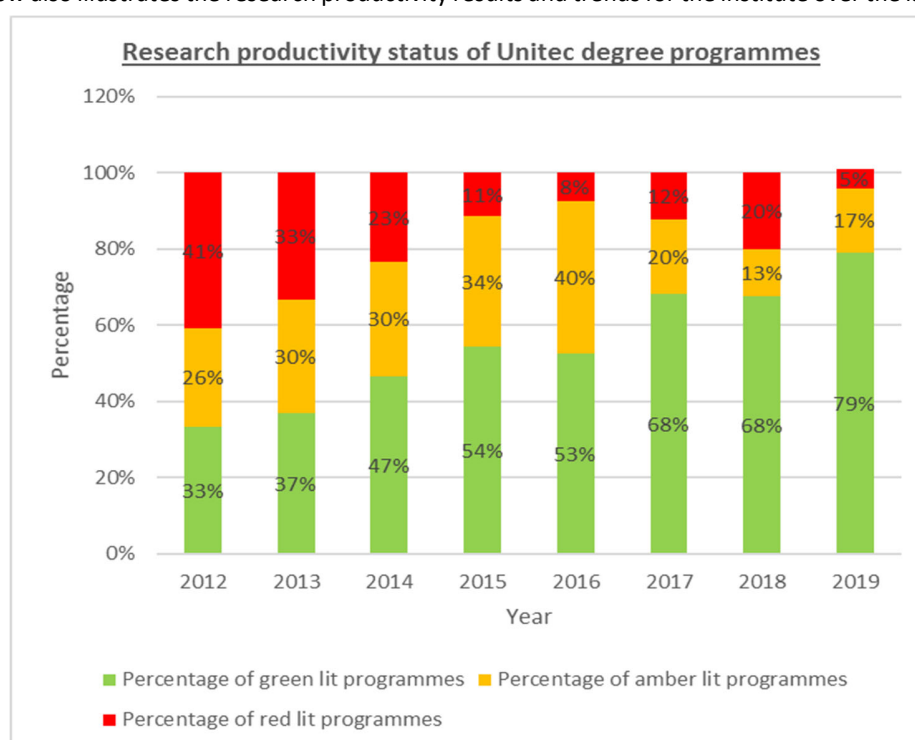


Figure 6: Total Number of Green, Amber and Red lit Degree Programmes 2012-2019

There was a big shift in green lit programmes, an 11 percentage point growth from 2018. The biggest achievement for 2019 is the major shift of red lit programmes to amber lit or green lit. We now have only two programmes that are red lit compared to 8 red lit programmes in 2018. That is a 15% improvement. While the goal that all degree programmes will be green lit by 2020 remains achievable it will require careful planning, a strong focus, increased effort, and appropriate resourcing to shift the final group of amber and red programmes to green status.

Bachelor of Teaching (ECE), Bachelor of Performing and Screen Arts, Bachelor of Applied Technology and Bachelor of Health Science (Medical Imaging) changed from red to green lit in 2019, a major achievement for Unitec. Master of Teaching Educational Leadership changed from red to amber lit. Bachelor of Nursing kept its red lit status.

Bachelor of Construction and Master of Business changed from amber to green lit. There were two programmes (Bachelor of Business, Bachelor of Communication (Teach Out)) which had their amber lit status unchanged.

Most programmes remained green lit in 2019, however four programmes changed to amber lit. These were Master of Osteopathy (Teach Out), Master of Applied Practice (Professional Accounting), Bachelor of Applied Science

(Human Biology) (Teach Out) and Bachelor of Sport (Teach Out). The remaining green lit programmes were robust, with excellent research plans.

2.4.2 Research Development Plan (RDP)

The RDP initiative was implemented in 2014 to aid programmes to improve their Research Productivity Traffic Light (RPTL) result. Resources were directed to support staff to engage in research and build a research culture. This approach resulted in a big improvement whereby 95% of programmes were green or amber lit. This figure was around 59% in 2012.

Tūāpapa Rangahau tracks individual progress by programme in order to optimise resources toward the goal of 100% green lit programmes by 2020. An example was the support provided for a new researcher to attend and present at the Ngā Pae o te Māramatanga International Indigenous Research Conference.

RDP is one of the key responsibilities of the Research Partners, who each have a suite of Practice Pathways (now Schools). There is also a dedicated Research Partner Rangahau Māori with a specific focus on looking after Māori researchers and matters pertaining to Māori research in Pathways (now Schools). Four major developments in this space were:

- The co-development with HR of a set of standard operating procedures for academic recruitment into the degree space. The lack of this in the past has meant an inconsistent awareness of the need for tertiary level research capability in candidates, which impacts on the RPTL and PBRF.
- The development, launch and implementation of the Individual Research Planners with a 100% uptake in 2018. This lays the foundation for performance based allocation of research time.
- The embedding of key research goals into degree staff ADEPs. This is critical to ensuring staff and managers mutually understand the contractual obligations around research and help individuals set a course for achieving the research goals in ways appropriate to that staff member's level and capability.
- The development and ratification of Research Competencies for research-active staff, which now sit alongside the Teaching and Leadership competencies. These competencies formalise and guide staff members' professional development trajectories in the research space, and help facilitate the informed completion of the 'Develop' quadrants within staff members' ADEPs.

The implementation of these four initiatives signals an institution-wide commitment to the embedding of research activity and research culture at Unitec and will strengthen the institute in the long term. It is also important to note that the work around RDP formed a significant part of the research narrative for the External Evaluation and Review (EER) and without a doubt contributed to the outcome for research which was GOOD for self-assessment and GOOD for quality.

2.5 Performance Based Research Fund (PBRF) performance

The primary purpose of the PBRF is to ensure that excellent research in the tertiary education sector is encouraged and rewarded. This means assessing the research performance of tertiary education organisations (TEOs) and then funding them on the basis of their performance. The PBRF comprises three funding components:

1. **Quality Evaluation (QE) measure:** the purpose of this measure is to reward and encourage the quality of research – 55% of the fund. The QE is a periodic assessment of the research performance of staff at eligible TEOs. TEOs present their staff members' research in Evidence Portfolios that are assessed for quality by

expert peer review panels. TEOs determine which of their eligible staff members' research is likely to meet the standard for a funded Quality Category and then support these staff to submit their research portfolios for assessment (discussed in Section 2.5.1).

2. **Research Degree Completions (RDC) measure:** the purpose of this measure is to reflect research degree completions – 25% of the fund. This element is a yearly measurement of the number of PBRF-eligible postgraduate research-based degrees completed at participating TEOs (discussed in Section 6.6).
3. **External Research Income (ERI) measure:** the purpose of this measure is to reflect external research income – 20% of the fund from 2016. This element is a yearly measurement of the amount and type of income received by participating TEOs from external sources for research purposes (see Section 3.3 for details of ERI earned in 2018).

The total size of the PBRF fund for 2019 is \$315 million. Unitec currently receives \$3.14m (2018 indicative data). Unitec's performance in the 2018 QE round secured 1.05% of the total QE fund resulting in \$1.826m of funding from 2019-2024. This figure is the most stable of the three measures but can change as the size of the PBRF funding pool is determined by the Government through its annual Budget. RDC and ERI funding is calculated annually based on our annual ERI and RDC performance.

2.5.1 PBRF Evidence Portfolio (EP) submissions

Tūāpapa Rangahau has been actively preparing for the 2018 Quality Evaluation (QE) for a number of years. In June 2018, Unitec had 281 PBRF eligible staff and we submitted 128 EPs for QE. The basis of PBRF eligibility is the length of employment (at least one year), FTE (minimum of 0.2 FTE throughout the eligibility year) and whether the staff member is substantively involved in teaching at degree-level or above, and/or research. EPs were not submitted by staff, whose EP Tūāpapa Rangahau determined was not likely to meet the standard for a funded Quality Category (the TEC term for ratings).

Each submitted EP was assessed by expert peer review panels and a Quality Category was assigned. EPs present formally verified research outputs as well as examples of other contributions to the research environment. Staff were rated A, B, C or R. A rating of C(NE) or R(NE) is assigned to researchers considered 'new and emerging' at the time of the assessment. The different Quality Categories receive different levels of funding, with an A being worth five times more than a C, a B worth three times more than a C, a C(NE) worth two times more than a C and an R and R(NE) receiving no funding. In order to mitigate the risk that PBRF might be used to influence employment related decisions, only the numbers of staff who receive a funded Quality Category (A, B or C) are publicly reported.

2.5.2 2018 PBRF Quality Evaluation results

There have been three previous Quality Evaluation rounds in 2003, 2006 and 2012 and Unitec had been the highest performer of the ITPs over all that period. Despite 121 PBRF rated staff leaving Unitec between 2014 and 2017 due to transformation-related redundancies and resignations, Unitec still managed to maintain its status as the highest performing ITP in the 2018 PBRF.

Key results:

- ◆ 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, 26 B, 75 C, 18 C(NE), three R and one R(NE) Quality Category ratings.
- ◆ Overall Unitec ranked ninth out 36 TEOs participating in the 2018 PBRF Quality Evaluation.

- ◆ Unitec ranked first for AQS(S) in the ITP sector (AQS(S) shows the intensity of research at each TEO relative to their staff numbers) and 12th for AQS(S) in the TEO sector overall.
- ◆ Unitec is the only ITP that will receive greater than 1% of the total funding available through the PBRF.
- ◆ Unitec will receive \$1.8m of Quality Evaluation Funding, a drop of \$300k from the 2012 round³.
- ◆ The 2015–2020 Unitec Research and Enterprise Strategy set a stretch target to grow the number of PBRF rated staff by 5% from the 2012 round to the 2018 round (from 33% to 38% of eligible staff). However, as mentioned above, we lost 121 of the 2012 cohort of staff with rated (funded) portfolios between 2014 and 2017. In June 2017 the Executive Leadership Team agreed that, given these developments, the PBRF-related KPI needed revision and the Unitec Research Committee subsequently 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. Despite these challenges, we exceeded this target of 30% by 14%. Table 6 shows the details of Unitec’s achievements over the last four PBRF rounds.

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

Table 6: success data for the last four PBRF rounds

While Unitec submitted 26% less EPs to the 2018 PBRF round compared to the 2012 round, 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, the quality of our research was better. Table 6 shows the details relating to these numbers.

These positive outcomes are the result of the improvement of the quality of research being undertaken at Unitec. Being more thorough and strategic in preparing for the submission process and improved recruitment protocols for degree programmes has helped address previous challenges around building Unitec’s research capability.

³ Although Unitec’s performance was better or similar in some areas compared to the 2012 round, our funding allocation was reduced as eight more TEOs participated in the 2018 round while the funding pool remained at \$315 million.

2.5.3 Unitec's results by Quality Category

Table 7 shows the Quality Categories awarded to EPs submitted by Unitec in the PBRF 2018 Quality Evaluation Round and the prior 3 rounds.

Quality Category	2003(FTE)	2006(FTE)	2012 (FTE)	2018 (FTE)
A	1	2	2	5
B	21	26	24	24
C	55	70	75	70
C(NE)	0	26	14	16
Total	77	124	115	116

Table 7: Unitec results by Quality Category

In the 2012 Quality Evaluation, 12% of staff who achieved a PBRF ranking were classed as 'New and Emerging' researchers. The PBRF defines 'New and Emerging' as someone who became research active for the first time within the six 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 classed as 'New and Emerging'. The 2018 figure was 14%, 3% less than our target.

Over the four PBRF Quality Evaluation rounds, this is the first time Unitec was awarded such a high number of A ratings, as an A attracts five times more funding than a C. The number of B ratings remained the same in 2018 as those received in 2012, while the numbers of portfolios rated C and C(NE) were slightly up.

2.5.4 Implications for Unitec

The results of this assessment show that Unitec has managed to maintain its position as the highest performing ITP. By virtue of size, Unitec maintains a significant proportion of the PBRF funding awarded to non-universities (1% out of 4%). Our 2018 performance will attract slightly less funding than our 2012 performance due to the loss of rated staff and because more participating TEOs will be drawing from a resource that remains static.

With over a quarter of the ITP sector's share of the PBRF funding going to Unitec, and with Unitec ranked ninth out of the 36 participating tertiary organisations in a fund that better suits the university sector, this result highlights the quality of the research programme in place at Unitec and is all the more notable. It also rewards Unitec's ongoing focus on applied research, and our support of our new and emerging researchers.

3 Increasing external engagement

Building partnerships to meet the needs of industries and to improve student success is central to achieving Unitec's vision and Research & Enterprise Strategy.

3.1 Building external relationships through research

Unitec seeks to build external partnerships through impactful research projects informed by an "outside-in" approach. To achieve this aspiration, we have promoted programmes such as the *ITP*Research and Enterprise Voucher scheme (details in Section 3.1.1). Furthermore, our largest external research projects, in areas including cybersecurity and environmental engineering, are strongly partnered with industry stakeholders and external research collaborators. These external relationships have engaged Unitec researchers in applied, impactful research projects and have generated external research income (ERI), whilst also producing secondary benefits such as access to industry expertise for course development, guest lecturing and off-campus learning experiences.

3.1.1 *ITP*Research and Enterprise Voucher scheme

The *ITP*Research and Enterprise Voucher scheme aims to seed new relationships with communities, iwi and businesses by subsidising the cost of our research services to kick-start research collaborations. In the course of delivering on a contract, we are facilitating professional development for staff in the commercial arena (outside of traditional academia) and engaging directly with end-users. This creates real world opportunities for staff and students through increased industry engagement, as well as the opportunity to foster joint projects around commercialisation and the creation of Intellectual Property.

Unitec has delivered, or was in the process of delivering, 14 research and enterprise vouchers by the end of 2018. The total external co-funding committed from the research and enterprise vouchers in 2018 was \$42,300, this is in addition to external in-kind contributions to many of the projects, such as access to industry experts and specialist machinery and facilities.

The majority of research voucher projects were delivered by the School of Applied Business (5) and School of Healthcare & Social Practice (5). Within these the Social Practice and Business Practice staff were the most active.

Recent voucher projects have been more student-engaged, providing opportunities for Unitec students to undertake research and work experience with industry partners.

In 2018 there was a good mix of different types of organisations accessing the voucher scheme, although our focus was on increasing the number of private companies and public/local government organisations involved in voucher projects (see Table 8).

Organisation Type	Number of Voucher clients
Private company	4
Charitable/not-for-profit	6
Public, local government	4
Total	14

Table 8: Research Voucher clients by organisation type

Figure 7 illustrates Schools' involvement in the Research and Enterprise voucher scheme in 2018, shown as the number of active voucher projects by School.

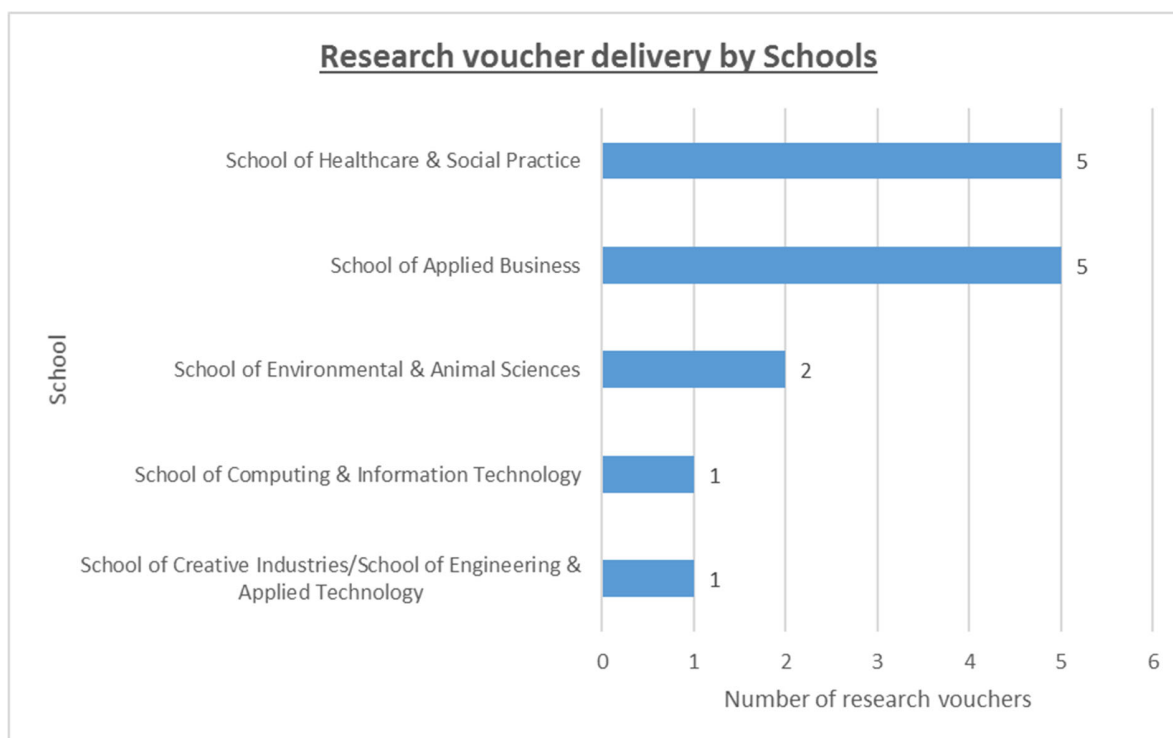


Figure 7: Schools' involvement in the research voucher scheme in 2018

3.1.2 Industry funded projects

Seventy-four research and enterprise projects in 2018⁴ were at least partially industry funded. Industry funded projects are defined as active research or enterprise projects that Unitec is receiving funding for, where the organisation is private sector or public sector and where the services Unitec is providing is applied contract research or consultancy.

Figure 8 illustrates the Schools' contribution to 2018 industry funded projects.

⁴ There was a slight change in the definition of industry funded projects in 2018 to include public sector and where the services Unitec is providing is applied contract research or consultancy. Prior to this only funding from private sector was included. Thus the 2018 figures reported are comparatively higher than that of 2016 and 2017.

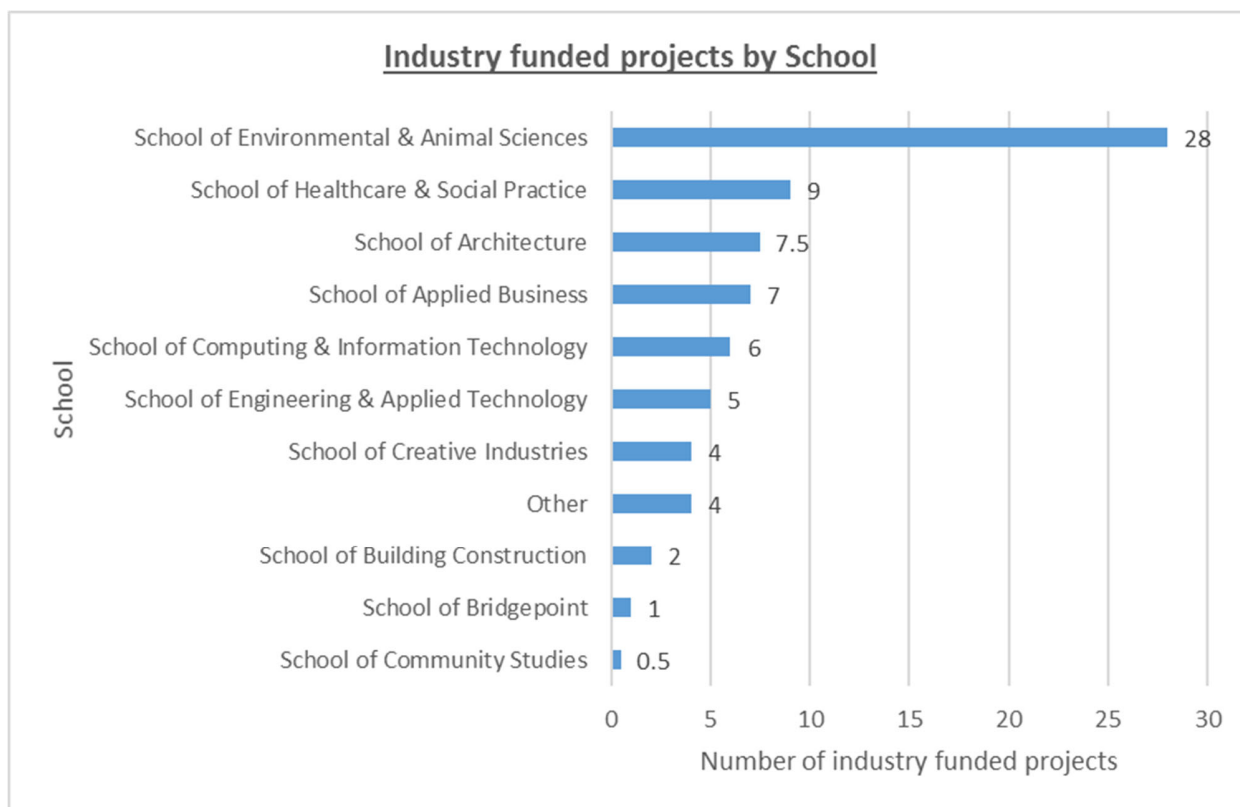


Figure 8: Schools' contribution to industry funded projects

3.1.3 Commercialisation

In 2018 Unitec has further progressed with commercialisation efforts for our cybersecurity products. STRATUS (Security Technologies Returning Accountability, Trust and User-centric Services in the Cloud), a multi partnered, six-year \$1.8m project led by the University of Waikato has entered its final stage and industry engaged research is now moving on to industry partnered commercialisation. We have successfully delivered on a license agreement with Taranaki based cloud computing service provider NakiCloud. Negotiations are currently under way to open up CRaaSH, a unique disaster recovery product, to more external partners. KiwiNet and Kea are involved to help us access opportunities to commercialise CRaaSH. Cybersecurity prototype DNASec has been presented to Vodafone NZ and is currently being evaluated by their team for potential commercialisation opportunities.

Unitec's environmental engineering research on the bioremediation of asbestos has progressed well in collaboration with the Universities of Pennsylvania and Canberra and the Fox Chase Cancer Centre in Philadelphia. The Ministry for the Environment granted \$393,000 to Unitec as part of the Waste Minimisation Fund. Asbestos removal specialist Chemcare has provided a \$30,000 cash contribution and very valuable in-kind support. Envirowaste is also keen to explore a collaboration. The research team is working with the Director Industry Partnerships on a strategy to engage the wider hazardous waste industry. With a \$1 million MBIE Endeavour Fund Smart Idea grant application currently under assessment, and strong industry interest, there is significant potential to advance this research area.

3.2 Seeking external funding

External Research Income (ERI) is a measure of the income for research purposes gained by a TEO from external sources. ERI is one of the three measures of the PBRF (see Section 2.5). Research funding provides an indicator of the contribution staff members are making to the research environment, or reflect staff members' esteem where the funding/support is competitive.

In 2018, Unitec won grants from the following sources:

- Crown Research Institutes;
- Central and local government agencies;
- Centres of Research Excellence (CoREs);
- Other NZ TEOs;
- The National Science Challenges;
- Overseas organisations;
- The private sector;
- The philanthropic and charitable sector.

Here are some details from a few of the funded projects:

- \$15,000 awarded by the Oakley Mental Health Research Foundation towards completion of the “Stories of Deaf people who have had a significant experience of mental illness or addiction” project. Principal Investigator: Dr Geoff Bridgeman, School of Healthcare and Social Practice.
- \$48,000 awarded by the Ministry for Primary Industries towards an assessment of quota share and ACE (annual catch entitlement) concentrations for the 2016-17 fishing year using the 15 species used in earlier studies. Principal Investigator: Dr James Stewart, School of Applied Business.
- \$30,000 awarded by the MBIE Vision Mātauranga Capability Fund towards “Kaitiaki whenua: engaging kura kaupapa rangatahi in digital technologies for environmental stewardship”. Principal Investigator: Dila Beisembayeva, School of Computing and Information Technology.
- \$49,993 awarded by Creative New Zealand towards “Community Arts Park – Ihumaatao”, a programme of cultural immersion through arts and creativity, culminating in the creation of a community arts garden. Principal Investigator (and former Unitec Bold Innovator): Tupatau Lelaulu, School of Architecture.
- \$3,000 awarded by the Department of Conservation towards the collection of samples of *Pimelea eremiticia* (roimata o Tohe) and the analysis of chloroplast DNA. Principal Investigator: A/P Peter de Lange, School of Environmental and Animal Sciences.

3.2.1 Funding proposal submissions and success rates

Tūāpapa Rangahau has dedicated expertise in the identification of ERI opportunities, grant writing, contract management, intellectual property protection and commercialisation. The office supports Principal Investigators (the leaders of funded research projects) throughout the process of seeking, winning and managing ERI. Figure 9 illustrates the number of proposals submitted, the number of successful proposals and the proposal success rates in 2018⁵.

⁵ Success rate percentage is calculated from proposal outcomes known as at 31 Dec 2018

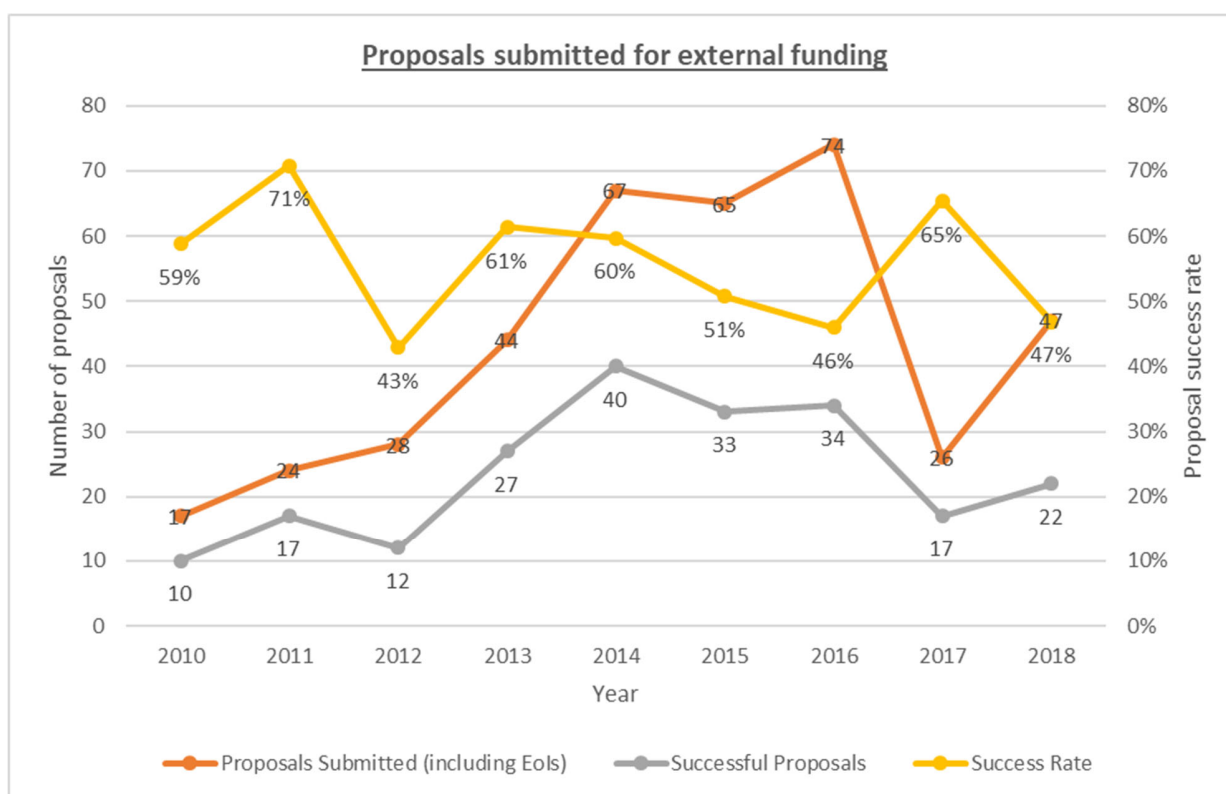


Figure 9: Proposals submitted for external funding.

External research income is an important indicator of external research engagement. It is therefore pleasing to see that the number of proposals submitted for external funding in 2018 (47) was well up on the number submitted the previous year (26) and that the number of successful proposals increased from 17 in 2017 to 22 in 2018. Despite this, a lower proportion of submitted applications were funded in 2018 (48%) than in 2017 (65%). There are a number of reasons behind this lower success rate, for instance, four of the declined applications were submitted to the Royal Society's Marsden Fund, which only funded 12% of the 1,099 nation-wide expressions of interest received in 2018. Another of the declined applications was submitted to MBIE's Endeavour Fund Research Programme which only had a 16% success rate.

Figure 10 illustrates the total grants Unitec has won since 2010, where the outlier in 2014 represents the awarding of the six year \$1.8m STRATUS sub-contract (see Section 2.1.3) .

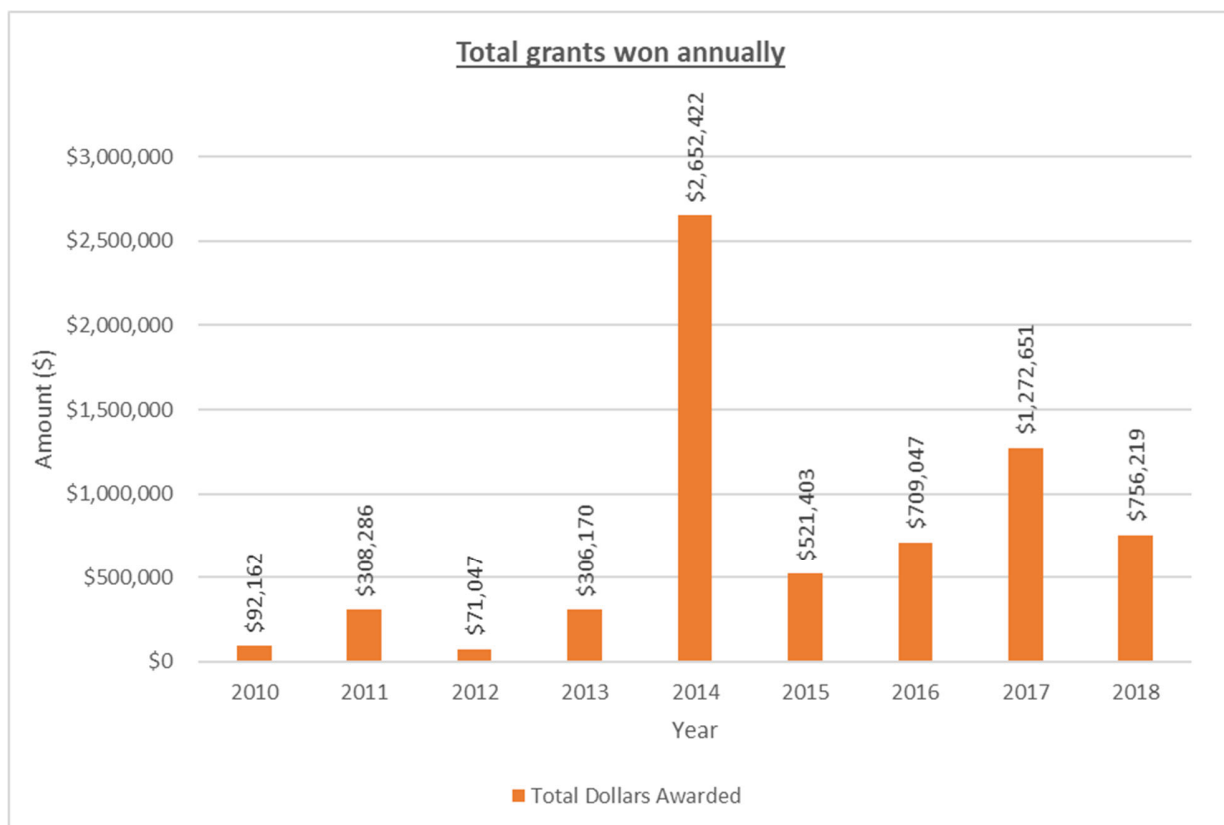


Figure 10: Total grants awarded annually

3.2.2 Organisations funding our research

The sources of Unitec's ERI provide an indicator of the value placed on Unitec research by various sectors. In 2018 Unitec received funding from 20 different sources, which was an improvement from 2017 when income was received from 12 different sources. While most of Unitec's ERI continues to come from central and local government sources (87%), income received from non-government organisations both in New Zealand and overseas remains important, as the PBRF fund rewards TEOs for seeking ERI from non-New Zealand government sources (Section 3.3.3).

The funders of Unitec's five biggest grants in 2018 are depicted in Table 9.

Top 5 funders of successful proposals in 2018	Source & Type of funding
Ministry for the Environment	Govt; contract research
BRANZ (Building Research Association of NZ)	Non-Govt; contract research
University of Waikato	Govt; subcontract
Creative New Zealand	Govt; contract research
Ministry for Primary Industries	Govt; contract research

Table 9: Funders of Unitec's five biggest grants in 2018

In 2018 more than NZ\$13 million of funding was sought while just over NZ\$750,000 was awarded. Table 10 shows that more than \$9 million of the \$13 million sought was in respect of one unsuccessful proposal to MBIE. As discussed above, the success rate for applications to the Endeavour Fund Research Programme and the Marsden

Fund are very low, so these results, while disappointing, are perhaps not surprising. One other note on this bid, is that it was an experimental attempt to rally a large number of ITPs into a singular project. While the funding was not forthcoming, the learning for the sector was significant.

Top 2 agencies that declined Unitec's applications for funding	Number of unsuccessful proposals	Total funding requested	Biggest single grant sought
Ministry of Business, Innovation and Employment (Endeavour Fund Research Programme)	1	\$9,221,155	N/A
Royal Society Te Apārangi (1 x Rutherford Discovery Fellowship, 4 x Marsden Fund)	5	\$1,980,000	\$800,000

Table 10: Top 2 providers that declined Unitec's applications for funding

3.3 Delivery of externally funded projects

The successful delivery of an externally funded research project depends upon the Principal Investigator's ability to lead, coordinate and perform the research. It also depends on the institute's support teams including Tūāpapa Rangahau, Finance, HR and IMS to ensure Unitec maintains a strong external reputation as a quality research provider.

In 2018 Tūāpapa Rangahau provided research management and research administration support to Unitec Principal Investigators in the delivery of 76 active externally funded projects worth over \$4.1 million dollars in contract value.

3.3.1 Total Unitec External Research Income (ERI)

The total external research income (ERI) for any given year is a strong indicator of the external value and magnitude of research efforts for that year. For these reasons it is one of Unitec's main KPIs within the Research and Enterprise Strategy, where Unitec seeks to increase total value of ERI by 10% per annum.

Total ERI is an annual measure of the amount of income Unitec earned delivering research services to external parties. ERI is the income we have earned during a financial year, not what we have been awarded. Unitec measures the ERI earned each year by determining the percentage of project progress made that year for each active research project. Then each project's percentage is multiplied by its respective awarded amount to provide the project ERI for that year. Total 2018 ERI is the sum of ERI calculations from all 41 active externally funded research projects.

Longitudinal data from 2010 onwards shows that Unitec has significantly increased its external research efforts in the last three years until 2017, and dropped in 2018. The major drop in 2018 was due to the change in the Accounting Principal, which is used to calculate ERI.

In 2018, the Tūāpapa Rangahau and Finance team aligned ERI project milestones with direct expenditure of the project. This change of process led to the 2018 figure being low compared with 2017 and the investment plan target. Due to this new process the ERI will be low at project start-up but will gradually increase as the percentage complete increases and is recognised. The investment plan calculation did not incorporate the complexity discussed above and requires adjustment for future years.

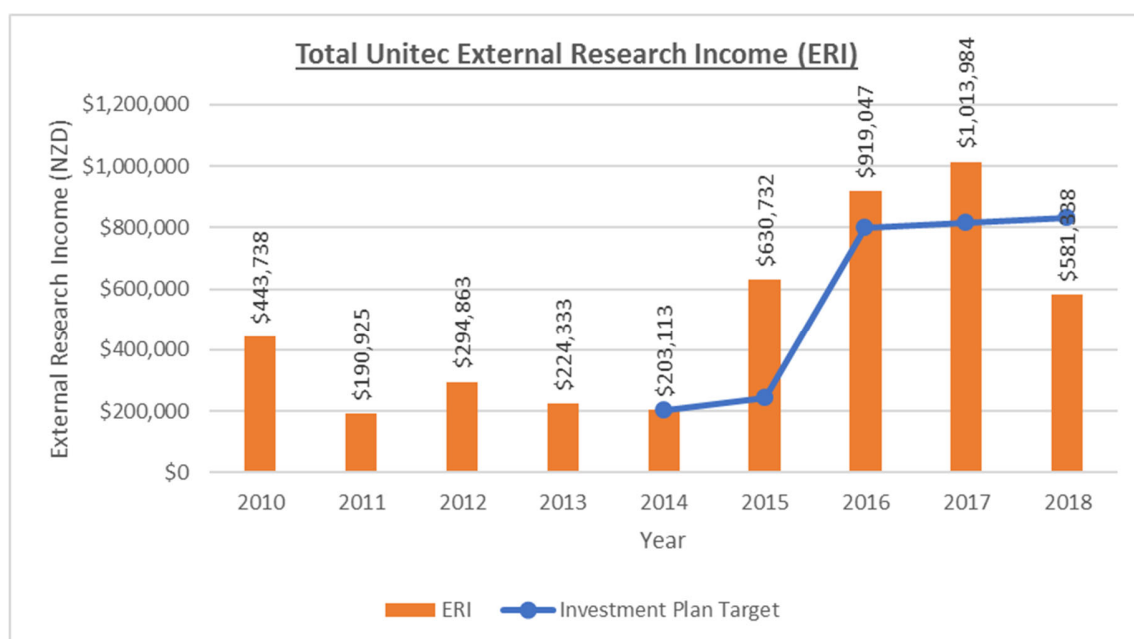


Figure 11: Unitec external research income between 2010 and 2018

As explained above, due to the change in the Accounting Principle used to calculate ERI, we claimed less ERI in 2018 but the funds are still there to claim in the upcoming years of the projects' durations. We also did not meet the investment plan target. From 2019 onwards, the investment plan target needs revision and the new percentage complete process needs to be fully implemented.

3.3.2 External Research Income by School

To promote School level engagement in externally funded research opportunities, ERI is now reported at School level.

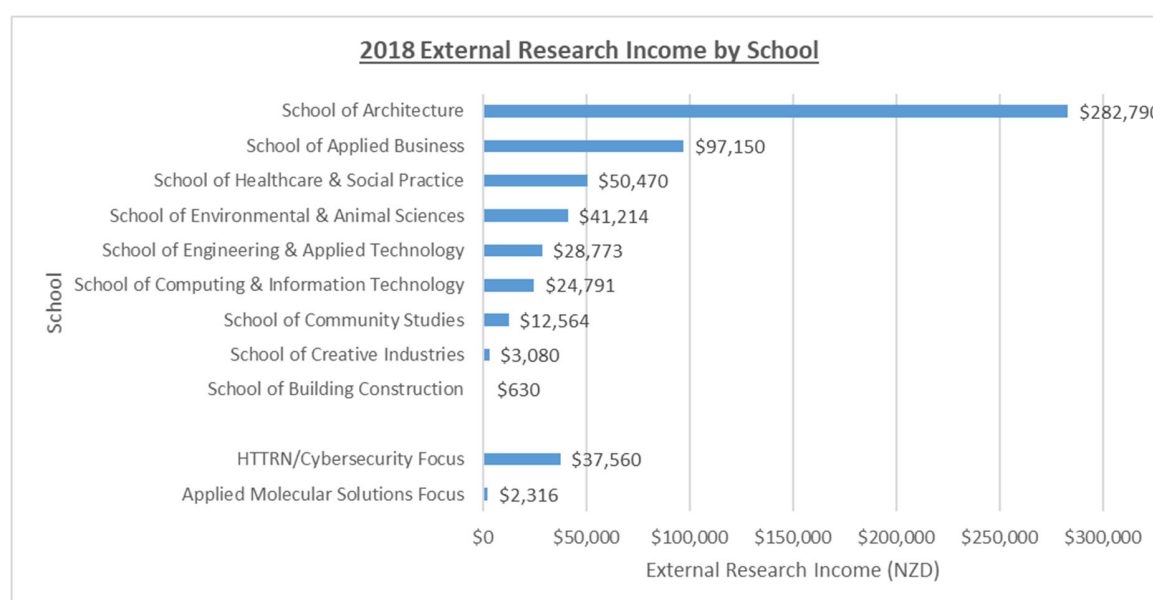


Figure 12: 2018 ERI by School (or Research Foci)

Nearly all Schools that offer degree programmes achieved some level of ERI in 2018, however there was significant variability in ERI performance between Schools, ranging from \$630 to \$282,790 (average of \$60,162, excluding the Applied Molecular Solutions (AMS) and HTTRN/Cybersecurity foci).

School of Architecture was a clear front-runner that produced 49% of Unitec's total ERI for 2018 followed by School of Applied Business (17%). This excellent result from Architecture was due to the positive progress of several large new grants from BRANZ, Toi Ohomai Institute of Technology and University of Auckland. The School of Applied Business's excellent ERI result was due to the successful delivery of contract research for MBIE and Ministry of Primary Industries.

The contribution by the two research foci is declining however, when compared to the previous years, as projects in these foci are coming towards the completion stage. The new research strategy will address this from 2020-2024.

3.3.3 PBRF ERI

ERI is one of the three assessment elements of the PBRF's mixed performance-assessment regime. ERI is included as a measure because it is a strong proxy indicator of the quality and relevance of the research TEOs conduct. In 2016 the PBRF metric changed to increase the incentives for TEOs to win ERI, particularly from non-government sources. The Quality Evaluation (individual staff portfolio) portion reduced from 60% to 55% and the ERI portion increased from 15% to 20%. Starting in 2015, the Government also introduced requirements for ERI to be reported in four different categories, based on funding source. From 2017 onwards, the PBRF funding formula used the category weightings in Table 11 to calculate PBRF ERI funding allocations.

Funding source category	ERI Weighting
NZ government contestable funds	1.0
NZ public sector contract research	1.0
Overseas research income	1.5
NZ non-government income	2.0

Table 11: PBRF ERI weightings by funding source

Central government's changes to the PBRF, signal the growing importance of externally funded, industry and community relevant research. It also signals a continued push for TEOs to rely less on the public purse to fund research. These signals align well with Unitec's Research and Enterprise Strategy 2015-2020 which aims for greater external engagement, an applied research focus and ongoing ERI growth.

Figure 13 shows the relative split of 2018 ERI by funding source.

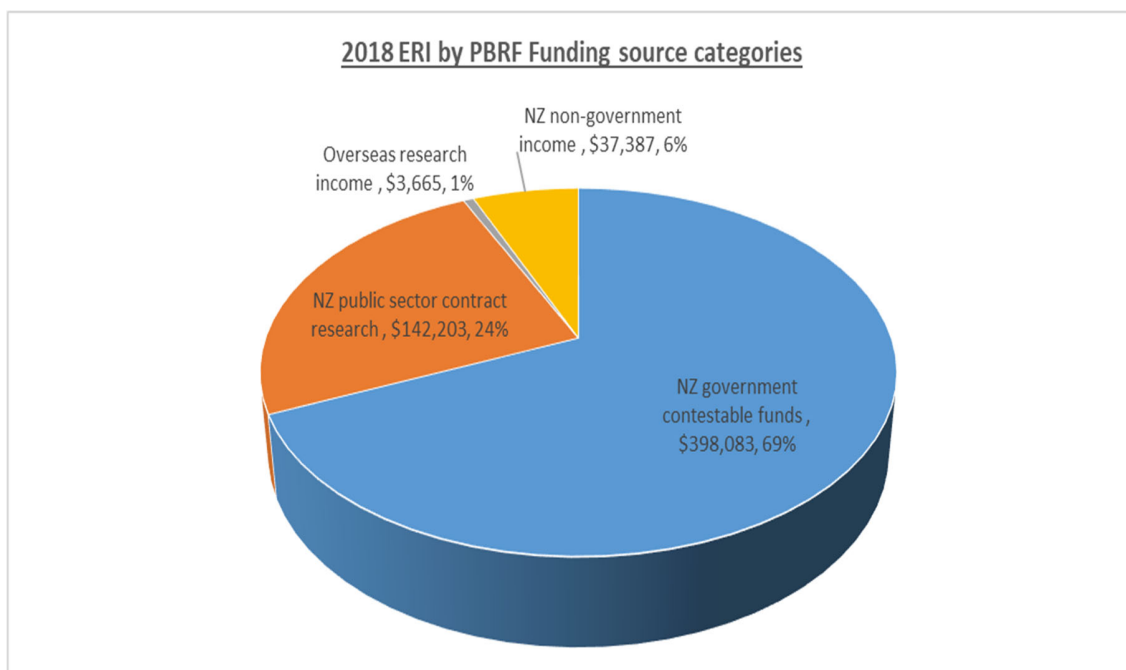


Figure 13: 2018 ERI by PBRF funding source categories

Nearly 70% of Unitec's ERI was earned from New Zealand government contestable funds and 24% was earned from New Zealand public sector contract research, indicating \$540,286 (93%) of Unitec's Total ERI came from New Zealand government sources in 2018. The ERI funded from overseas sources was similar to that of 2017. The ERI from New Zealand non-government decreased significantly from 2017 (\$117k) to \$37k in 2018.

4 Greater research focus

Probably the most significant development proposed in the 2015-2020 Research and Enterprise Strategy was the creation of 'strategic research foci' for Unitec. A heightened degree of focus for research and enterprise activity is a national and international trend, allowing even a relatively small institution to have a high impact in a specialised zone of activity. Strategic research foci are specific areas of demonstrated research capability and leadership, aligned to credible external relationships and funding opportunities that we will invest in to accelerate their growth. The intention is that as these foci grow and are successful they can catalyse research development in related areas, and over time the accumulation of these related areas will form larger themes. Unitec has established Strategic Research Foci: Cybersecurity, Applied Molecular Solutions (AMS) and Kaupapa Māori Research.

4.1 The High Tech Transdisciplinary Network (HTTRN)

In 2018, the High Tech Transdisciplinary Network (HTTRN), Whaingia te Toi Huarewa, underwent a significant restructure and change of focus. When Professor Christian Probst joined Unitec as the new Director of the HTTRN, he initiated a review of the network's structure and goals, and of the activities started in recent years. The aim was to revisit HTTRN's goal of initiating research projects across Unitec with a strong Computer Science component to develop applicable solutions for real-world problems across New Zealand. This review led to a revised mission for HTTRN:

"HTTRN aims to connect Unitec's research, innovation, education, and training capabilities to business, investors, government, and the community to apply our capabilities to solve real-world problems. To enable this mission, we aim at undertaking applied research and consultancy for industry, community, iwi, and government agencies in all areas of expertise. This process is directed towards creating an eco-system of applied innovation and research commercialisation."

With the broadening of scope for HTTRN, the goal became to attract a larger number of research projects involving Unitec staff from all disciplines. While Computer Science can still be expected to contribute to many of the proposed projects, this is no longer required, and the research-active staff in HTTRN were released into their Pathways (now Schools).

Reflecting its revised mission, Unitec's Transdisciplinary Incubator was created. Proposals for incubator funding of up to \$20,000 will be sought twice yearly from transdisciplinary research teams across the institution, with up to three projects being funded each round. Proposals are assessed by a selection committee consisting of external members and three Unitec members ex officio – the Executive Director Partnerships, the Director Research & Enterprise, and the Director HTTRN. External committee members in 2018 included Jörg Kistler, Venture partner BioPacific Partners; Maru Nihoniho, Metia Interactive; Shaun Hendy, University of Auckland and Director of Te Punaha Matatini - The Centre for Complex Systems and Networks; and Daniel Vidal, University of Auckland.

Six applications to the first round of funding were received, ranging from re-imagining and re-engineering small smart devices to remote measuring of medicinal cannabis plants. Decisions on these proposals will be made in early 2019.

Projects that are selected for incubation must either target the development of a research proposal to pitch to a funding agency, or propose the start of a collaboration with an external partner. Proposals for the incubator are evaluated based on their transdisciplinarity and feasibility. Another important factor is the likelihood and potential to engage students into the activities in the incubation phase and/or the project or collaboration activities after incubation, and the projects' "wow factor". Student engagement in particular is an important consideration in the selection process. The incubator is expected to become a natural space for students to contribute to interdisciplinary teams, and to experience the process of dealing with real-world problems. In the future, we plan to extend these

activities by complementing the incubator with a student innovation hub, where students will acquire innovation skills, and will work in interdisciplinary teams on case studies provided by external entities.

4.1.1 Unitec's new Innovation Policy

In 2018, Unitec's new Innovation Policy (IP) was approved by Academic Board and was rolled out across the organisation. The new policy is inspired by the University of Waterloo's policy, and states that the ownership of IP remains with the originator. The only duty of an originator is to register the invention with Tūāpapa Rangahau. If so chosen, Unitec will support originators in commercialising their invention after negotiating a commercialisation agreement, but originators are free to collaborate with partners of their choice.

The goal of the new policy is to foster innovation and inspire staff to identify innovations actively and engage in a discussion about commercialisation. Other institutions which have done this have become hubs of innovation – the University of Waterloo has been named the most innovative university in Canada for 26 consecutive years.

Since the introduction of the new innovation policy coincided with the transformation of HTRN into Unitec's Transdisciplinary Incubator, Director of Research & Enterprise Marcus Williams and Director HTRN Christian Probst embarked on a roadshow to Unitec's pathways to present both elements of Unitec's Innovation Framework, to discuss them with the staff, and to invite applications for incubator projects.

4.1.2 The Cybersecurity Focus

Work progressed on Unitec's largest research contract, the STRATUS project (Security Technologies Returning Accountability, Trust and User-centric Services in the Cloud). As discussed in section 3.1.3, the Unitec research team is leading the research aim focused on disaster recovery and business continuity and have to date produced several prototypes. In 2018, the beta-version of CRaaS, a novel resiliency solution for businesses using cloud computing that ensures both internet connectivity and recovery in times of uncertainty or disaster, has been delivered to our commercial partner, NakiCloud. This has continued the close collaboration with NakiCloud's team. At the same time, we have explored other opportunities for evaluation of our techniques with service providers and IT houses like Integricity.

During 2018, further prototypes were developed in the realm of disaster recovery, most notably LogSpider, a novel distributed backup solution for infinite data streams, such as log files or CCTV footage. In the case of an attack, for example, data can be fully recovered even when multiple storage nodes experience failures. At the end of 2018 it was decided to release LogSpider as open source software in order to provide software providers with a starting point and to initiate further development in this area. The Unitec team is also working closely with the STRATUS team at Waikato University on integrating LogSpider with one of their developments. Both for CRaaS and LogSpider, the Unitec team continued its exploration of engagement with companies and organisations in order to establish further proof-of-concept installations.

Related to the research focus is a cybersecurity whitepaper researched and written by Unitec communication studies graduate Megan Wolak during a paid internship with Delta Insurance, with whom Unitec collaborates through the STRATUS project. The internship was initiated by Unitec's Research Partner Enterprise through the ITP Research Voucher scheme. The resulting white paper covers growing cyber risks in the New Zealand workplace, the effect of the Internet of Things, blockchain and Artificial Intelligence, and suggests risk management strategies. It also explains how European Union privacy reforms affect Kiwi businesses.

In Summer 2018, cybersecurity was the theme of the Advance research magazine (see section 6.2). The issue covered the STRATUS project and its developments, but also the focus's involvement in the re-development of Unitec's cybersecurity education offerings, and the first Japan-New Zealand Summit on Smart Technologies. Hosted by Unitec in October, Japanese and New Zealand experts discussed projects and ideas across a wide range of disciplines around

the question of how smart technologies can and do change our lives, and whether we are prepared for all the ways in which they could affect society.

For 2019, several large research applications are planned, including a follow-up to the STRATUS project, and the focus will work with the School of Computing and Information Technology on redesigning their study programmes, with a special focus on cybersecurity.

4.2 Applied Molecular Solutions (AMS) Focus

The Applied Molecular Solutions Research Focus had a very active 2018. Funding from Tūāpapa Rangahau was primarily invested in further development of laboratory facilities, providing seed funding for projects, paying the salary for a research associate to work across multiple projects, and the purchase of five Bento Labs (<https://www.bento.bio>), which are portable DNA laboratories that allow us to do research in the field, at schools, and in hazardous or restricted areas. Research in AMS continues to focus on four main areas: biodiversity assessment; detection of pest species and pathogens and the diagnosis of disease; studying the underlying genetic causes of diseases and their spread; and the assessment of animal welfare.

AMS researchers collaborate externally with a range of national and international research consortia and organisations, including the Auckland Council, Department of Conservation, Auckland Museum, University of Auckland, Otago University, Lincoln University, Massey University, Field Museum of Natural History (Chicago, USA), Berlin Museum of Natural History (Germany) and Duke University (USA). AMS is linked to three international research consortia with a focus on lichen research: Lecanomics, PhyloRamalina, and Parsys.

In 2018, AMS researchers had external funding for the following projects:

Principle Investigator	Funder	Short Title
Dr Marie-Caroline Lefort	Hutton Fund/Auckland Zoo	Invertebrate diversity at the zoo
Dr Peter de Lange	Department of Conservation	cpDNA sequencing of <i>Pimelea eremitica</i>
Dr Nigel Adams	Birds NZ, Northern NZ Seabird Trust	Hauraki Gulf gannet diet project

Table 12: AMS externally funded projects 2018

These grants highlight the excellent collaborations AMS has developed with other research providers, local government and the community.

In addition, AMS researchers (A/P Dan Blanchon, A/P Peter de Lange and Erin Doyle) are part of a \$400,000 Ministry for the Environment funded project on asbestos bioremediation (see section 3.1.3). This project aims to investigate the use of naturally occurring microorganisms to remediate asbestos.

Other key AMS projects include: An investigation of the human oral biome (Dr Judy Nicholson and Erin Doyle, part-funded by industry); plague skinks population genetics (Dr Andrew Veale and Erin Doyle, with Auckland Council); investigating the microbial diversity of invasive plant species as possible biological control agents (A/P Dan Blanchon, A/P Mark Large and Erin Doyle, with Auckland Council and Plant and Food Research); genetic, spectral, and morphological evaluation of different varieties of medicinal cannabis and hemp (A/P Dan Blanchon, A/P Mark Large, Erin Doyle, A/P Melanie Ooi, Wayne Holmes and Duaa Al-Shadii, School of Engineering and Applied Technology and external industry partners).

Research dissemination from AMS researchers in 2018 included 12 peer-reviewed journal papers, two conference presentations and two reports. Seven AMS researchers submitted PBRF portfolios.

4.3 Kaupapa Māori Research

*Ki te kahore he whakakitenga ka ngaro te iwi
Without foresight or vision the people will be lost⁶*

After significant successes with funded projects in the Māori housing space, Māori research and innovation was identified in 2017 as Unitec's third Strategic Research Foci. The highlight was the Building Better Homes, Towns and Cities National Science Challenge grant for the project "Te Manaaki o te Marae: The role of marae in the Tāmaki Māori housing crisis". The project is co-led by Rau Hoskins (School of Architecture) and Dr Jenny Lee-Morgan who was Deputy Director of Te Kotahi Research Institute, University of Waikato at the time the grant was won, in partnership with Te Puea Memorial Marae. The project investigates how urban marae can lead solutions in a housing crisis, such as the one afflicting Auckland at the moment.

As a result of the research relationships which developed in the course of this project, at the end of 2018 Dr Jenny Lee-Morgan was appointed as a Professor at Unitec to develop and lead a kaupapa Māori research centre. Named in early 2019, Ngā Wai a te Tui Māori Research Centre brought together a multidisciplinary team to respond and lead whānau, hapū, iwi and community research is an example of this. This team includes Irene Kereama-Royal, Ngahuia Eruera, Rihi Te Nana, Dr Tia Reihana and Rau Hoskins. Jenny is one of Aotearoa's top kaupapa Māori researchers and has a strong background in education and applied research. Her arrival marked a significant step-change for research at Te Whare Wānanga o Wairaka (Unitec) and brings considerable agency to the wider aspirations for Māori success in the institute. The arrival of Jenny and this new centre brings great promise for the realisation of the Te Noho Kotahitanga partnership at Unitec and there is no doubt there will be much to report on in 2019.

⁶ Said by Kingi Tawhiao Potatau te Wherowhero, to show the urgency of unification and strong Māori leadership.

5 Ethics

The Unitec Research Ethics Committee (UREC) assesses ethics applications for research projects involving human participants. Animal ethics proposals are contracted out to AgResearch.

In 2018, 75 ethics applications were received from Unitec staff and students and 70 were approved. The majority of ethics applications were submitted by students completing Masters degrees. Since 2013, and continuing into 2018, there has been a steady decrease in the number of ethics applications submitted by staff. In 2017 staff once again began to submit ethics applications in a higher number, which was thought may continue into 2018. However, with the closure of programmes, the higher numbers in the early part of the year tapered off. The quality of applications from both staff and students continues to be an issue and UREC is investigating measures to improve this.

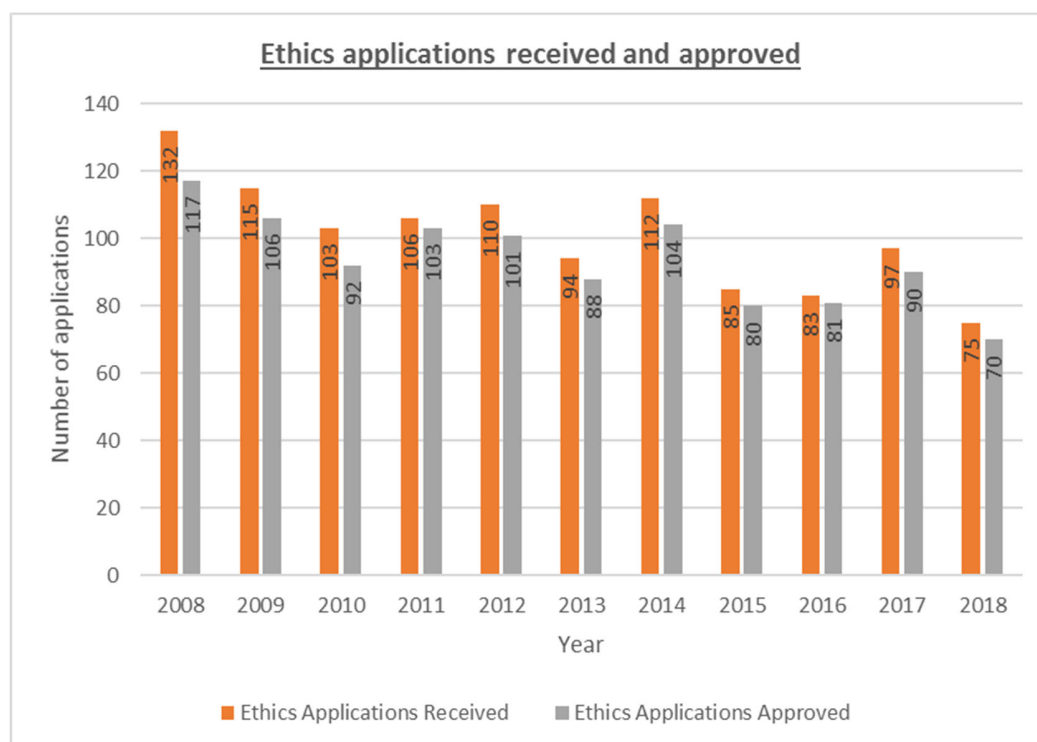


Figure 14: Staff and Student ethics applications received and approved

Dr Maria Humphries-Kil was appointed as a new external member of UREC, and was then confirmed as Chairperson in February 2018. She brings a wealth of experience from her many years at the University of Waikato. Throughout 2018, Dr Humphries-Kil has liaised with the Research Professional Development Liaison and Director Research and Enterprise to increase the quality of ethics applications. This project continues to run, and has resulted in policy changes which aim to increase the quality of research ethics applications at Unitec.

6 Postgraduate studies and student engaged research

Student success is at the centre of Unitec's vision and purpose and research plays a strong role in supporting and enhancing quality teaching and learning at degree level including postgraduate. In 2018 Tūāpapa Rangahau contributed to student success through funding postgraduate scholarships, managing postgraduate examinations, maintaining the supervisors' register, celebrating our A+ postgraduate students and promoting and enabling student-engaged research opportunities.

6.1 Postgraduate scholarships

Each year Tūāpapa Rangahau provides postgraduate scholarships to students across Unitec's postgraduate programmes, supporting our students to succeed. These scholarships are advertised, awarded and administered by Tūāpapa Rangahau in close partnership with the relevant Academic Leaders.

In 2018, \$250,000 of scholarship funding was made available to 13 postgraduate programmes. The funding also supported eight Māori students with Māori-specific scholarships, seven Pasifika students with Pasifika-specific scholarships plus a Bold Innovator Scholarship.

Te Kerekere Roycroft (Ngāpuhi) who studies in the Masters of Landscape Architecture said this about her scholarship which supports her project into the relationship between her own hapū:

"I would like to thank you for the very generous research grant. Yours and Unitec's support will enable me to facilitate my project to a deeper level than would otherwise have been possible. A big thing, considering my project is based in Hokianga, is transport. For site visits, interviewing and wānanga. In my ethics application I allowed for two wānanga, this grant will facilitate these through marae hire, resources, kai and koha. It is also my intent to print copies of my proposal and final exegesis, to give back to my whānau who have helped me so much on my project's journey. To show that level of reciprocity of knowledge exchange."

This year Māori postgraduate scholarship funding was partially invested in a pre-symposium wānanga as part of Ka Rewa; the Unitec Māori Innovation Symposium (see section 7.2). The wānanga (three days of knowledge sharing) was facilitated by Dr Curtis Bristowe. The students stayed at Te Noho Kotahitanga Marae, utilising Pūkenga to share and discuss their own work. This was followed by presentations from Dr Curtis Bristowe on Indigenous Knowledge and Indigenous Research and Aubrey Te Kanawa on Indigenous Knowledge in Action and Papa Kāinga Development. Having been welcomed onto the marae at Unitec already, these students joined symposium delegates at the pōwhiri of Ka Rewa and then participated fully in this two-day event.

6.2 Unitec Bold Innovators Scholarship

Tūāpapa Rangahau introduced the Unitec Bold Innovators Scholarship in 2017. Many talented Unitec students develop start-up ideas during their studies, however do not have the opportunity to progress these further once they graduate. This scholarship supports selected graduates in maturing these ventures into the early stages of commercialisation. Atarangi Anderson (Te Aitanga a Hauiti, Ngāti Porou) graduated from Unitec last year with a Bachelor of Creative Enterprise, already having set up Inky Cat, a fashion label using recycled and organic fabrics as her final year project. Winning 2018's Unitec Bold Innovators Scholarship meant she received a grant and access to an on-campus workspace and resources. Furthermore, she was able to set up a pop up store at St Kevin's Arcade to customer test her new creations. Her designs are described as a kind of nostalgic streetwear and combine high fashion with an environmental approach.

Second to none

Atarangi Anderson's new clothing label offers ethical fashion sourced from secondhand and organic fabrics – and it won the former student a Unitec Bold Innovators Scholarship.



Figure 15: 2018 Bold Innovators scholarship recipient

6.3 Stories of student-engaged research

Student engagement and collaboration in staff led or initiated research is common at Unitec. This occurs through studentships, industry funded projects, externally funded grants, co-authorship with supervisors and credit bearing courses which involve industry partnered research. Such projects and partnerships provide real-life experience for students and often gets them in front of the industry they aspire to work in. Student integrated research is not a goal in the current strategy, but will almost certainly be in the next one. As a consequence, Tūāpapa Rangahau are not collecting data on this at this stage, but here are some anecdotes.

- Dr Diane Fraser, Senior Lecturer in Environmental and Animal Science, continues to provide quality stories of industry and student engaged research. Since 2011 she has supervised dozens of Bachelor of Applied Science third-year students to carry out small research projects for Auckland Council as part of their self-directed study course. This tradition continued in 2018 when two of Diane's students, Tayla Furlong and Laura de Castro, received Auckland Council summer studentships to work on the Department of Conservation's 'Kauri Dieback' campaign. Two students, Alex McKenzie and Graham Johns, received biocontrol summer studentships, providing invaluable early-career experience. They did a survey of biosecurity awareness of ferry passengers traveling to the islands of the Hauraki Gulf. One student gained a one-year Internship with Auckland Council.
- Dr Hamid Sharifzadeh, Senior Lecturer in Computer Science, is working closely with forensic analysis experts at the Institute of Environmental Science and Research (ESR) to develop new identification technology which can be used by NZ Police, NZ Customs and OCEANZ. Soheil Varastehpour, doctoral student, has been working on vein pattern analysis and was funded by ESR, Xavier Francis, masters student, has been working on shoeprint analysis and was supported by ESR who provided shoeprint datasets and forensic expertise. This was also part of Hamid's Senior Research Fund project (see section 1.2.1). Another of his projects aims to return natural speech to voice-impaired people, leveraging on recent advances in speech processing and synthesis, has involved Maryam Erfanian, doctoral student. The project received partial funding from the

NZ Health Innovation Hub in 2016 and has external collaborators from Waitematā District Health Board and University of Kent, UK.

- A/P Linda Kestle, School of Building Construction, worked closely with final year Bachelor of Construction students on their research projects. On behalf of three of these students⁷, she presented three papers at the AUBEA 2018 Conference in Singapore, which was hosted by Curtin University and Singapore Institute of Building. These papers were:
 1. The Impacts of Fatigue on Workforce Sustainability – Tania Lipsham (student), Kathryn Davies and Linda Kestle.
 2. Learnings for Construction Project Management Personnel about Offshore Projects: a case study – Adam McKernan (student) and Linda Kestle.
 3. Last Planner System: Views of Main Contractors and Subcontractors within the New Zealand construction industry – Dorota Samorov (student), Kathryn Davies, Taija Puolitaival and Linda Kestle.

6.4 Postgraduate examinations and completions

Tūāpapa Rangahau manages and administers the examination of all 90 credit and higher theses for of Unitec's Masters and Doctoral programmes. Figure 16 shows the number of theses (90 or more credits⁷) submitted for examination. A very similar number of students submitted their thesis for examination in 2018 compared to 2017.

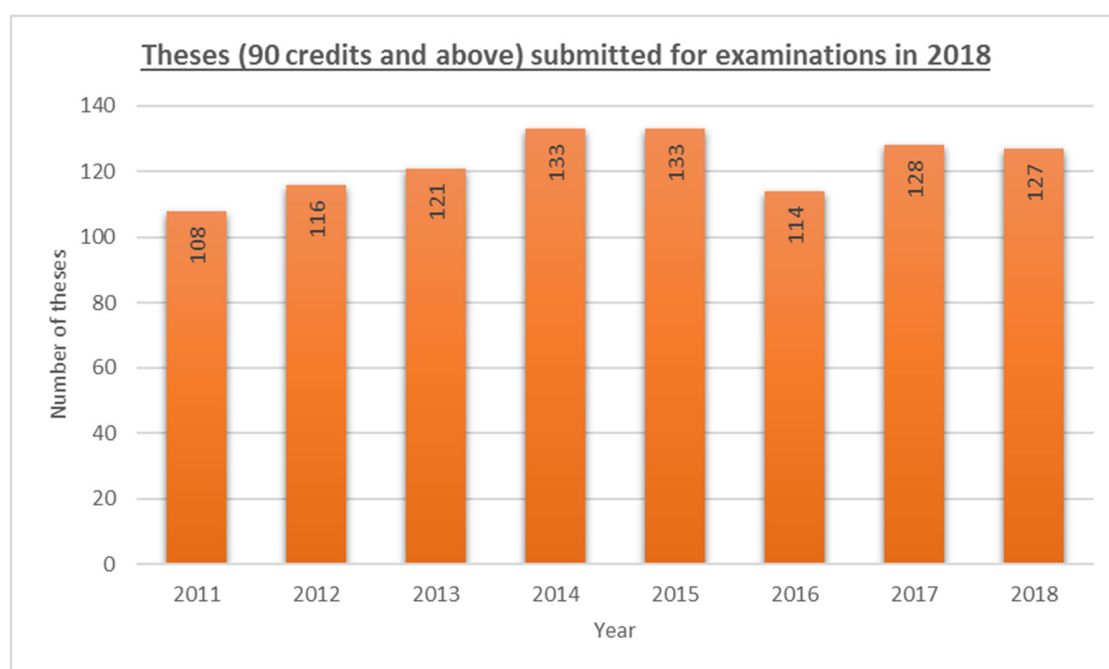


Figure 16: Theses (90+ credits) submitted for examination

⁷ 90 credit plus Masters examinations involve external examiners.

Figure 17 below shows the number of graduates with a Masters or Doctoral degree along with the graduates who identify themselves as Māori or Pacific. There was an increase in the number of Māori or Pacific graduates in 2018.

The number of examinations and graduates differ because students submit theses for examination in one year and graduate in the following year. Also, there were 33 graduates in the Masters of Applied Practice programme in 2018. The credit value for these theses was less than 90 credits and the examinations were managed by the Schools and not by Tūāpapa Rangahau.

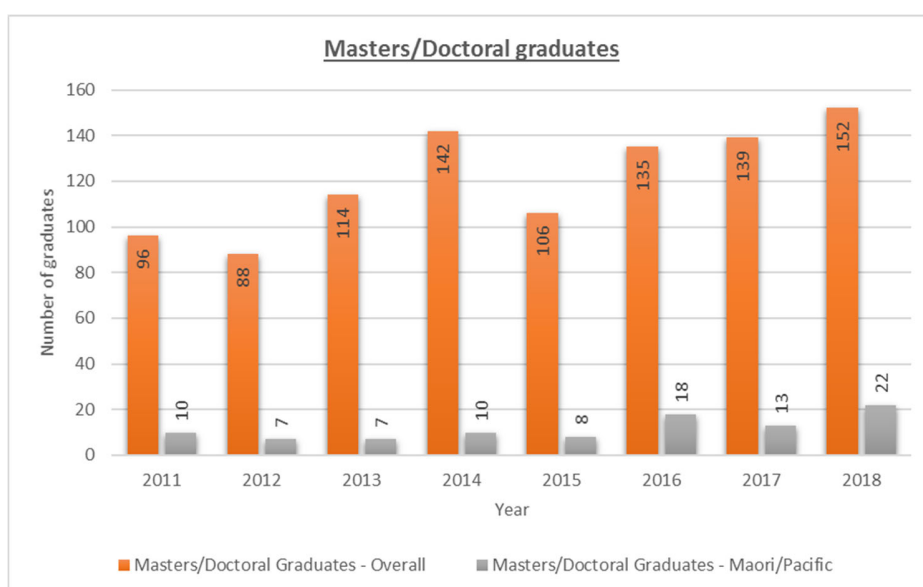


Figure 17: Masters and Doctoral graduates from 2011 to 2018

6.5 Dean's award for A+ postgraduate students

In 2018 there were a total of seven research Masters completions with an A+ grade. Figure 18 shows the distribution of the grades by the Master's degree programmes. None of these A+ grade recipients identified themselves as Māori or Pacific.

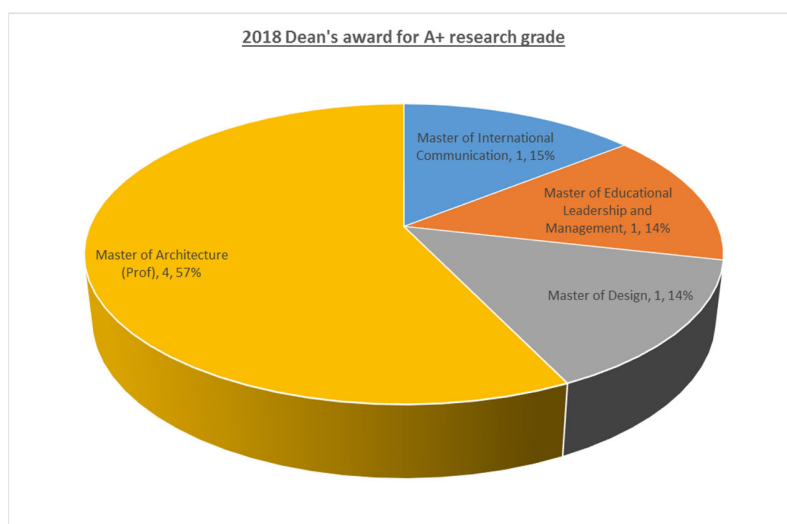


Figure 18: 2017 Deans awards for A+ research grades

6.6 Research Degree Completions (RDC)

RDC is one of the three performance measures used in PBRF to allocate PBRF funding (see section 5.5). RDC is a measurement of the number of PBRF-eligible postgraduate research-based degree completions (including Doctorates and Masters, as well as some postgraduate Diploma and Honours programmes). It is a measure of postgraduate qualification completions of greater than or equal to 90 credits that contain an externally assessed postgraduate research component. This element makes 25% of the PBRF fund and provides Unitec with approximately \$1 million of funding per annum (approximately 1.46% of the total funding pool for all TEOs).

6.6.1 RDC performance calculations – quick summary

The RDC performance and funding calculations are complex, however Tūāpapa Rangahau has attempted to simplify this here.

RDC performance calculations comprise four parameters that dictate how much funding the institute will get for any particular student, course or year. Those parameters are the total credit value of the course, the course category, the student ethnicity and the completion year.

The following is a summary of the four key parameters that dictate RDC performance and how the weighting system works:

1. **Credit-value** and the level of the course:
 - Level 9 (90 credits) - weight = 0.75,
 - Level 9 (120 credits) - weight = 1
 - Level 10 (doctorate) - weight = 2

The higher the weighting value, the proportionally higher the funding allocated.

2. **Student ethnicity** - all students on enrolment can select multiple ethnicities that they identify with. Māori and Pacifica get a weighting value of 2 and all other ethnicities get 1. The higher the weighting, the proportionally higher the funding allocated.
3. **Course discipline category** - each course is classified into a discipline category and weighted by TEC (presumably to incentivise growth in some discipline areas). Unitec's RDC courses fall in the categories A, B, C, I, J and L. The higher the weighting, the proportionally higher the funding allocated.

Course discipline category	RDC weighting	Classification of RDC eligible Unitec programmes
Category A	Weighting value =1	Master of Educational Leadership and Management Master of Social Practice Master of Education Master of International Communication Master of Applied Practice
Category B	Weighting value =2	Master of Design Master of Computing Master of Health Science Master of Creative Practice
Category C	Weighting value =2.5	Master of Architecture (Professional) Master of Landscape Architecture Master of Architecture Doctor of Computing

Category I	Weighting value =1	Master of Teaching and Education Leadership Master of Contemporary Education
Category J	Weighting value =1	Master of Business
Category L	Weighting value =2	Master of Osteopathy

Table 13: Classification of Unitec's RDC eligible programmes by course category and weightings

4. **Yearly weight** - students in research degree courses start and finish their course at different times, depending on whether they are full-time or part-time. Apart from being full-time or part-time, students also have the flexibility to split the dissertation course credit value in multiples of 15 credits over multiple semesters. If a particular cohort of students starts at one date, their finish date could be different for each student. Due to this complexity, the funding per completion starts two years after the actual year of completion and the funding is paid to Unitec in decreasing instalments over a three-year period. We get 50% of the total RDC funding per completion two years after a completion, and 35% three years after a completion and 15% four years after a completion. For example, the 2018 year will return 50% of funding from a 2016 completion (2-year lag), 35% from 2015 completions and 15% from 2014 completions.

Combining the weights for all the four parameters described above, gives the weighted count per student completion as follows:

Weighted count per student = Credit-value weighting x Ethnicity weighting x Course category weighting x Year weight (either 50%, 35% or 15%)

6.6.2 2018 RDC performance data

Using the above formula for calculating RDC weighting counts,

Table 14 shows Unitec's total number of RDC eligible weighted counts for the 2018 year, and illustrates how these weighted counts are earned from the completions from prior years, 2014, 2015 and 2016.

Year (Year weight)	Total Completions (Total weighted count)
2014 (15%)	105 (28)
2015 (35%)	117 (91)
2016 (50%)	107 (121)
2018 RDC weighted count total:	(240)

Table 14: 2018 RDC completions and total weighted counts across eligible years.

Figure 19 shows Unitec's weighted RDC counts over the last seven years. The 2018 data showed some positive growth from 2017.

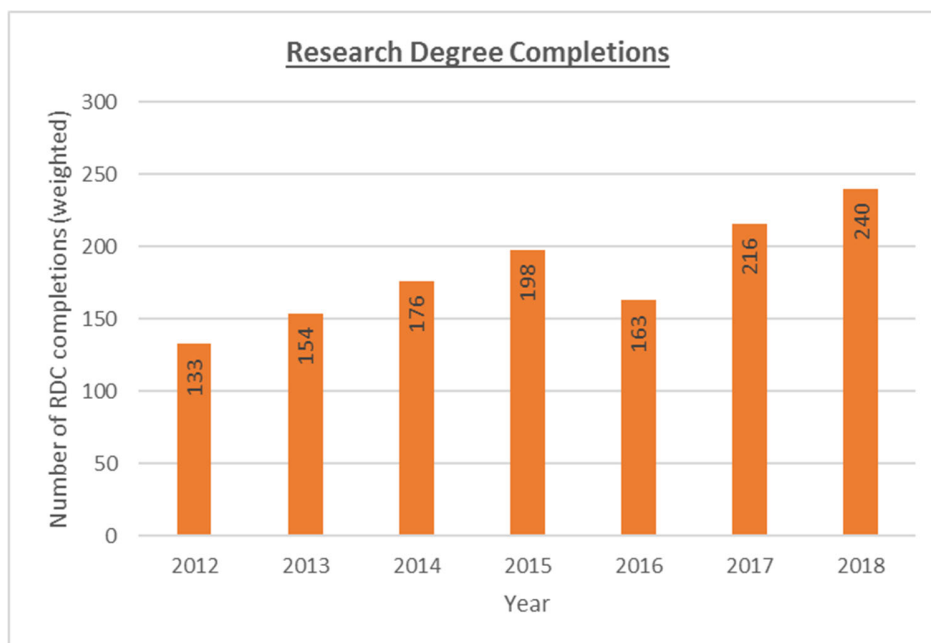


Figure 19: Unitec's RDC weighted completions from 2012 to 2018

6.6.3 RDC funding estimate

Because TEC's total PBRF funding pool is variable and so is the RDC performance of other TEOs, we are not able to definitively translate total weighted counts into RDC funding per annum. However, based on the previous years' funding allocation of approximately \$5,500 per RDC weighted count, we estimate RDC funding to be around \$1m again in 2018. The final RDC figure for 2018 will be released by TEC in October 2019.

Between 2014 to 2016, there were 20 actual RDC completions by Māori or Pacifica (three in 2014, 13 in 2014 and four in 2016). This resulted in a weighted count of 27 RDC completions, for 2018, for these two priority groups.

6.6.4 Credit value of RDC completions

Figure 20 indicates that a majority of Unitec's RDC completions over the past seven years have a credit value of 1, that is, 120 credit level 9 degree courses. Credit value is also referred to as volume of research factor (VRF).

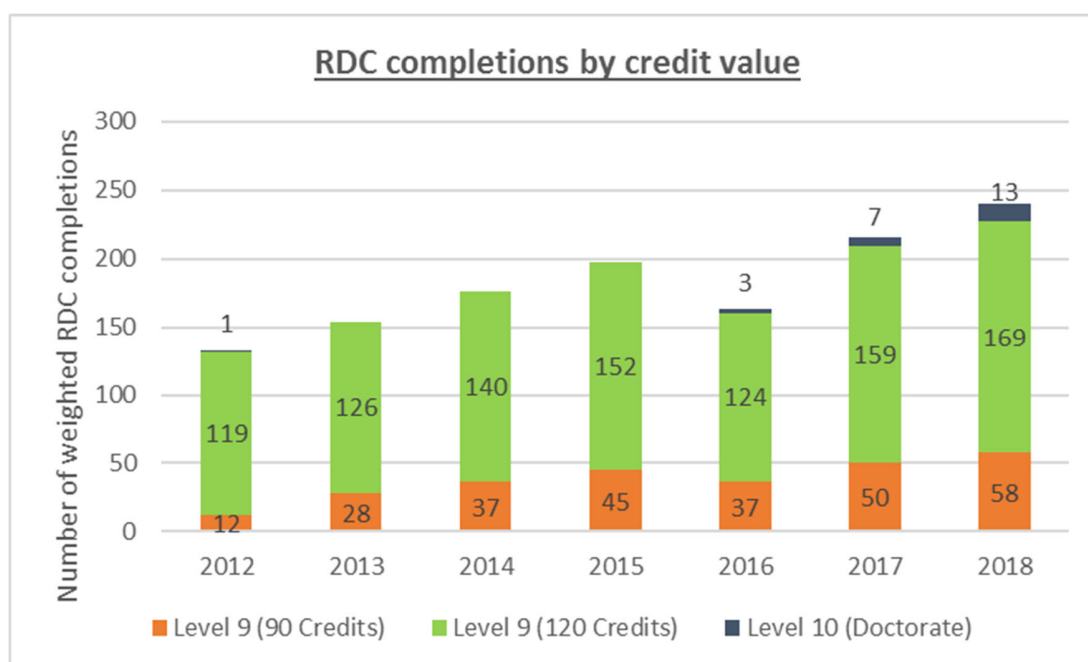


Figure 20: RDC completions by credit value

6.6.5 Course categories of RDC completions

Figure 21 indicates that a majority of Unitec's RDC comes from courses which are classified as category C. This category has a cost weighting value of 2.5 and this inflates the weighted counts significantly and positively.

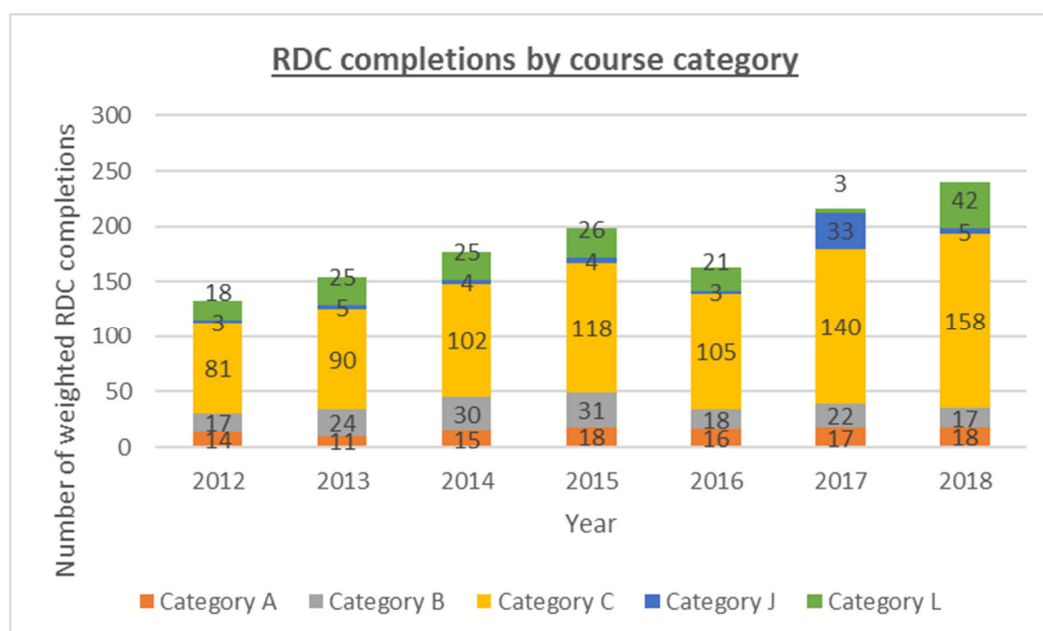


Figure 21: RDC completions by course category

Table 15 below details the full list of programmes which are included in this category, however these high category C numbers are predominantly due to large numbers of Master of Architecture completions.

Programme	Course discipline category	RDC Weighting	2018 RDC Weighted Count
Master of Educational Leadership and Management	A	1	8.4
Master of International Communication	A	1	1.4
Doctor of Philosophy	A	1	4.1
Master of Education	A	1	1.1
Master of Social Practice	A	1	3.2
Master of Computing	B	2	6.9
Master of Health Science	B	2	0.7
Master of Design	B	2	9.4
Postgraduate - Certificate of Proficiency	C	2.5	3.8
Master of Architecture	C	2.5	2.5
Master of Landscape Architecture	C	2.5	23.6
Doctor of Computing	C	2.5	9.3
Master of Architecture (Professional)	C	2.5	119.3
Master of Business	J	1	5.0
Master of Osteopathy	L	2	41.4
Total			239.9

Table 15: shows Unitec's RDC eligible courses by course discipline categories and the associated weighting.

7 Telling our research stories

Tūāpapa Rangahau primarily promotes its research stories via the Unitec Research Symposium, the *ITPResearch* Symposium, *Advance Magazine*, Unitec ePress and the Unitec Research Blog.

7.1 Unitec Research Symposium

The annual Unitec Research Symposium is very important to Unitec's research community. The symposium is a conduit for staff and students to share research activity and ideas and connect across disciplines. 2018 being the year it was, the Director of Research and Enterprise came very close to shutting the symposium down (there was no Teaching and Learning Symposium in 2018). The approaching EER, cessation of programmes and staff lay-offs brought each aspect of the organisation close to the wire in terms of engagement, but somehow the numbers were "drummed-up" in time and 2018 proved to be one of the best symposiums yet.

The event was opened with an address from Unitec Acting Chief Executive Merran Davis; Forensic Research & Development Programme Manager Environmental Science & Research, Ltd (ESR), Dion Sheppard (a partner with Unitec researchers); and Building Better Homes, Towns and Cities National Science Challenge (Te Paea Memorial Marae) researcher and Unitec Masters of Architecture student Reuben Smiler.

Over 100 staff registered to be present with 50 presenting, plus undergraduate and postgraduate student researchers. The presentation of the awards was conducted by Merran Davis, and the winners were:

- Unitec Research with Impact Award – Glenn Aguilar and Hema Wihongi – Environmental & Animal Sciences: *Drone acquired imagery for characterising ecological restoration areas in Northland.*
- 3 Minute Thesis Competition joint winner – Sianne Smith (Masters in Architecture): *Architecture of Perception.* Supervisors: A/P Christoph Schnoor & Annabel Pretty.
- 3 Minute Thesis Competition joint winner – Emily Bowerman (Masters in Landscape Architecture): *Reflecting Māori relationships with water in waterscape planning and landscape architecture.* Supervisor: Daniel Irving.
- Undergraduate Research Competition winner – Kayla Rensch & Phoebe Andrews, Bachelor of Applied Science: *Dissemination of biosecurity information and compliance of ferry passengers travelling to selected islands in the Hauraki Gulf.* Supervisor: Dr Diane Fraser.
- Undergraduate Research Competition runner up - Zainab Almubarak, Bachelor of Animal Management & Welfare: *Attitudes towards cats? A comparison between Saudi Arabia & New Zealand.* Supervisors: A/P Nigel Adams & Dr Kris Descovich.



Figure 22: Guests: Prof Christian Probst, Dr Hamid Sharifzadeh, Dion Sheppard, Penny Thomson, Gregor Steinhorn and Reuben Smiler.



Figure 23: Winners of the Research with Impact Award: Glenn Aguilar & Hema Wihongi, with Marcus Williams and Merran Davis



Figure 24: Winners of the Undergraduate Research Programme: Kayla Rench & Phoebe Andrews, with Marcus Williams and Merran Davis



Figure 25: Winner of the Deans Award: A/P Melanie Ooi – Head of Engineering Practice Pathway with Marcus Williams and Merran Davis

7.2 ITP Research and Innovation Symposium

Unitec bid for and won the right to host the annual ITP Research and Innovation Symposium, themed in 2018 on Māori innovation. An organising committee was formed and Chaired by TeUrikore Biddle, the symposium was called Ka Rewa.

*“Ko te kāhu te whakaora o te pitomata – tukuna kia rere”
The kāhu is symbolic of our potential – so let it soar!*

This was the sixth symposium convened by ITP Research, the membership of which is comprised by the ITP research directors in New Zealand; Unitec’s Director Research and Enterprise was the chair in 2018. Previous hosts have been Otago Polytechnic, Weltec and Whitireia, Wintec and Manukau Institute of Technology. Unitec, Te Whare Wānanga o Wairaka, was very proud to host the first ITP Research symposium with a focus on Māori Innovation.

Ka Rewa had the objectives:

- Nurture innovation in Māori students at tertiary level.
- Demonstrate to ITP sector leadership the opportunity that the Māori innovation economy represents.
- Incorporate Māori innovation stories into ITP teaching and learning contexts.
- Demonstrate useful partners for Māori business and social innovators in the ITP sector for R&D, new talent pipeline and knowledge transfer.

The three themes of the symposium, generously sponsored by Ngā Pae o te Māramatanga (New Zealand’s Māori Centre of Research Excellence) were:

- Whai Rawa: Māori Economies
- Te Tai Ao: The Natural Environment
- Mauri Ora: Human Flourishing

For the first time, senior undergraduate and postgraduate students attended a pre-symposium wānanga as well as the symposium itself (see section 6.1). These students came from WITT, Weltec, Wintec, Whitireia, Otago Polytechnic and Unitec.

Keynote speakers were Professor Linda Nikora, Co-Director Ngā Pae o Te Māramatanga, Panapa Ehau of Hikurangi Enterprises and Keith Ikin Chief Executive Māori Television. Symposium delegates went on site visits to Te Puea Memorial Marae, Māori Television and The MindLab.

Staff from six ITPs presented in the parallel sessions along with representatives from Māori businesses and organisations. Full programme here <https://itpresearch.ac.nz/2018-symposium/itpnz-symposium-programme-2018/>

Significant opportunities emerged from the symposium:

- Panapa Ehau from Hikurangi Enterprises set up meetings with the commercialisation managers at Tūāpapa Rangahau and Professor Christian Probst, Director of the High-Tech Transdisciplinary Research Network, to discuss contract research projects.
- Professor Linda Nikora, Co-director of Ngā Pae o te Māramatanga, met with Hema Wihongi, Unitec’s Māori Liaison in the School of Environmental and Animal Sciences, and the Māori led environmental network Reconnecting Northland, about various environmental initiatives in Te Tai Tokerau.
- Te Marino and Hemi Hoskins from Ara Institute of Canterbury met with Glenn McKay, Tumu Tauwhirowhiro Māori at Unitec, to discuss the initiative Te Tapuae, which is a Ngāi Tahu led partnership focused on Māori education and employment success. They work with whānau, communities, industries, agencies, tertiary

education providers and employers to support Māori into meaningful and successful careers. The discussion was about how Te Tapuae could be relevant in Tāmaki Makaurau.

Unitec produced an edition of its research magazine, Advance, for the symposium, featuring Māori Innovation https://issuu.com/unitecnz/docs/ds1065_advance_autumn_2018_-_single. A piece of feedback to the guest editor, Ngaire Molyneux was: "...a researcher for Business Economic and Research Limited (BERL) has been in contact with me and wants to discuss international opportunities for Māori SME's around indigenous trade and investment".

Held over the 10th and 11th of July, 2018 at Unitec's beautiful marae Te Noho Kotahitanga, Ka Rewa was another step toward the then emerging Strategic Research Focus on kaupapa Māori research, building confidence in the institute from inside and outside.

7.3 Advance magazine

Published in hard copy and as an e-magazine, Advance was established to showcase the innovative research taking place at Unitec across a wide range of disciplines in conjunction with industry, community, iwi and staff from other tertiary education organisations. Unfortunately, in 2018 the difficult decision was made to discontinue the publication of Advance due to resourcing and budgetary constraints. The final two editions of Advance were produced in Winter 2018 and Summer 2018.

The Winter issue had the theme of Māori Innovation and was edited by Ngaire Molyneux, Senior Lecturer in the School of Applied Business and champion of Māori business and innovation. The publication of this issue coincided with Ka Rewa; the Māori Innovation Symposium and followed this same theme. It showcased Unitec staff and students tackling issues, building partnerships and realising their creative projects, all while displaying a proudly Māori kaupapa. https://issuu.com/unitecnz/docs/ds1065_advance_autumn_2018_-_single

The Summer edition was edited by Professor Christian Probst, Director of the High Tech Transdisciplinary Research Network. It celebrated the seventh anniversary of Unitec's contribution to the global effort to maintain the resilience of the internet and its services via its Cybersecurity Strategic Research Focus (see Section 3.1.2). https://issuu.com/unitecnz/docs/advance_summer_2018_cybersecurity



7.4 Unitec ePress

Unitec's ePress is an online publisher of peer-reviewed, quality-assured academic work by Unitec staff, students and associates. It publishes academic work in a range of formats on the ePress website (<https://www.unitec.ac.nz/epress/>) and provides a supportive publishing environment for current and emerging researchers.

Its Executive Editor and founder, Associate Professor Evangelia Papoutsaki, left Unitec towards the end of 2018 and the Editor, Gwynneth Porter, had to have her position reduced to 0.5FTE due to cutbacks. Despite this, in 2018 ePress continued to publish its two long-standing journals *Perspectives in Biosecurity* and *Whanake* along with occasional papers, thesis reviews and specialist papers. Ten publications across Unitec's schools featured 25 Unitec authors:

- Four thesis reviews.
- Two occasional papers.
- Three issues of two journals.
- One specialist paper.



A full report is not possible at this time because the Editor resigned in early 2019, however a replacement Editor will be recruited, the ePress will continue and the RoVE may well provide significant opportunity for the press.

7.5 Unitec Research Blog

After a hiatus in 2017, the Unitec research blog (<https://www.unitec.ac.nz/UnitecResearchBlog/>) was rebooted in 2018. The blog proudly samples our research stories, news and other information about research at Unitec, and feeds into Tūāpapa Rangahau's social media platforms via Facebook (<https://www.facebook.com/UnitecResearch>) and Twitter (<https://twitter.com/UnitecResearch>).

This year 20 stories were covered by the blog with titles including:

- Turning a tuk-tuk electric
- Celebrating students who won the Dean's Award for research excellence
- Introducing Unitec's new Research Fellow, Sue Bradford
- Keeping island communities connected
- How artificial intelligence could help predict floods
- Unitec students light up Devonport for Glow@ArtWeek 2018

The blog is an important means of telling our research stories, particularly now that *Advance* is no longer being published. Content is created by the ePress editor.

8 Priorities for 2019

Unitec has strong research capability as is evidenced by the results of the PBRF 2018 Quality Evaluation. During 2019 staff engagement with research will remain a key measure for Tūāpapa Rangahau. We aim to have all programmes at degree level rated green in time for the 2020 Research Productivity Traffic Light census. Retaining our best staff and recruiting teachers with research capability in mind are things to watch going forward.

Winning external funding will also be an important priority for 2019, particularly as many of our large externally funded research projects are coming to an end. The focus for our Research Partner Enterprise and Senior Grants Advisor will be to assist Unitec's senior researchers to pitch their projects towards the large, multi-year funding schemes run by MBIE and the Royal Society in particular. The Director of the HTRN and the Director of Ngā Wai a te Tūi both have several large research applications planned for 2019, including follow-ups to the STRATUS and Te Manaaki o te Marae projects.

A key piece of work for Tūāpapa Rangahau in 2019 will be progressing the development of a new 2020-2024 Research and Enterprise Strategy. For example, student integrated research is not a goal in the current strategy, but will almost certainly be in the next one. Each of Tūāpapa Rangahau's three research policies are also due for review: Conduct of Research, Conduct of Student Research and Research Ethics. A plan has been put in place by the Unitec Research Committee to implement this work, although it needs to be acknowledged that this work may be affected by the Review of Vocational Education.

Due to the change in the Accounting Principle used to calculate ERI, from 2019 onwards the investment plan target needs revision. We also need to develop a sustainable resourcing model for research dissemination, which ultimately builds the foundations for the next PBRF Quality Evaluation in 2024.

Ratification of the new collaborative process for allocating research time is another priority for 2019 as we aim to embed the new process and follow up on the productivity commitments which have been made by staff. This relates to the Individual Research Planners, targets from which will be again embedded into ADEPS in 2019. Both processes allow for the targeted deployment of resources to where it is most needed and will be most productive.

The development of School Research Plans is another major piece of institutional development work. The aspiration is that templates can be co-developed and then some early adopters can submit plans by the end of 2019 with full compliance in 2020.

Anticipated highlights for 2019 are as follows:

- Decisions on applications to Unitec's new Transdisciplinary Incubator fund will be made in early 2019 and at least three exciting, industry and student engaged projects will be underway.
- A replacement Editor for ePress will be recruited.
- The 2019 Unitec Research Symposium will take place, incorporating a Dean's Research Award and a Research with Impact Award. The popular 3 Minute Thesis and Undergraduate Research Competitions for students will run during the symposium.
- Ngā Wai a te Tūi will contribute significantly to the Te Noho Kotahitanga partnership and the development of Māori staff and student researchers.
- We will celebrate the achievements of our A+ postgraduate students with a Dean's Award event.
- A new office space for Tūāpapa Rangahau will bring us physically closer to many of the staff and students we work with.

9 Conclusion

Whatever the Review of Vocational Education has in store for Unitec, Unitec does now appear to share a vision that puts research at the centre of its value proposition. Applied research in particular is one of the unique selling points of the ITPs. Progressing our research targets, the improvements in our systems and processes and the facilitation of exciting new research centres chronicled in this report, suggest that this is true. The less stratified academic structure introduced through the Renewal Plan is a significant step forward. A shared vision by the executive, third tier management, staff and students, is by far the most important factor in realising the potential of Unitec research going forward.

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Review of Programme Academic Quality Committees	Date	2 July 2019

Recommendation/s

That Te Poari Mātauranga approve the proposed terms of reference for the review of the Programme Academic Quality Committees.

Purpose

Programme Academic Quality Committees (PAQCs) have a critical role in the governance of the programmes for which they are responsible. Given recent changes in institutional structures and concerns about the effectiveness of governance across the institute, it is timely to confirm whether PAQCs are operating as intended, and to identify good practice and areas for improvement in programme level governance.

Background

PAQCs were reinstituted as programme level governance committees in early 2018. Since that time there have been significant structural changes as a result of the 2018 Renewal Plan. The External Evaluation and Review in late 2018 also identified governance as a key concern. The review of PAQCs sits within the context of the work being undertaken at Te Poari Mātauranga Academic Board, Te Poari Iho Quality Alignment Board and Ako Ahimura Learning and Teaching Committee to review, reform and improve academic governance practices at Unitec.

Next Steps

On approval of the terms of reference for the review of the PAQCs, the review will be undertaken. A verbal update will be provided to the August meeting of Te Poari Mātauranga with a final report with recommendations provided to the September meeting.

Attachments

Terms of Reference for the review of the Programme Academic Quality Committees
Current *PAQC Terms of Reference and Membership*

Contributors

Stephen Marshall, Lead, Quality Partnering
Simon Nash, Director Ako



REVIEW OF PROGRAMME ACADEMIC QUALITY COMMITTEE FUNCTION AND OPERATIONS

TERMS OF REFERENCE

Purpose

To review the function and operation of Programme Academic Quality Committees [PAQC] and, where appropriate, make recommendations for improving their effectiveness in the governance of their respective programmes and courses.

Kaupapa

This review is framed within the values of Kaitiakitanga to ensure a robust approach to achieving the best outcome for Programme governance, and Mahi Kotahitanga and Ngākau Māhaki to ensure that our stakeholders are valued and that all of their voices are heard.

Scope

The review will examine:

- a) The extent to which PAQC Terms of Reference continue to be appropriate
For example:
 - Effectiveness in governance and management of programmes and courses
 - Clarity, currency and appropriateness of Terms of Reference
- b) The manner in which PAQCs operate
For example:
 - Meeting management (Chair and Secretary)
 - Content and decision making procedures
 - Meeting and activity communication and administration, including with programme staff, School leadership and other relevant institute committees
 - Member participation in the work of the committee
- c) The extent to which current operational procedures allow PAQCs to meet their Terms of Reference effectively and efficiently
For example:
 - Frequency of meetings / annual work plan
 - Annual quality planning (moderation, degree monitoring, consistency and programme review, accreditation activities, etc.)
 - Understanding of Type 1 and Type 2 changes to programmes.
 - Role in creation and approval of Programme Evaluation and Planning [PEP] Reports
 - Processes for identifying, tracking and addressing quality issues
- d) The current level of operational support available to PAQCs
For example:
 - Level of administrative support (personnel and structures)
 - Support desired/required (standardised templates, training, regular updates etc.)
- e) The appropriateness and capability of PAQC members

For example:

- *Capability and capacity of members, Chairpersons, and Secretaries*
- *Appropriateness of membership requirements– including membership that enables critical analysis and discussion of relevant issues*
- *Members’ understanding of the Committee’s role and responsibilities and their role in the Committee*
- *Knowledge and understanding of evaluation and review, including the key evaluation questions*
- *The tension (if any) between governance and management*

Approach

A number of focus groups to be held, as follows:

1. 1-2 focus groups with PAQC Chairs.
2. 1-2 focus groups with PAQC secretaries
3. 2-3 focus groups with PAQC members (excluding Chairs)

Additional focus groups/discussions may occur with relevant parties to further explore particular issues.

Information gathered from the recent Statutory Declaration survey, the review of Programme Evaluation and Planning [PEP] Reports, and any other relevant quality systems will also be used to inform this review.

Outcomes

A report detailing the outcomes will be provided to Academic Board, outlining the findings, areas of good practice and areas of concern.

The report will provide recommendations for the continuation or adoption of good practice for consideration.

Timeline

Report to Academic Board in September 2019.

Responsibility and membership

The Chair of Academic Board will appoint a working group to undertake the review and will oversee progress.

Associated documents

- PAQC Membership and Terms of Reference
- Unitec Academic Policies

PROGRAMME ACTION AND QUALITY COMMITTEES TERMS OF REFERENCE AND MEMBERSHIP

TNK Principles Kaitiakitanga, Mahi Kotahitanga and Ngākau Māhaki

1. Purpose

- 1.1. Programme Actions and Quality Committees (PAQC) are responsible for quality assurance and continuous improvement in course and programme quality and outcomes for students, complying with Unitec-wide policies, processes and procedures. They provide the formal forum for self-assessment and academic decision making by Academic Leaders and Teaching Staff.

2. Kaupapa

- 2.1 Programme Actions and Quality Committees' work is framed within the values 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.
- 2.2 Each programme shall have a Programme Action and Quality Committees which is *accountable to te Poari Tiaroaro Tohu the Quality Alignment Board* for academic quality and to the *Unitec Ako Ahimura* for Learning & Teaching matters
- 2.3 Each Programme Actions and Quality Committee shall meet monthly, or as otherwise determined by the Network Dean, but no less than two-monthly.

3 Membership

- 3.1 Membership shall include but not be limited to:
 - a) The Head of the Practice Pathways for each programmes for which the committee is responsible;
 - b) The Academic Leaders for each programme for which the committee is responsible;
 - c) Course Coordinators/Key Teaching Staff with responsibility for courses (from assigned programmes);
 - d) Kaihautū for the Network;
 - e) A knowledge specialist from Student Success;
 - f) Two students nominated by the Student Council;
 - g) Representatives of Te Korowai Kahurangi (AQAs);
 - h) Additional members co-opted as necessary for a defined period and specific purpose.
- 3.2 The term of office of appointed members shall be one year.
- 3.3 Appointments shall be made to Committees on or before February each year. Membership and a list of programmes for which the committee is responsible shall be reported to Quality Alignment Board and Unitec Ako Ahimura no later than April of each year.
- 3.4 The Chair and Deputy Chair shall be appointed by the relevant Dean from among the Membership of the Committee. In appointing the Chair and Deputy Chair the Dean should consider the potential implications of the Chair and Deputy Chair being appointed for multiple consecutive terms or holding a position of authority within the Network or Practice Pathway.

4. Terms of Reference

Programme Actions and Quality Committees shall proactively maintain guardianship of learning and teaching with regard to the programmes for which they are accountable:

- a) To ensure that the curriculum of each programme is continually developed and maintained, is relevant to the approved objectives, and supports student retention and success;
- b) To ensure the maintenance of high standards and continuous improvement with respect to the quality of teaching, assessment and performance of students in accordance with Institute quality assurance processes;
- c) To interact with the Unitec Ako Ahimura Committee to promote excellent learning and teaching practice.
- d) To monitor and safeguard the fair treatment and wellbeing of students, including their progress through their programmes;
- e) To ensure quality assurance processes for each qualification, programme and course in accordance with institute policies and procedures, including but not limited to moderation, monitoring, and ensuring the consistency of graduate outcomes;
- f) The evaluation of programmes, including student course evaluations and external peer review
- g) Evidence-based action planning and execution to deliver continuous improvement;
- h) To ensure there is effective engagement with graduates and industry/community to ensure the ongoing relevance and maintenance of the programme
- i) To maintain records of Programme Action and Quality Committee level academic decision making.

4. Meetings

All meetings of the Programme Actions and Quality Committees shall be conducted in accordance Institute policy.

- a) In the event that a member of a Programme Actions and Quality Committees is unable to attend a meeting, they may nominate a substitute to attend that meeting in their place. That substitute, for the purposes of that meeting, shall have the full rights and privileges of the member for whom they are deputising.
- b) The quorum for meetings of the Programme Actions and Quality Committees shall be a majority of the members then holding office.

28/5/2018

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Timeframes for the 2019 Interim Programme Evaluation and Planning process	Date	2 July 2019

Purpose

To provide the timeframes for the 2019 Interim Programme Evaluation and Planning process.

Recommendations

That Academic Board approve the timeframes for the 2019 Interim Programme Evaluation and Planning Process.

Background

At its regular June meeting the Academic Board sought clarity on the final timeline for the 2019 Interim Programme Evaluation and Planning for all Unitec programmes.

The timeframes below have been set based on the need for the programme evaluation and planning process to be both responsive in terms of programme delivery, but also cognisant of the need to allow flexibility for teaching teams to engage in the evaluation process at what is a very busy time of year. The timeframes were endorsed at Te Poari Iho | Quality Alignment Board on 27 June 2019.

2019 Interim PEP: Timeline of actions

Date	Action	Who
19 June	1. Email to invite identification of facilitators sent to HoS and TPA. They will need to be available between 16-26 July – possibly a week longer. 2. AAQs to invite programme teams to identify a 2 hour slot sometime in 16 July – 6 August for an Āta-kōrero workshop	TKK -> HoS, TPA
1-12 July	3-4 workshops training facilitators and note-takers of Āta-kōrero	TKK – Rosemary Dewerse
12 July	Dashboard and/or instructions for gleaning Performance Data in place	TKK – Reporting Analysts
15 July	Student Performance Data made available to programme teams	TKK – AAQs/Specialists

16 July -6 August	Āta-kōrero workshops begin	Programme teams and facilitators
Post workshop	PEP wording finalised	Programme managers?
Early August	PAQCs review their PEPs	PAQC
16 August	PEPs due to QAB	PAQC secretaries to submit
17-30 August	Analysis of PEPs	TKK
30 August	Final report submitted to Academic Board for 11 September meeting	TKK

To	Unitec Academic Board	From	Marcus Williams, Director, Research and Enterprise
Title	2019 Research Productivity Traffic Light (PRTL) Report	Date	2019/06/12

Recommendation/s

That the Academic Board accept and approve the 2019 Research Productivity Traffic Light Report.

Purpose

It is a NZQA requirement to monitor the extent to which degree programme teaching and supervision is underpinned by research activity.

The benefit of this is to observe the research engagement of staff teaching or supervising in degree programmes at School, programme and individual staff level and to provide research support or allocate research resources, where needed, based on this data.

Background

In order to monitor the extent to which degree programme teaching and supervision is underpinned by research activity, a NZQA requirement, the Academic Board approved the use of the Research Productivity Traffic Light (RPTL) Report. This report was first presented to the Academic Board in 2012 and was repeated every year since then. The longitudinal nature of the RPTL productivity metric means trends and forecasting for the research activity of Unitec's degree programmes can be reported.

The Unitec Research Strategy 2015-2020 outlines Unitec's aspiration with regard to RPTL performance, stating that all programmes at degree level and above will be rated "green" by 2020.

The attached report summarises the 2019 RPTL results for Unitec's degree programmes.

RPTL Terms of Reference and Methodology

Following is an overview of the key terms of reference and methodology approved by Academic Board:

- The criteria for inclusion is permanent full time or part time staff, or staff on contracts of 12 months or more, with an FTE of at least 0.2 who significantly taught and/or supervised on degree and above level courses during Semester One 2019.
- For the purposes of the RPTL a 'research active' staff member is defined as someone who produces at least two eligible research outputs that are verified in ROMS (Unitec's Research Output Management System) within the past two years.

For part-time staff the criteria are at least one research output for the two previous audited years.

- The current 2019 report is based on staff's research activity as recorded in ROMs for 2017 and 2018 period.

Next Steps

After the approval, these results will be made available to Heads of Schools, Research Leaders, Research Partners and other stakeholders.

Attachments

Please refer to the attachment: 2019 Research Productivity Traffic Light (PRTL) Report.pdf

Contributors

Arun Deo – Research Advisor, Tūāpapa Rangahau.

Marcus Williams – Director, Research and Enterprise

Heads of Schools

Research Leaders

2019 Research Productivity Traffic Light (RPTL) Report

Background

In order to monitor the extent to which degree programme teaching and supervision is underpinned by research activity, a NZQA requirement, the Academic Board approved the use of the Research Productivity Traffic Light (RPTL) Report. This report was first presented to the Academic Board in 2012 and was repeated every year since then. The longitudinal nature of the RPTL productivity metric means trends and forecasting for the research activity of Unitec's degree programmes can be reported.

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- The current 2019 report is based on staff's research activity as recorded in ROMs for 2017 and 2018 period.

The 2019 Research Productivity Traffic Light (RPTL) Results

The RPTL analysis uses a traffic light colour system to represent levels of research activity in each degree programme:

- **Green** is the required standard, where at least 75% of staff teaching and/or supervising on the programme are producing the required number or more outputs for the two-year period under review.
- **Amber** is marginal, with 50-74% of staff producing the required number or more outputs.
- **Red** is below standard with under 50% of staff achieving the required number of outputs.

In the 2019 reporting period, Unitec maintained the consistent gains made since the Traffic Light report was introduced in 2012 (see Table 1 and Figure 1 below), however the rate of progress has slowed. As shown in Table 1 below, in 2018, 27 degree programmes were green lit (68%), five programmes were amber lit (13%), and eight were red lit (20%). In 2019, 33 degree programmes are green lit (79%), seven programmes are amber lit (17%), and two are red lit (5%).

Programme Status	2012	2013	2014	2015	2016	2017	2018	2019
Count of green lit programmes	9	10	14	19	21	28	27	33
Count of amber lit programmes	7	8	9	12	16	8	5	7
Count of red lit programmes	11	9	7	4	3	5	8	2
Total	27	27	30	35	40	41	40	42

Programme Status	2012	2013	2014	2015	2016	2017	2018	2019
Percentage of green lit programmes	33%	37%	47%	54%	53%	68%	68%	79%
Percentage of amber lit programmes	26%	30%	30%	34%	40%	20%	13%	17%
Percentage of red lit programmes	41%	33%	23%	11%	8%	12%	20%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 1: Total number and percentage of green, amber and red lit degree programmes 2012-2019

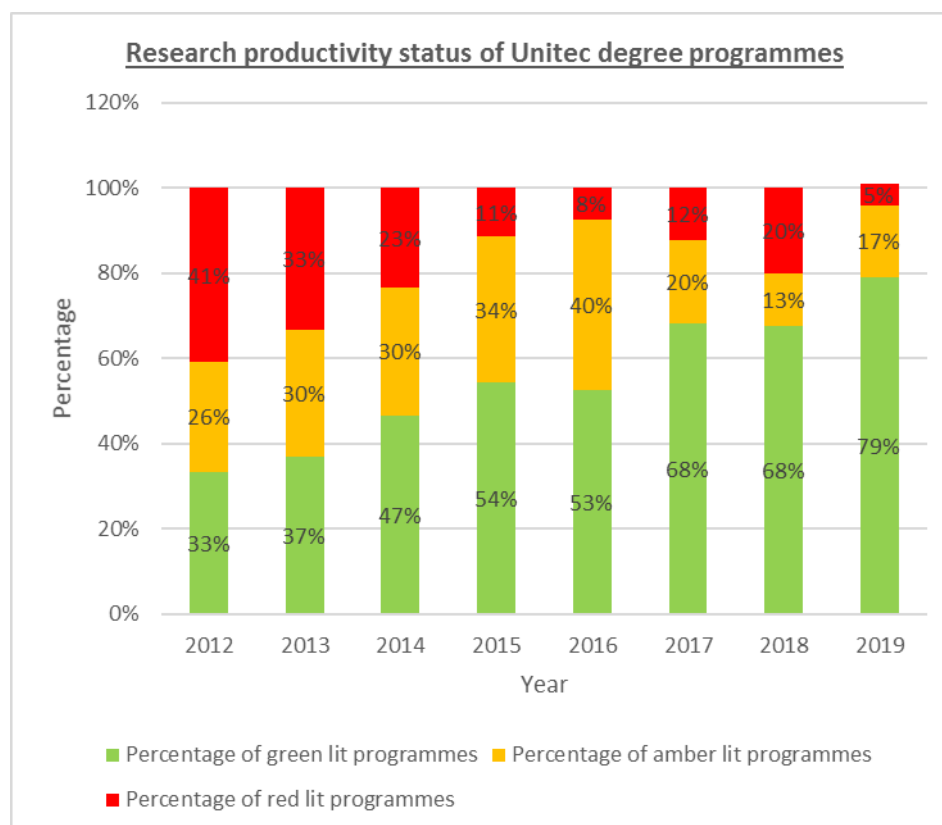


Figure 1: Total number of green, amber and red lit degree programmes 2012-2019

There was a big shift in green lit programmes, an 11 percentage point growth from 2018. The biggest achievement for the 2019 is the major shift of red lit programmes to amber lit or green lit. We now have only two programmes that are red lit compared to 8 red lit programmes in 2018. There is a 15 percentage point improvement. By looking at the positive shift from amber lit to green lit and red lit to amber lit it looks quite ambitious in achieving our 2020 target, that is, all degree programmes will be green lit. While this goal remains achievable it requires a strong focus, increased effort, and appropriate resourcing to shift the final group of amber and red programmes to green lit status. Careful planning needs to be put in place and implemented this year.

Bachelor of Teaching (ECE), Bachelor of Performing and Screen Arts, Bachelor of Applied Technology and Bachelor of Health Science (Medical Imaging) moved straight from red lit to green lit. This is a big achievement for Unitec. Master of Teaching Educational Leadership moved from red lit to amber lit. Bachelor of Nursing had its status unchanged from red lit.

Bachelor of Construction and Master of Business moved from amber lit to green lit. There were two programmes (Bachelor of Business, Bachelor of Communication (Teach Out)) which had their amber lit status unchanged.

A majority of the programmes which were green lit maintained their status in 2019. However, there were some negative shifts where four programmes moved from green lit to amber lit. These were Master of Osteopathy (Teach Out), Master of Applied Practice (Professional Accounting), Bachelor of Applied Science (Human Biology) (Teach Out) and Bachelor of Sport (Teach Out). The remaining green lit programmes are demonstrating healthy research cultures with robust research plans, suggesting that these are not at risk of losing their green lit status in 2020.

Table 2 below shows the RPTL results for the individual programmes.

School	Programme	Count of Staff Teaching in Degree Programmes in 2019	Count Green Lit Staff	Count of Amber Lit Staff	Count of Red Lit Staff	RPTL Status in 2019 (Based on 2017/2018 Research Activity)	Percentage Point Change from 2018	RPTL Status in 2018 (Based on 2016/2017 Research Activity)	RPTL Status in 2017 (Based on 2015/2016 Research Activity)	RPTL Status in 2016 (Based on 2014/2015 Research Activity)
School of Applied Business	Bachelor of Business	25	16	1	8	64%	12%	52%	75%	69%
	Bachelor of Communication (Teach Out)	2	1	1	0	50%	-10%	60%	50%	56%
	Master of Applied Practice (Professional Accounting)	7	5	1	1	71%	-9%	80%	100%	75%
	Master of Business	5	5	0	0	100%	33%	67%	100%	80%
	Master of International Communication (Teach Out)	1	1	0	0	100%	0%	100%	86%	100%
	Postgraduate Diploma in Business	4	4	0	0	100%	20%	80%	100%	83%
	Postgraduate Diploma in International Communication (Teach Out)	1	1	0	0	100%	0%	100%	80%	100%
School of Architecture	Bachelor of Architectural Studies	23	20	1	2	87%	3%	84%	79%	84%
	Bachelor of Landscape Architecture	7	6	1	0	86%	-2%	88%	75%	88%
	Master of Architecture (by Project)	5	5	0	0	100%	0%	100%		
	Master of Architecture (Professional)	25	22	1	2	88%	3%	85%	75%	90%
	Master of Landscape Architecture	7	6	1	0	86%	-2%	88%	75%	89%
School of Building Construction	Bachelor of Construction	12	9	1	2	75%	15%	60%	70%	75%
School of Community Studies	Bachelor of Applied Science (Human Biology) (Teach Out)	9	6	1	2	67%	-11%	78%	56%	22%
	Bachelor of Health and Social Development (Teach Out)	4	3	1	0	75%	-3%	78%	43%	20%
	Bachelor of Sport (Teach Out)	8	5	3	0	63%	-21%	83%	75%	70%
	Bachelor of Teaching (ECE)	10	8	0	2	80%	40%	40%	60%	64%
	Master of Osteopathy (Teach Out)	11	8	1	2	73%	-9%	82%	85%	50%
School of Computing & Information Technology	Bachelor of Computing Systems	14	13	1	0	93%	0%	93%	86%	93%
	Doctor of Computing (Teach Out)	11	11	0	0	100%	0%	100%	100%	100%
	Master of Computing	13	13	0	0	100%	0%	100%	100%	100%
	Postgraduate Diploma in Computing	9	9	0	0	100%	0%	100%	100%	100%
School of Creative Industries	Bachelor of Creative Enterprise	11	9	2	0	82%	-18%	100%	77%	60%
	Bachelor of Performing and Screen Arts	15	12	2	1	80%	33%	47%	43%	56%
	Master of Creative Practice	14	12	2	0	86%	-14%	100%	91%	100%
	Master of Design (Teach Out)	6	5	1	0	83%	-17%	100%	85%	67%
	Postgraduate Certificate in Creative Practice	13	11	2	0	85%	-15%	100%		
	Postgraduate Diploma in Creative Practice	13	11	2	0	85%	-15%	100%		
School of Engineering & Applied Technology	Bachelor of Applied Technology	10	8	1	1	80%	43%	38%	53%	55%
	Bachelor of Engineering Technology	23	11	0	12	48%	13%	35%	50%	55%
School of Environmental & Animal Sciences	Bachelor of Applied Science (Natural Sciences)	16	14	0	2	88%	4%	83%	100%	100%
School of Healthcare & Social Practice	Bachelor of Health Science (Medical Imaging)	4	4	0	0	100%	57%	43%	25%	67%
	Bachelor of Nursing	16	4	1	11	25%	4%	21%	29%	35%
	Bachelor of Social Practice	13	11	1	1	85%	-15%	100%	86%	94%
	Master of Applied Practice (Social Practice)	6	6	0	0	100%	0%	100%		
	Master of Social Practice (Teach Out)	3	3	0	0	100%	0%	100%	100%	100%
Others	Master of Applied Practice (all streams)	20	17	2	1	85%	-6%	91%	100%	91%
	Master of Educational Leadership and Management	2	2	0	0	100%	0%	100%	67%	67%
The Mindlab	Master of Applied Practice (Technological Futures)	5	5	0	0	100%	17%	83%	83%	
	Master of Contemporary Education	4	3	0	1	75%	75%			
	Master of Teaching Educational Leadership	7	4	1	2	57%	24%	33%		
	PGCert Applied Practice (Digital and Collaborative Learning)	8	8	0	0	100%	25%	75%	93%	60%

Table 2. The Traffic Light scores for all Unitec degree programmes 2012 to 2019

Conclusion

The excellent progress Unitec has made since 2012 raising research activity at degree level has been maintained in 2019. However, results indicate progress has slowed down as the final group of degrees work to lift their research activity from red and amber, to green lit status. The goal to see all Unitec degree programmes green lit by 2020 remains achievable. However, it is critical that research plans are established and the necessary actions are implemented. Tūāpapa Rangahau's Research Development Programme will focus on partnering with Schools to achieve this goal over the next two years.

To	Poari Mātauranga/Academic Board	From	Trude Cameron – Lead, Quality Systems, Te Korowai Kahurangi
Title	Rule 18 Change	Date	04/07/19

Recommendation/s

That Te Poari Mātauranga/Academic Board approve the changes required to Policies, Procedures and Programme Regulations to comply with the new Rule 18 English language requirements for International Students, as advised in the ITP Sector Update to Te Poari Mātauranga/Academic Board in June 2019.

Purpose

To report to the Board on the approach to be taken by Te Korowai Kahurangi in addressing the changes to Rule 18 across institutional Policies, Procedures, Regulations and Operations, to ensure compliance with the revised Rules by the deadline of 1st August 2019.

Background

Rule 18 forms part of the *NZQF Programme Approval and Accreditation Rules 2018*, and stipulates English language entry requirements for International students to programmes of study in New Zealand.

Changes to this Rule have been made in order to strengthen the settings for when international students may use prior schooling where English was the language of instruction to meet the English language proficiency entry requirements for study at non-university tertiary education organisations.

These changes are outlined below:

- the student visa decline rate 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 completed in New Zealand, Australia, the United Kingdom, the Republic of Ireland, the United States, Canada and South Africa
- Pacific students 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 in English as evidence of English language proficiency, and
- International Baccalaureate and Cambridge International A level qualifications may be accepted as evidence under Rule 18 when taught and assessed in English.

These changes will come into effect on **1 August 2019**. Non-university tertiary education organisations will have until the end of 31 July 2019 to finalise any international student enrolments based on the current Rule 18 settings.

From 1 August 2019, enrolments will need to comply with the new evidence requirements. We encourage you to begin reviewing your organisation's policies against the new settings.

Next Steps

The following actions will be taken to align our Policy, Procedures, Regulations and Operational processes with the revised Rule 18 upon confirmation of approval by Academic Board:

- Update Admission Requirements Procedure
- Update Admission enrolment and Fees Policy
- Update Student Inbound and Outbound Exchange
- Update Programme Information Repository
- Update any affected Programme Regulations
- Update any Student facing materials on Unitec Website or other
- Communicate the change to any affected staff (International and Enrolments are already informed of the changes)
- Te Korowai Kahurangi will provide an update to Poari Mātauranga/Academic Board at their next meeting in August, to confirm the completion of these steps.

Attachments

NIL

Contributors

Steve Marshall – Lead Quality Partnering, Te Korowai Kahurangi

Trude Cameron – Lead Quality Systems, Te Korowai Kahurangi

SECTION 5

WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	Āta-tuhi: Te Korowai Kahurangi Analysis of End of Year PEPs (2018)	Date	4 July 2019

Purpose

To provide Te Poari Mātauranga with the analysis of and findings from the final 2018 End of Year Programme Evaluation and Planning reports (PEPs)

Recommendations

That Te Poari Mātauranga:

- consider the recommendations made in the report, noting that some have been completed and others are intended to be addressed; and
- consider the findings from the evaluation of the PEP reports
- determine, where applicable, relevant actions to be taken as a result of the recommendations and findings from the report.

Commentary

Every year programmes are evaluated to consider how well they have achieved their purpose, have supported students to progress and to identify what has worked well and where improvements could be made. In 2018 an interim evaluation and reporting cycle was introduced and the first overarching report on the outcomes from the process provided to Te Poari Mātauranga.

This report considers the process which supports programme teams evaluating their programmes and makes recommendations to support the growth of an evaluative culture.

The report also presents the findings from the evaluation of the 102 PEP reports completed.

Appended

Āta-tuhi: Te Korowai Kahurangi Analysis of End of Year PEPs (2018)

Āta-tuhi: Te Korowai Kahurangi Analysis of End of Year PEPs (2018)

Purpose

The report begins with a commentary on process developments and the extent to which they are aiding improvement in the evaluative culture of programme teams; it includes identification of further areas for improvement in reporting and recommendations toward that.

The report also identifies common themes arising from the six KEQs programme teams wrote to.

Executive Summary

While there is room for improvement in evaluative writing, self-rating, and goal setting, investment into several changes to the culture and resourcing of the End of Year PEP process for 2018 in the wake of feedback is, in the words of a Head of School, as well as “humanising the process...signalling its growing significance in the self-reflective process.” Further recommendations are proposed for continuing improvement.

Eight weighted findings from the content of the PEPs are noted to inform institutional discussion.

The Programme Evaluation Process

Every year the process of Programme Evaluation provides an opportunity for evidence-based self-assessment and the identification of actions for the next period. In 2018, with an EER visit scheduled, an Interim PEP cycle was resolved upon, in addition to the usual End of Year PEP.

A particular concern recorded in the Analysis of the 2018 Interim PEPs revolved around the process and their writing. It was noted that “many are overwritten...including pages of data, and/or are descriptive rather than evaluative,” 51% arrived after the due date (set at October 12th) intimating that “PEPs are more a reporting chore than integral to our life as educators,” and “the number of programmes speaking from generic data, more than programme-specific, suggests an intentional culture of owned and well-informed self-evaluation needs further developing.” Meanwhile, “a number of programmes seem unaware of how to set SMART goals” and “PAQC responses suggest that, for many, there is still work to be done in solidifying their purpose and authority.”

A question also emerged from the Interim process regarding feedback loops. When programmes speak up, who is listening and how is that being communicated to best effect change?

Research was undertaken, with thirty-five HOPPs, ALs and AQAs consulted. For the 2018 End of Year PEP the template was edited, including the PAQC review, and an online Guide – including exemplars – created.¹ Āta-kōrero, a process for prioritizing evidenced-based evaluative conversations in programme teams built on Te Noho Kotahitanga, was developed, overseen by the Kaihautū (particularly TeUrikore Biddle) and the Reo and Tikanga Committee. (See Appendix 1). Alongside, a team of reporting analysts created a student dashboard gleaming data from TEC’s Ngā Kete to produce a standard-format Student Performance Data Report for every programme.²

The due date for the End of Year PEPs was set for 18 April 2019. On the 4th and 6th March ninety Heads of School and Academic Leaders attended two workshops introducing Āta-kōrero as a

¹ <https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/mo-nga-rangatira-for-programme-leaders/guide-to-programme-evaluation-and-planning/>

² It must be noted that the nature of this reporting does not advantage programmes with multiple intakes, mid-year intakes for year-long courses, and/or summer delivery. There is a need to investigate how best to report, particularly, for programmes in the School of Trades & Services, and Environmental & Animal Sciences.

process. Fifteen pilot Āta-kōrero workshops were then conducted with nine Schools across the rest of that month with 157 people from nominated programme teams participating in evaluative conversation and/or writing.³ Twenty-one Academic Leaders interacted one-on-one around writing.

Āta-kōrero, drawing from collaborative understanding to speak to the Data reports and other gathered evidence, and facilitated by members of Te Korowai Kahurangi, was positively received as a method for growing capability in self-assessment.⁴ Meanwhile, the average size of reports halved and the quality and focus of the writing improved, particularly amongst those who participated.⁵

Āta-kōrero was piloted with one team per School. A few extra teams participated but it was not possible to follow up with others, nor to offer writing support to all programmes, for timing, availability and resourcing reasons. Only 52% of the End of Year PEPs arrived on the due date (fifty-three out of 102 PEPs from nine Schools); the timing competed with first-half-of-semester workload.⁶ That End of Year PEPs are being delivered four-five months into the following year prioritises retrospection rather than in-time proactivity. It was also difficult, as a number of teams noted, to recall 2018 halfway through Semester 1, 2019. Evaluative commentary, done excellently by a few, is patchy in quality overall; more training in the genre is needed. SMART goals still need work by most; while some included all actions, others failed to write any. According to feedback, the PAQC questions were much improved, but the diagnostic questions were missed in about half of the PEPs.

Thirty-five queries were logged during the Āta-kōrero process regarding the reporting of data, requests for granularity, where possible, informing the ongoing building of the Student Dashboard. PEPs from Environmental & Animal Sciences and Trades & Services and, in the case of the latter, conversations during three workshops, noted that Successful Course Completion data based on SDR reporting is problematic for programmes with multiple intakes, mid-year intakes for year-long courses, and/or summer delivery.

Reliance on the results of Unitec online course and graduate surveys to evaluate student satisfaction, and graduate employment rates, progression to further study and the relevance of programmes to employment is problematic because the response rate is poor. The total Unitec-wide response in semester 2 to student surveys was 28%; it was 37% in Semester 1. Meanwhile, Creative Industries noted in their PEPs that in graduate surveys the distribution of paid and unpaid work, salaried and contract work, and self-employment would be useful to know, as the nature of their industry means graduates can take 3-5 years to grow a reputation and even then might not be “employed” as commonly assumed. Trades & Services would also appreciate granularity around this. To date it has not been recorded how many surveys sent to graduates compare with numbers returned; this will be added into future reporting.

There is a need in our writing to continue to improve our evidencing of how engagement with stakeholders – students, graduates, and industry, but also communities/iwi – is creating feedback loops in terms of the relevance of graduate outcomes and of programme design and delivery. Specific questions seeking evidence of this have been proposed and approved for the Interim 2019 PEP.

³ Members of Te Korowai Kahurangi, Rosemary Dewerse and Jackie Tims, facilitated, with Michelle Sun (Quality Reporting Analyst) on call to respond to data queries and problems.

⁴ See the article that was published in the NEST on Friday 12 April 2019. <https://thenest.unitec.ac.nz/TheNestWP/growing-capability-in-evidence-based-self-evaluation/>.

⁵ The Interim PEPs averaged twenty-seven pages; End of Year PEPs, fifteen.

⁶ By 30 April PEPs for sixty-five programmes from eleven Schools had been submitted. By 31 May all PEPs for 102 programmes had been submitted, including postgraduate programmes under Te Puna Ako.

Programmes are required to self-rate for each KEQ. PAQCs are then required to rate the programme team on their self-evaluative capability. While caution in self-rating needs to be practised by a few teams, many are fair. A number of PAQCs missed details and over-rated programmes, however. Only very occasionally was a PAQC more cautious than they needed to be.⁷ (For detail on this see the judgements from Te Korowai Kahurangi provided in the Schools' Annual Plan documentation). Excellence in self-evaluation by teams and their PAQCs exists in: nine programmes from Bridgepoint; NZCITE (Computing); four programmes from Creative Industries; BHSMI (Healthcare); NZCPG (Trades & Services).

With the PEPs being read and analysed across May, ratings of performance by teams, and of self-evaluative capability by PAQCs and Te Korowai Kahurangi, accompanied by brief commentary, were provided early in June for the Schools Portfolio Presentations. School-specific evaluative feedback was also delivered to HoSs in writing, with some choosing further face-to-face conversation.

Commendation

The commitment of many Schools and their programme teams to improving in evidence-based evaluation was evident in this PEP cycle. Participation in Āta-kōrero at a busy time in the semester was very encouraging. Overall the tone and nature of many of the reports received has been more transparent, rigorous and focused than for the 2018 Interim cycle; there is also evidence of much good practice occurring across Unitec.

Grateful acknowledgement needs to be made of the proactive support offered by the Heads of Schools.

Recommendations

1. Embed Āta-kōrero, requiring it of all programme teams in each round of evaluation going forward so that evaluative conversation, its recording and reporting, becomes instinctive at Unitec. [currently underway]
2. Set Āta-kōrero for programme evaluation in motion from Day 11 after the end of the semester or year in focus. [currently planned for 2019 Semester 1]
3. Conduct an Interim PEP for 2019 focused on five key success indicators: educational performance, achievement by priority learners, graduate outcomes, compliance management, and effectiveness of action planning. [Recently been approved by the Academic Board]
4. Review the questions and process of online course and graduate surveys toward improving response rate and granularity.
5. Te Korowai Kahurangi resource the writing of SMART goals and effective PAQC review for Āta-kōrero in 2019.
6. Te Korowai Kahurangi continue to monitor PEP self-evaluative ratings and provide feedback on the quality of this to Heads of Schools.
7. Embed into evaluative review and programme life the implementation of effective feedback loops with students, graduates, industry and communities/iwi, particularly in terms of the value of outcomes for such stakeholders, with accountability in this to PAQCs in the first instance.

⁷ The rating from Te Korowai Kahurangi was based on the quality of evaluative commentary, self-rating, SMART goals, and PAQC review.

8. Te Korowai Kahurangi partner with Te Puna Ako in creating and maintaining a register of current examples of best practice to disseminate ideas across Unitec.

Findings

Programme Evaluation and Planning reports ask for evaluative commentary on NZQA's six Key Evaluative Questions, informed by the Tertiary Evaluation Indicators. The following themes emerged across the PEPs submitted for eighty-eight programmes. (Fourteen submitted summary PEPs because they are being discontinued and are close to closure.)

- Fifty-one PEPs (58%) from nine Schools speak about issues impacting SCC, particularly of those under 25. Twenty-nine PEPs from nine Schools (Applied Business, Architecture, Bridgepoint, Computing & Information Technology, Creative Industries, Engineering & Applied Technology, Environmental & Animal Sciences, Healthcare & Social Practice, Trades & Services) expressed concern over low literacy and numeracy rates generally, but especially among the under 25s, impacting SCC. Programmes in Bridgepoint, Trades & Services and Engineering & Applied Technology record Fees Free impacting retention.⁸ Twenty-eight from Bridgepoint, Trades & Services, Computing & Information Technology, Healthcare & Social Practice, also record digital literacy, mental health, poor attendance, family expectations and financial pressures impacting student success.
- According to the Programme Priority Matrix in the Student Performance Dashboard, four programmes with high Māori and Pacific EFTS and success significantly above the UIP target are BPSA (Creative Industries), BSP (Social Practice) and the BTECE and BHSD (Community Studies).⁹ Their PEPs record close attention to ways of knowing, one-on-one or small group mentoring and tutoring, and active relationships with community and whanau. Meanwhile BSHMI and BN (Healthcare), MARCH (Architecture), BCONS/GDCPM, NZDC (Construction) – programmes with high EFTS/high SCC across the groups – tell in their PEPs of interviewing and testing students for skills, running early assessments to identify areas of struggle, operating built-in feedback loops with industry, and tracking pastoral and academic needs and responding early.
- Thirty-nine (44%) programmes across nine Schools speak of processes for early identification and tracking of at-risk students and/or appointing internal staff to take special responsibility for academic/pastoral care, particularly of priority students (Applied Business, Architecture, Bridgepoint, Building Construction, Community Studies, Computing & Info Tech, Creative Industries, Engineering & Applied Tech, Healthcare & Social Practice).
- Sixty-one programmes discussed staff development, with thirty-seven of those recording their focus in 2018 (or as a goal for 2019) being workshops in Mātauranga Māori and/or the moderation badge.
- Thirty programmes (34%) across the Schools of Trades & Services, Building Construction, Engineering & Applied Technology, Computing & Information Technology, Environmental & Animal Sciences and Bridgepoint noted a range of operational issues with SEATs requiring manual record-keeping.
- One programme – the NZ Certificate in Horticulture Services – noted reputational damage from a miscommunication when it was announced, and then students were informed, that the programme had closed to enrolments. While it had been on the 2018 list of programmes under consideration for closure it was not, in fact, amongst the final list.
- Thirty-seven (42%) programmes noted issues, the majority of them repeated from the 2018 Interim PEPs with physical and technological resourcing (Architecture, Creative Industries,

⁸ NZCSC conducted an investigation with Finances into this, which evidenced a direct correlation.

⁹ The BHSD is currently in teach-out, its enrolments having been suspended. BPSA also has one of the highest percentages of under 25 EFTS.

Bridgepoint, Environmental & Animal Sciences, Trades & Services, Engineering & Applied Technology, Healthcare). Apprenticeship programmes in Trades also noted that the necessity to teach in the evenings to fit around student work commitments precludes their students from accessing library and support services.

- Twenty-four (27%) programmes from six Schools speak of ongoing enrolment errors (Bridgepoint, Creative Industries, Environmental & Animal Sciences, Engineering & Applied Technology, Computing & Information Technology, and Trades & Services.) This was noted in the 2018 Interim PEP Analysis.¹⁰

¹⁰ A constructive idea to address issues encountered in the BCS (Computing) was offered in their PEP: “A number of issues outlined by teaching staff refer to the issues of enrolments/re-enrolments, timetabling – areas which sit outside of the School of Computing and IT. It is suggested that rather than constantly passing the blame between different bodies within Unitec, we should encourage the creation of a live document in which academic staff can list all the non-academic issues arising to which the allied staff could respond to/help solve the problems. This...would create a sense of responsibility and accountability within the organization and the progress could easily be monitored by both academic and allied staff.”

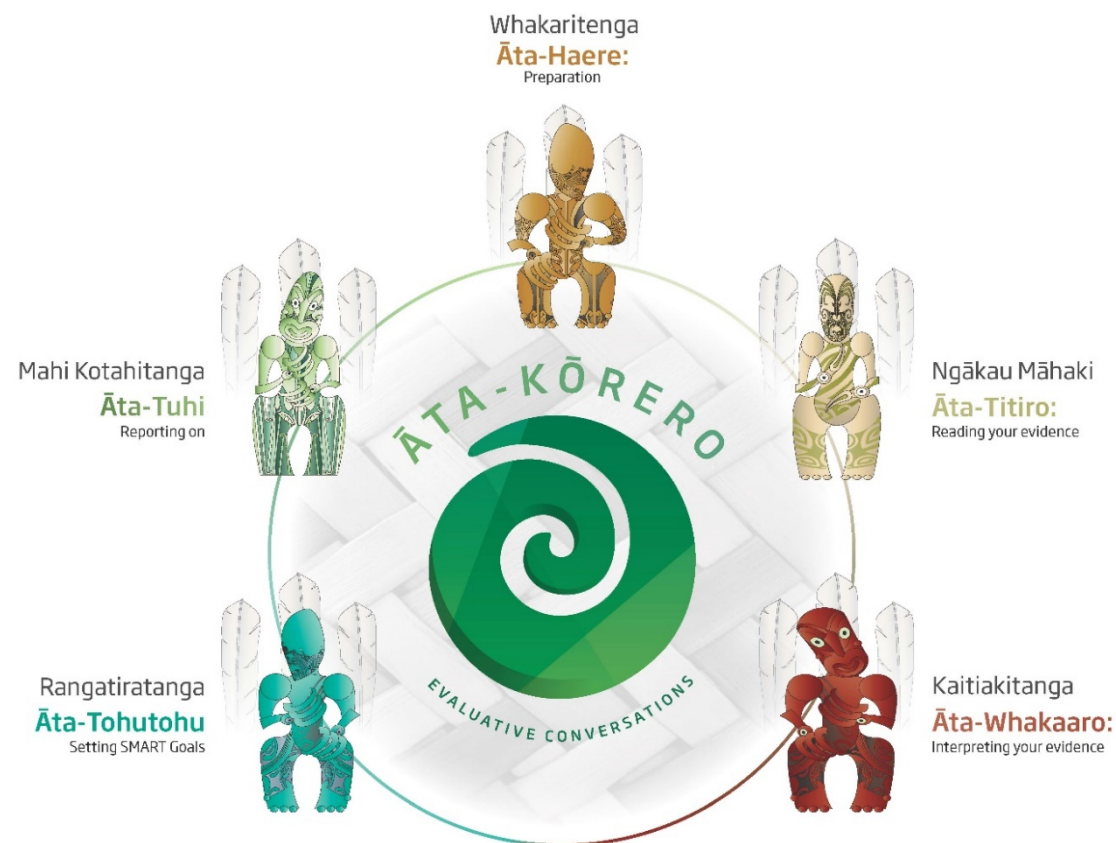
Appendix 1


Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Karakia

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

We acknowledge the mahi of Taina Pohatu that guides this process: Taina Whakazere Pohatu, "Āta: Growing Respectful Relationships" and the artistry of Hohepa Renata in creating the symbols of Te Noho Kotahitanga. Produced with permission of Unitec's Reo and Tikanga Committee.
<http://www.rangahau.co.nz/assets/Pohatu/Pohatu%20T.pdf>



The Guiding Principles of Āta:

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

To	Te Poari Mātauranga Academic Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	2018 Student Performance Report	Date	4 July 2019

Purpose

To provide an updated 2018 Student Performance Report for the Academic Board's consideration and to

Recommendations

That Academic Board consider the report and:

- Determine any actions to be taken as a result of the findings
- Provide a collective rating for each of the key measures presented in the report.

Commentary

The Student Performance Report provides a quantitative analysis of 2018 student performance in the context of historical trends and sector benchmarks. It seeks to outline the shifts in performance across key metrics (including successful course completion, qualification completion, first year retention, and graduates in employment and/or further study) by all students, priority group students and School and presents findings regarding this. The report does not seek to determine why the results are as they are. Nor does the report make determinations regarding how good, or otherwise, the results are.

The report itself takes a different approach to that which has typically been provided in the past. There is greater analysis within text of the report rather than being a more visually orientated report. Much can (and is planned to) be done to further improve the reporting of student performance. Academic Board feedback on both what is being reported on, and how this is presented, would be welcome as would any other considerations of how the report could be improved.

Evaluation

It is recommended above that Academic Board rate the Institute's performance on the key measures in the report, as follows:

- Unitec's 2018 performance in relation to Successful Course Completion was **Excellent/Good/Marginal/Poor**
- Unitec's 2018 performance in relation to Qualification Completion was **Excellent/Good/Marginal/Poor**

- Unitec's 2018 performance in relation to First Year Retention was **Excellent/Good/Marginal/Poor**
- Unitec's 2018 performance in relation to Graduates in Employment of Further Study (GES) was **Excellent/Good/Marginal/Poor**

Rubric 1: Criteria for rating Educational Performance for Key Evaluation Questions and Focus Areas

Excellent	<ul style="list-style-type: none"> • Performance is exceptional • Highly effective contributing processes • Very few gaps or weaknesses • Any gaps or weaknesses have no significant impact and are managed very effectively
Good	<ul style="list-style-type: none"> • Performance is generally strong • Effective contributing processes • Few gaps or weaknesses • Gaps and weaknesses have some impact but are mostly managed effectively
Marginal	<ul style="list-style-type: none"> • Performance is variable • Inconsistent contributing processes • Some gaps or weaknesses have some impact, and are not managed effectively
Poor	<ul style="list-style-type: none"> • Performance is unacceptably weak • Ineffective contributing processes • Significant gaps or weaknesses have significant impact, and are not managed effectively • Does not meet minimum expectations or requirements

2018 Student Performance Report

Te Korowai Kahurangi

Introduction

This report analyses EPI data available from Ngā Kete¹ (2015-2018) and the outcome of the graduate surveys (2015-2019) in Unitec. For the purposes of this report, the following schools are NOT included in the statistical tables and analysis due to the reasons as stated:

- Te Puna Ako – provides only a few postgraduate programmes not comparable for analysis
- Administrative – with short and generic courses not provided by a specific academic school
- Mindlab – is operating independently of Unitec

Note: Where statistics for the three schools are included are:

- *the benchmark tables and charts for comparison with the ITP and University sectors and,*
- *when otherwise specified.*

The report provides statistics of three student success measures at the institutional and priority group levels, identifies high performing and low performing schools in each of these measures and concludes with key findings to help with strategic planning. Progression Rate is not included as comparable data are not available for the period of 2015-2018.

These three measures are:

- Successful Course Completion Rate
- Qualification Completion Rate
- First Year Retention Rate

Analysis of graduate surveys focuses on the following KPIs:

- % employed
- % in further study

Executive Summary

Unitec's overall Student performance² has been stable for the period of 2015-2018. Over the 4-year period, Unitec achieved an average of 83% Successful Course Completion (SCC) Rate and 70.5% First Year Retention (FYR) Rate, exceeding the 2018 Investment Target of 78% and 66% respectively while the Qualification Completion (QC) Rate averaged at 55.5%.

¹ All data from Ngā Kete were retrieved on 24/6/19 from <https://www.tec.govt.nz/>

² Overall rates in the Executive Summary includes statistics for Administrative, Mindlab and Te Puna Ako.

Performance Indicators	Rationale	
	Strengths	Weaknesses
Successful Course Completion	<ul style="list-style-type: none"> Unitec's performance has been consistently above the sector benchmark since 2012. Unitec successfully met the Investment Target of 78% for 2018, so did the International and under 25s priority groups. 	<ul style="list-style-type: none"> The above average performance has levelled off to 81.7% in 2018, the lowest over the past 6 years. While only three schools out of 11 failed to meet the target, a majority, i.e. eight schools, showed a decrease from 2017 to 2018. Both Māori and Pacific priority groups (and most schools within the groups) did not meet the target, and the gaps have been clearly widening between both groups and their respective cohorts since 2014.
Qualification Completion	<ul style="list-style-type: none"> 2018 Unitec Cohort-based qualification completion (54%) is above 2017 ITP sector average (53.15%), which has been consistently above the ITP sector average since 2009. The variance between Māori and non-Māori students has decreased by 3.2%. Despite a small decrease in the Under 25 students' qualification completion rate by 3%, it is still above ITP sector average. Although a little bit below the sector average (62%) International students qualification completion rate continued increasing since 2012.(62.8 % in 2018) 	<ul style="list-style-type: none"> 2018 Overall Cohort-based qualification completion rate had declined by 4% following steady growth over the past 4 years. The qualification completion rate for Pacific students dropped by 8.7% between 2017 - 2018 The variance gap between Pacific and non-Pacific students increased to 16.4%.
First Year Retention	<ul style="list-style-type: none"> Unitec's performance has been consistently above the sector benchmark for the last 10 years. Unitec successfully met the Investment Target of 66% for 2018, and so did the International priority groups. 	<ul style="list-style-type: none"> The First Year Retention Rate fluctuated with no particular stable pattern over the past 10 years. While only two schools failed to meet the target in 2018, half of the schools (i.e. five) showed a decrease from 2017 to 2018. Māori, Pacific and Under 25s and at least a third of the schools in each group failed to meet the target.
Graduates Employed, Studying or Combining (GESC)	<ul style="list-style-type: none"> Highest level of graduates in paid work over past 10 years Continued strong performance for Māori and Pacific 	<ul style="list-style-type: none"> GESC 2019 decline to be 3% below previous years and target – driven by decline in further study Eight out of 11 schools below target Large variation across schools (lowest 55%, highest 90%) Significant decline over last 2 years for International graduates

Total EFTS for Unitec

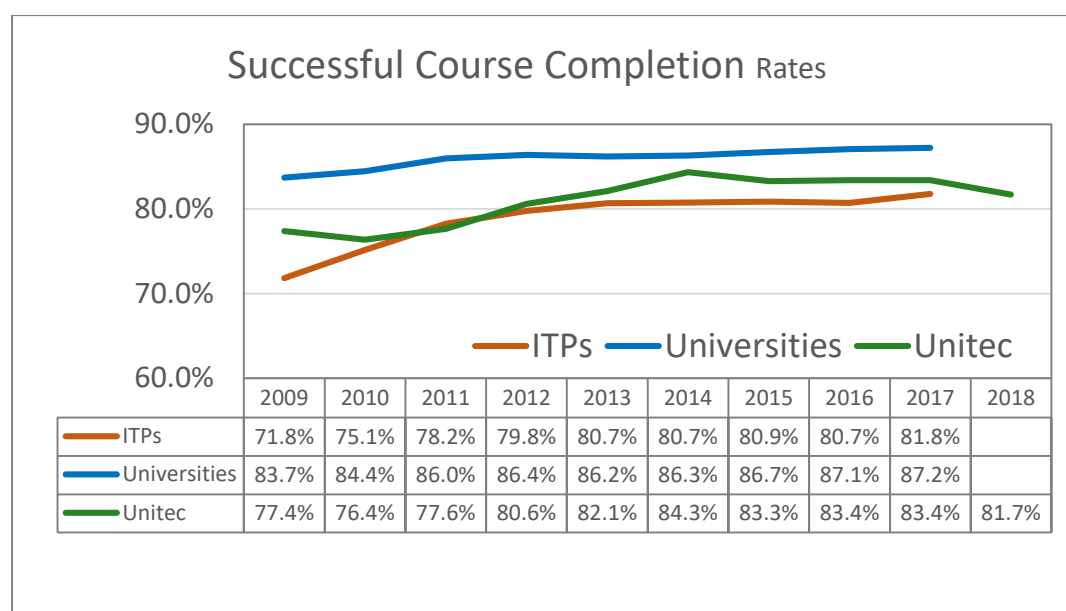
As can be seen in the table below, Total EFTS across Schools have fallen year on year across the 2015-2018 period, contributing to a 25.8% decline in EFTS across Unitec overall. One School bucks this trend. Building Construction has seen year on year growth – a total of 31.2% overall over the same period.

School	Total EFTS				Percentage change in 2015-2018
	2015	2016	2017	2018	
Applied Business	1546.2	1220.3	978.6	740.3	-52.1%
Architecture	686.9	680.4	613.5	585.1	-14.8%
Bridgepoint	927.3	748.4	770.7	725.8	-21.7%
Building Construction	723	807.2	861.3	948.4	31.2%
Community Studies	576.7	484.7	381.3	341.3	-40.8%
Computing & Information Technology	770.1	746.4	722.3	562.4	-27.0%
Creative Industries	656.3	547.8	458.2	397.4	-39.4%
Engineering & Applied Technology	861.1	796.7	778	718.9	-16.5%
Environmental & Animal Sciences	421.8	401	365.4	374	-11.3%
Healthcare & Social Practice	884.4	743.9	639.9	590	-33.3%
Trades & Services	1070.7	1004.2	890.8	784	-26.8%
Total	9124.5	8181	7460	6767.6	-25.8%

1.0 Successful Course Completion

1.1 Total Unitec

Overall Unitec's SCC rate has declined to 81.7% from the 83.4% averaged over the previous three years. While the Investment Plan target of 78% has been easily achieved, the 81.7% is on par with the 2017 ITP Sector average of 81.8% and well below the 2017 University Sector average of 87.2%. Sector data is not yet available for 2018.



1.2 Schools

Overall Successful Course Completion (SCC) rates across schools have been widely varied, as the table below shows. While a number of Schools continue to achieve above average results (e.g. Creative Industries, Computing & Information Technology), there are also a significant number which have struggled to maintain their SCC rates.

Over the four-year period of 2015-2018, Building Construction showed the biggest improvement of 7.6%, while Trades and Services and Environmental & Animal Sciences experienced the biggest decline of 7.1%, followed by Engineering and Applied Technology at 5.1%.

Bridgepoint, Trades & Services and Engineering & Applied Technology had poor performance in SCC but high EFTS, contributing to a decline in the overall successful course completion rate.

Successful Course Completion Rates, Variance by years and EFTS in 2018							
School	2015	2016	2017	2018	Variance between 2017 and 2018	Variance over 4 years	EFTS 2018
Creative Industries	91.9%	91.5%	91.0%	92.2%	1.2%	0.3%	397.4
Computing & Information Technology	85.6%	84.8%	87.6%	87.4%	-0.2%	1.8%	562.4
Building Construction	79.5%	82.9%	84.9%	87.1%	2.2%	7.6%	948.4
Healthcare & Social Practice	87.2%	86.5%	85.6%	86.8%	1.2%	-0.4%	590
Community Studies	82.5%	83.7%	85.9%	84.9%	-1.0%	2.4%	341.3
Architecture	88.0%	83.5%	84.9%	84.7%	-0.2%	-3.3%	585.1
Applied Business	86.1%	86.2%	84.6%	81.9%	-2.7%	-4.2%	740.3
Environmental & Animal Sciences	85.7%	84.6%	81.5%	78.6%	-2.9%	-7.1%	374
Engineering & Applied Technology	81.7%	79.9%	79.8%	76.6%	-3.2%	-5.1%	718.9
Trades & Services	81.7%	81.7%	78.9%	74.6%	-4.3%	-7.1%	784
Bridgepoint	70.0%	72.7%	73.6%	67.9%	-5.7%	-2.1%	725.8
Grand Total*	83.3%	83.3%	83.1%	81.3%	-1.8%	-2.0%	6767.6

*Grand Total excludes data associated with Mindlab, Administrative, Maia and Te Puna Ako as well as data not associated with any school

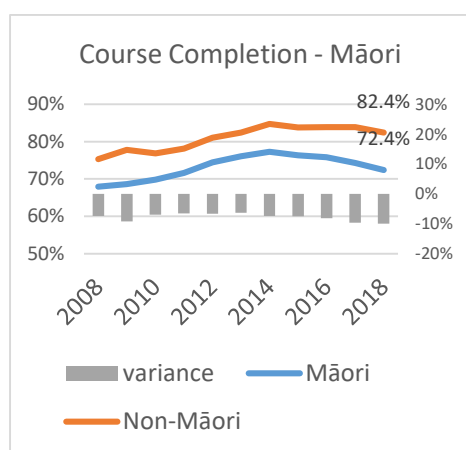
Note: All colour coding in the report is based off 2018 investment plan targets

0-10% below target >10% below target

1.3 Priority Groups

1.3.1 Māori

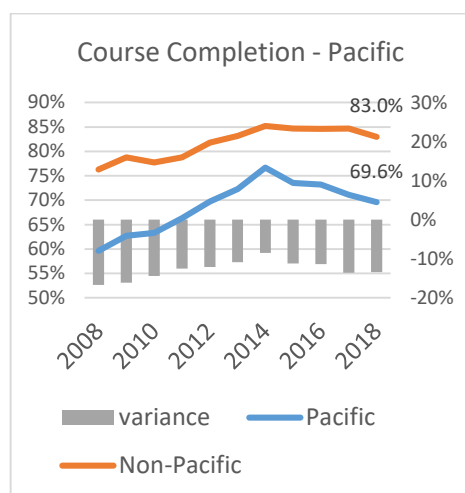
Although the variance rate of -9.8% achieved by Unitec in 2017 performed slightly better than the ITP Sector average of -10.7%, it was lower than AUT and the University of Auckland which stayed at a low -3.1% and -3.6% respectively. Further, there is an increasing gap between Māori and non-Māori groups since 2014 with the SCC variance going up to -10% in 2018.



2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	74.1%	83.9%	-9.8%
MIT	72.6%	83.6%	-11.0%
AUT	82.1%	85.2%	-3.1%
University of Auckland	86.0%	89.6%	-3.6%
ITP Sector	72.5%	83.2%	-10.7%

1.3.2 Pacific

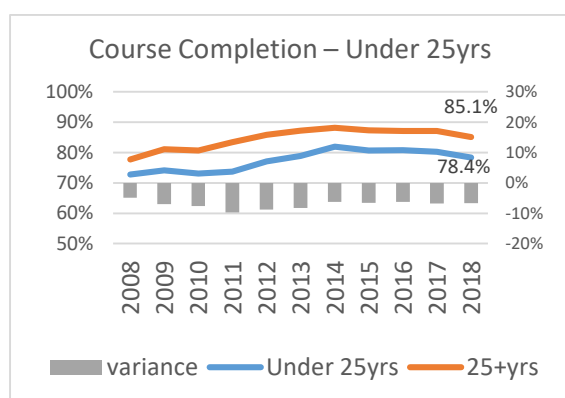
The variance between Pacific and non-Pacific students decreased from -16.7% in 2008 to -8.5% in 2014. However, that positive trend then reversed and the variance has been continuously increasing over the last 5 years. In 2017, it sat at -13.6%, which was higher than the ITP Sector average of -8.5% and MIT of -7.2%. Although Unitec still outperformed the University of Auckland and AUT which had a high variance of -15.0% and -17.5% respectively, the gap between Unitec and other polytechnics is concerning.



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

1.3.3 Under 25 years

The variance between Under 25 years and 25+ years has remained relatively consistent over the past 10 years, reaching 11.8% in 2017. This was much higher than the ITP Sector average of 2.1%. Compared with 5.9% achieved by MIT, 4.1% by AUT and 2.8% by the University of Auckland, the rate represented a significant gap between Unitec and other tertiary institutes.

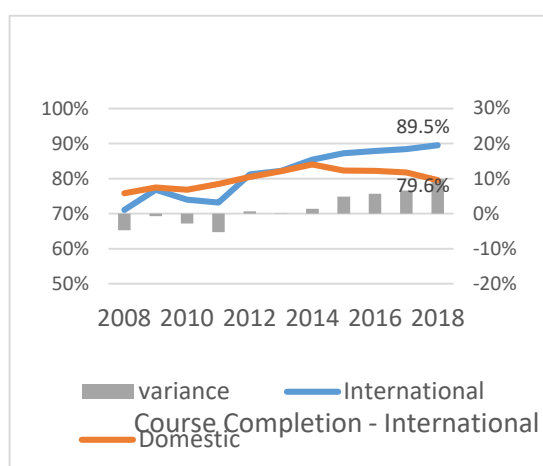


2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	80.1%	91.9%	-11.8%
MIT	79.8%	85.7%	-5.9%
AUT	84.0%	88.1%	-4.1%
University of Auckland	89.1%	91.9%	-2.8%
ITP Sector	80.7%	82.8%	-2.1%

1.3.4 International

Over the past 10 years, the variance between international and domestic students for Successful Course Completion has fluctuated, with the gap almost closing in the period of 2012-2014 with a year-on-year widening thereafter. In 2018, the rate for international students stood at 89.5%, which was higher than the SCC of 79.6% for domestic students by 9.9%.

In 2017, the variance between International and domestic students in Successful Course Completion Rate in Unitec is -6.7%. It is on par with AUT, also at -6.7%, and better than the ITP Sector of -11.4% and MIT at -11.3%.



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

1.4 Statistical tests – correspondence analysis

A correspondence analysis to investigate associations between ethnicity, age and SCC rates (results and charts available from Te Korowai Kahurangi on request) reveals that

- Students in the age group of 31-40 do not have a statistically significant difference in course completion rates, regardless of their ethnicity.
- Students aged under 20 regardless of ethnicity are strongly associated with lower than 50% completion rates per student.

This means age-dependent factors like cognitive and emotional maturity are a better indicator of course completion rates, than ethnicity.

1.5 Key findings

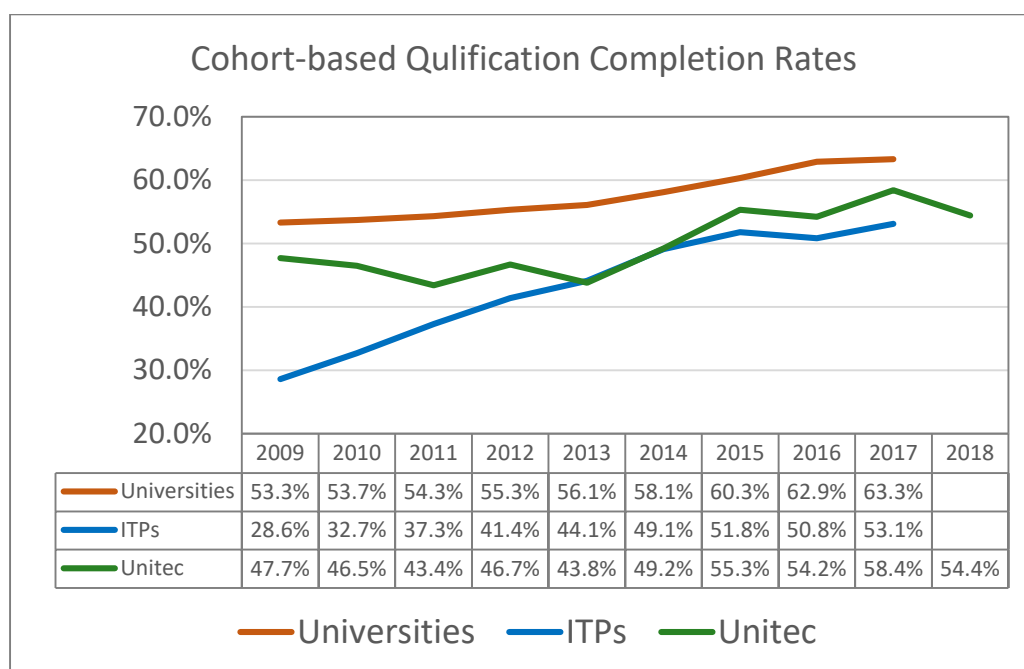
- In 2018, the overall course completion rate in 2018 fell to its lowest point in the last 6 years to 81.7%. Despite this, Unitec successfully met its Investment Plan Target of 78%.
- Performance across Schools shows an uneven pattern. Low performers with high EFTS, like Trades & Services and Engineering & Applied Technology, could be a significant strain on the overall SCC rate. Further analysis may be needed to identify the contributory factors.
- Bridgepoint is the lowest performer overall, having the lowest Successful Course Completion Rate, and across all priority groups but higher than average EFTS.
- There are Schools that have been performing well with priority groups, and the example of Building Construction with its year on year improvement in terms of EFTS and SCC across all areas. Further investigation into areas of high or increasing improvement could usefully identify best practice to inform institutional strategy.
- The correspondence analysis suggests that age-related targeted support can be an effective approach.

2.0 Cohort-based Qualification Completion

2.1 Total Unitec

2018 Overall Cohort-based qualification completion rates have declined in 2018 (54.4%) by 4% following steady growth over the past 4 years.

This is above the 2017 ITP Sector average (53.1%) and below the University Sector average (63.3%).



2.2 Schools

The graph below shows that the Cohort-based Qualification Completion (QC) rates across Schools have been widely varied. There are a number of Schools that continue to achieve above average results (e.g. Bridgepoint, Environmental & Animal Sciences, Healthcare & Social Practice, Creative

Industries, Engineering & Applied Technology and Applied Business). Engineering & Applied Technology shows the biggest improvement of 16.3% over the past 4 years.

Key contributors to the overarching decline in QC in 2018 reporting year are Trades & Services and Building Construction, which have the most EFTS (784 and 948) but have shown a decline of 12.7% and 6.7% over the four-year period between 2015-2018, contributing to the overall QC decline.

Trades and Services run programmes to a non-semesterized timeline and hence do not align well with the Reporting cycle. Additionally, many new programmes in Trades & Services and Building Construction that commenced in the 2016 – 2018 period, and have not finished the length of the “set time period” that TEC uses to calculate the QC, could not contribute to the QC. One example is the two year New Zealand Diploma in Construction. It has the largest EFTS in Building Construction (301.5 in 2018) and high Successful Course Completion rates (89.3%) yet shows no QC in the 2018 reporting year as this programme started in 2017.¹

Variance in Cohort-based Qualification Completion Rate and EFTS in 2018							
School Name	2015	2016	2017	2018	Variance between 2017 and 2018	Variance over 4 years	EFTS 2018
Bridgepoint	65.1%	61.9%	70.0%	70.2%	0.2%	5.1%	725.8
Environmental & Animal Sciences	53.0%	62.3%	65.8%	65.2%	-0.6%	12.2%	374.0
Healthcare & Social Practice	64.0%	58.2%	64.1%	62.6%	-1.5%	-1.4%	590.0
Creative Industries	60.3%	57.7%	67.3%	62.1%	-5.2%	1.8%	397.4
Engineering & Applied Technology	43.9%	50.3%	61.6%	60.2%	-1.4%	16.3%	718.9
Applied Business	51.1%	54.2%	64.7%	59.2%	-5.5%	8.1%	740.3
Computing & Information Technology	54.9%	52.5%	58.1%	52.5%	-5.6%	-2.4%	562.4
Architecture	55.1%	48.0%	47.0%	49.7%	2.7%	-5.4%	585.1
Community Studies	53.4%	56.8%	48.2%	46.9%	-1.3%	-6.5%	341.3
Building Construction	44.5%	39.5%	41.4%	37.8%	-3.6%	-6.7%	948.4
Trades & Services	47.7%	45.0%	44.2%	35.0%	-9.2%	-12.7%	784.0
Grand Total	53.3%	54.2%	58.5%	53.9%	-4.6%	0.6%	6767.6

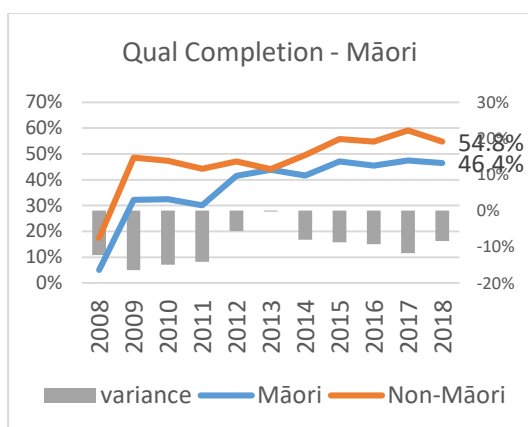
2.3 Priority Groups

2.3.1 Māori

The variance between the QCR of Māori and non-Māori students has decreased by 3.2% (11.6% in 2017 and 8.4% in 2018), it was lower than ITP Sector average of 4.1% and MIT (2.1%) but higher than AUT (8.5%) and the University of Auckland (11.1%). However, this decreased variance is due to poorer performance by non-Māori rather than an increase in Māori outcomes.

¹ TEC uses a 2-year set time period for levels 1 to 3, 4-year for levels 4-7 non degree, and 6-year for level 7 (degree) and above to calculate the QC.

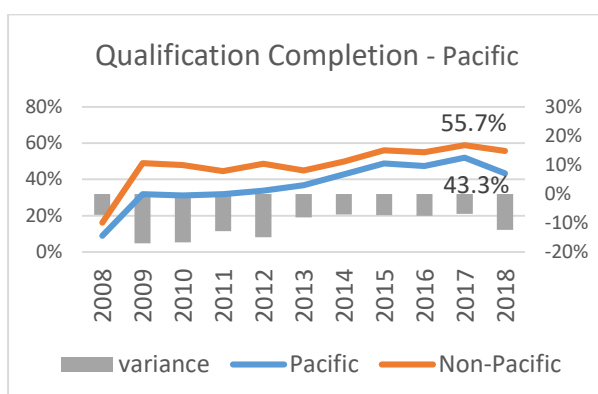
It is also important to note that Trades & Services is a newly formed School from the Pathways of 2018. This affects performance reporting for this School and Building Construction.



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

2.3.2 Pacific

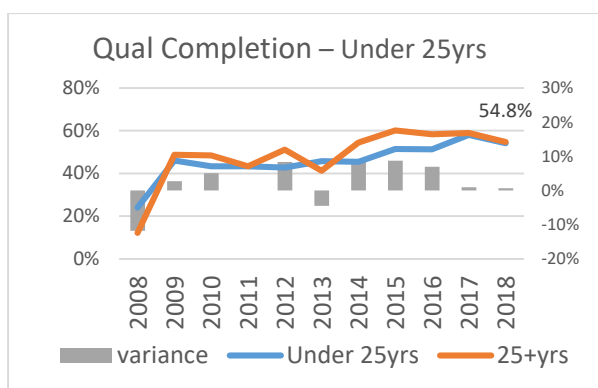
The below graph shows that the variance between Pacific and non-Pacific students was consistent across 2013 – 2017 but there was a sharp increase from 2017 (-6.9%) to 2018 (-16.4%). This was higher than the 2017 ITP Sector average variance of -1.8% and the MIT variance of -3.2%. Although Unitec still outperforms the University of Auckland and AUT which has a variance in 2017 of -16.8% and -18.2% respectively, this increase from 2017-2018 and the gap between Unitec and other polytechnics is cause for concern.



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

2.3.3 Under 25

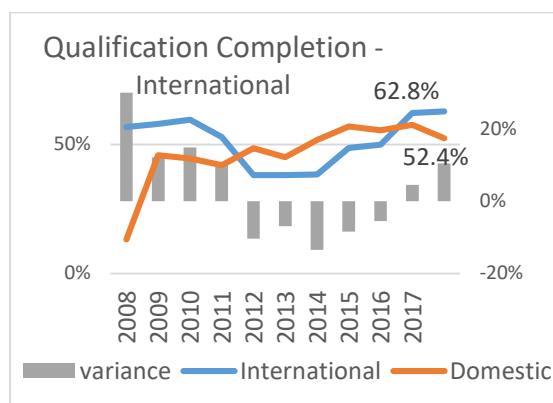
The variance between Under 25 years and 25+ years has remained relatively consistent over the past 2 years. It is above MIT (-1.7% in 2017) but below AUT (0.3%), University of Auckland (2.6%) and ITP sector (2.7%).



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

2.3.4 International

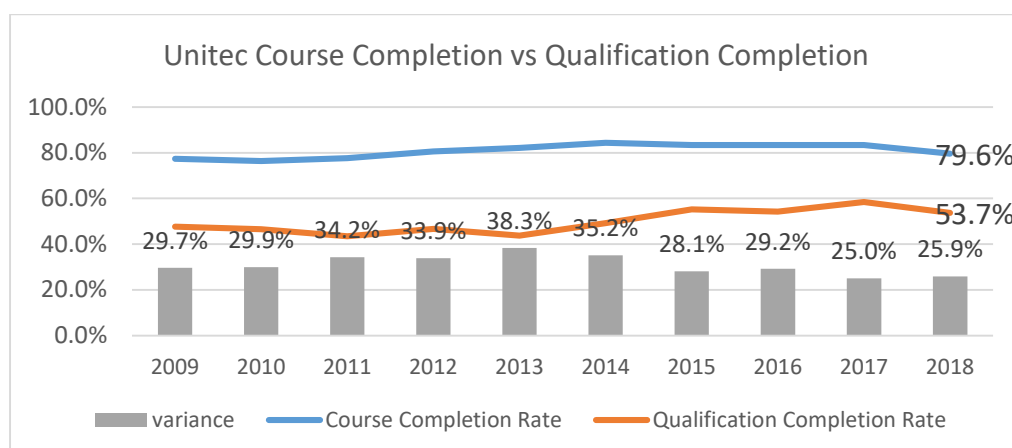
The graph below shows a strong climb in the International Students' Cohort-based qualification completion rate since 2014. From 2017 International students show higher performance than domestic students. In 2018 the variance reached 10.4%, which is greater than the 2017 variances across the ITP Sector, University of Auckland, AUT and MIT. There was, however, a 380 EFTS decline from 2017 to 2018.



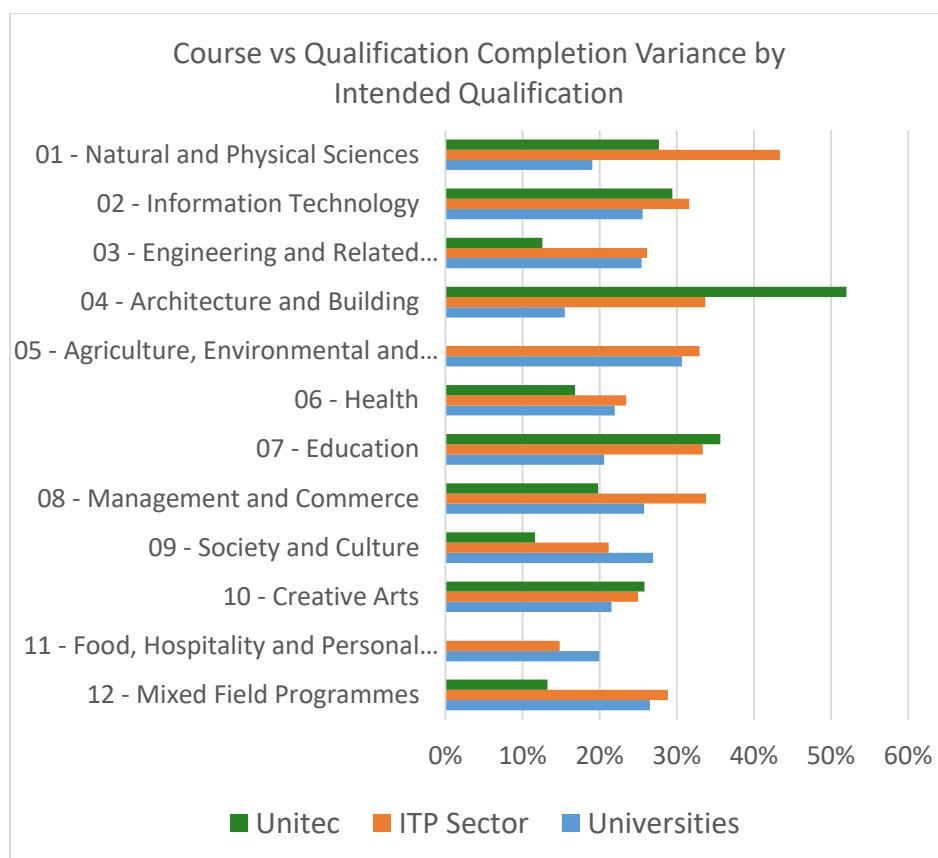
2017 Benchmarks	International	Domestic	variance
Unitec	62.0%	57.6%	4.4%
MIT	64.0%	53.7%	10.3%
AUT	77.5%	62.3%	15.2%
University of Auckland	75.3%	68.0%	7.3%
ITP Sector	65.2%	51.8%	13.4%

2.4 Difference between Successful Course Completion and Cohort-based Qualification Completion

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



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



2.5 Key findings

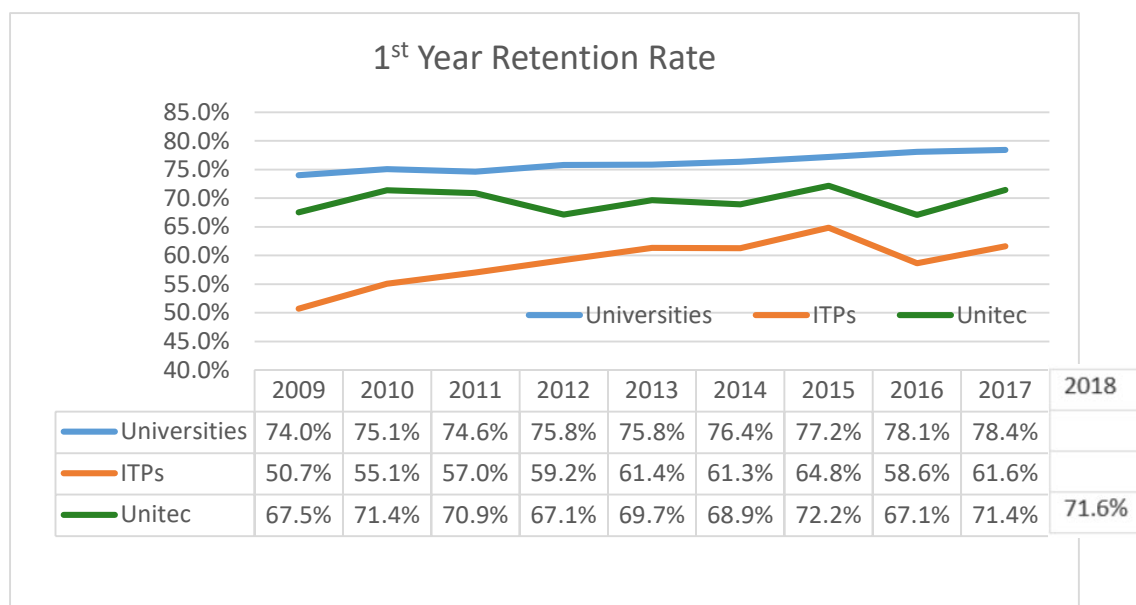
- There is a need to identify and monitor at risk students as early as possible when they start, in order to offer support that will enhance their Successful Course Completion and retention and thus increase the Cohort-based Qualification Completion.
- Support could be offered by Te Korowai Kahurangi to help staff understand the TEC Cohort-based qualification methodology so they can understand how it reflects on their student data.
- Detailed analysis into the variance difference between course and qualification completion rates should help to understand the drivers for the variance.

3.0 Cohort-based First Year Retention

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

3.1 Total Unitec

Overall Unitec's First Year Retention Rate had a slight increase to 71.6% in 2018, from the 70.2% averaged over the previous three years. While the Investment Plan target of 66% has been easily achieved and the 71.4% was higher than the 2017 ITP Sector average of 61.6%, it was below the 2017 University Sector average of 78.4%.



3.2 Schools

Over the 4-year period, Creative Industries had the largest jump (9.9%) to 83.3% in 2018. Building Construction with the highest EFTS of 948.4 lifted by 7.4% to achieve 73% retention rate in 2018.

1 st Year Retention Rate, Variance and EFTS								
School	2015	2016	2017	2018	Variance between 2017 and 2018	Variance over 4 years	EFTS	2018
Applied Business	75.2%	68.8%	78.2%	63.4%	-14.8%	-11.8%	740.3	
Architecture	68.2%	61.6%	75.7%	74.8%	-0.9%	6.6%	585.1	
Bridgepoint	64.3%	71.4%	91.7%	100.0%	8.3%	35.7%	725.8	
Building Construction	65.6%	64.8%	73.3%	73.0%	-0.3%	7.4%	948.4	
Community Studies	68.1%	64.7%	57.9%	69.9%	12.0%	1.9%	341.3	
Computing & Information Technology	73.3%	72.2%	72.9%	74.9%	2.0%	1.5%	562.4	
Creative Industries	73.4%	79.5%	70.3%	83.3%	13.0%	9.9%	397.4	
Engineering & Applied Technology	73.2%	71.4%	64.6%	73.2%	8.6%	0.0%	718.9	
Environmental & Animal Sciences	79.5%	60.0%	62.5%	75.0%	12.5%	-4.5%	374	
Healthcare & Social Practice	76.5%	71.7%	78.4%	68.9%	-9.5%	-7.6%	590	
Trades & Services	74.6%	44.1%	63.4%	57.3%	-6.1%	-17.3%	784	
Grand Total*	72.3%	67.1%	71.5%	71.7%	0.2%	-0.6%	6767.6	

*Grand Total excludes data associated with Mindlab, Administrative, Maia and Te Puna Ako as well as data not associated with any school

Key contributors to the overarching decline over the 4-year period in First Year Retention rate were Applied Business and Trades & Services, which had high EFTS of 740.3 and 784 but dropped by 11.8%

and 17.3% respectively from 2015 to 2018. These 2 schools are the only ones which did not meet the Investment Plan Target in 2018.

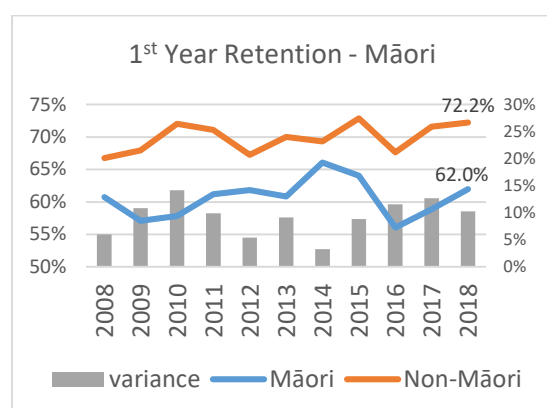
However, the First Year Retention rate for most programmes in Trades and Services and Applied Business are not available because like Bridgepoint, a number of programmes are shorter than a year in length, or have enrolment times which do not enable a semesterised collation of data. For those that are available, those with particularly low First Year Retention rates also have very low EFTS in 2018, hence their negative impact is very limited.

During 2015-2018, Bridgepoint had the highest increase of 35.7% but some data for Bridgepoint are not available, mainly because their programmes occur within the span of a semester or a year, hence caution must be taken when interpreting Bridgepoint performance.

3.3 Priority

3.3.1 Māori

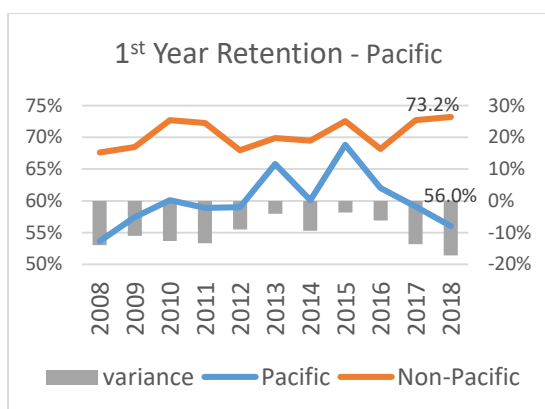
The variance between Māori and non-Māori students has been widening since 2014, reaching -12.7% in 2017. This was higher than the ITP Sector average of -8.7%, and much higher than the -2.6% achieved by MIT, -7% by AUT and -5.1% at the University of Auckland. In 2018, the variance decreased slightly to 10.2%, but the gaps with their tertiary counterparts were still significant.



2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	58.9%	71.6%	-12.7%
MIT	63.8%	66.4%	-2.6%
AUT	71.5%	78.5%	-7.0%
University of Auckland	77.4%	82.5%	-5.1%
ITP Sector	53.9%	62.6%	-8.7%

3.3.2 Pacific

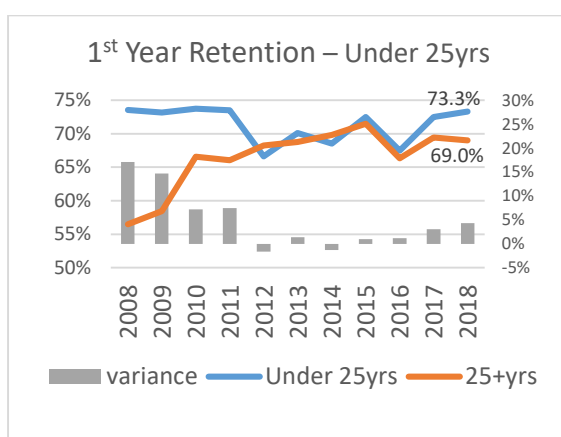
The variance between Pacific and non-Pacific students in First Year Retention rate narrowed down to reach its lowest in 2015, then took on a sharp rising trend to reach -13.6% in 2017. The variance was larger than the -8.8% achieved by AUT and greater than the ITP Sector average of -5.1% with which MIT and the University of Auckland were on par, achieving -5.6% and -5.3% respectively. In 2018, variance now sat at a very concerning -17.2%.



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

3.3.3 Under 25 years

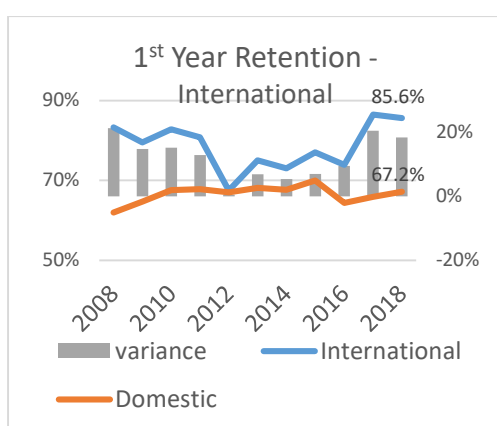
In 2017, Unitec had the smallest variance of 3.1%, far below the ITP Sector average of 10.2%, the 9.5% achieved by MIT and 9.3% by the University of Auckland. However, this gap has since widened to 4.3% due to both an increase in Under 25s retention and a decrease in 25+ Retention.



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	72.5%	69.4%	3.10%
MIT	70.1%	60.6%	9.50%
AUT	79.4%	72.1%	7.30%
University of Auckland	83.8%	74.5%	9.30%
ITP Sector	66%	55.8%	10.2%

3.3.4 International

The 2017 First Year Retention Rate for international students in Unitec was 86.4%, higher than the ITP Sector average of 73.5%, but lower than AUT at 91.1% and the University of Auckland at 90.3%. Unitec had the greatest variance across all others and the ITP sector at 20.5%. The Unitec variance decreased to a still very significant 18.4% in 2018.



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

3.4 Key findings

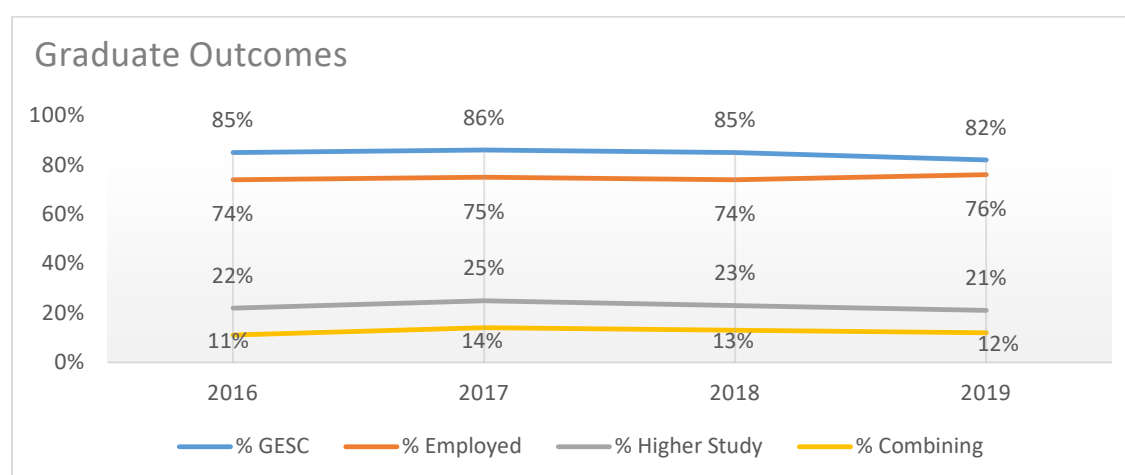
- In general, schools with high EFTS performed well with the exception of Applied Business and Trades & Services. Environmental & Animal Sciences performed well but with low EFTS. Some targeted actions may be useful for helping struggling schools in this area.
- Of the various priority groups, Pacific students had the most unsatisfactory performance in their overall variance from non-Pacific students for both First Year Retention and Successful Course Completion. Support can be targeted at this group.

4.0 Graduates Employed, Studying or Combining (GESC)

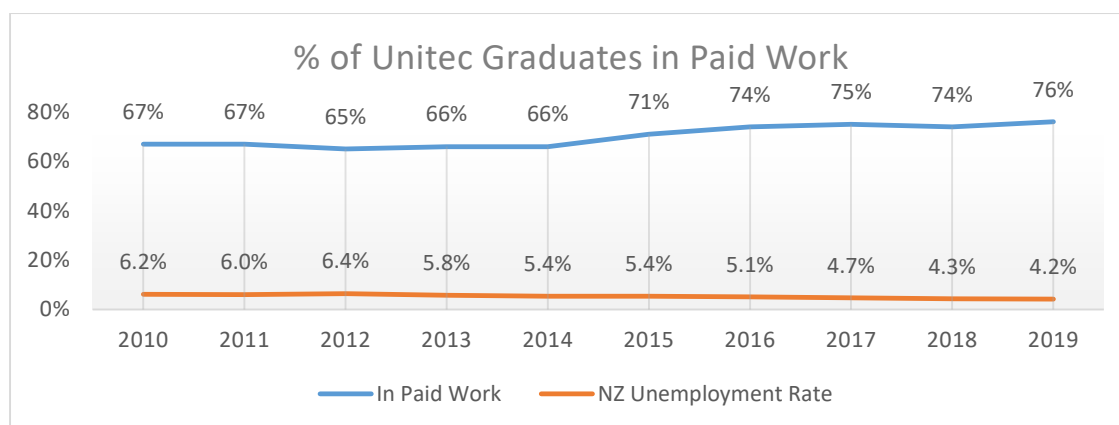
Graduates employed, studying or combining (GESC) is a KPI that measures the performance of our students after they have graduated. The data comes from surveys with our graduates asking them if they are employed and or in further study. 2019 data is based off students who graduated in 2018 and surveyed 2-3 weeks after their September 2018 and April 2019 graduation ceremonies. A total of 1,312 graduates responded across these two semesters out of 3,580 graduates in total which equates to an overall response rate of 37%. Due to low response rates across some schools and programmes, the ability to provide robust reporting at school and programme level is limited. Te Korowai Kahurangi are reviewing the graduate outcomes data that can be obtained with the aim to increase survey response rates to provide more granular reporting.

4.1 Total Unitec

Overall Unitec's Graduates Employed, Studying and Combining (GESC) rate has declined to 82% from 85% shown last year. This level is below the 2018 investment plan target of 85%. The decline is driven by a decrease in the percentage of graduates who are in higher study or graduates who are combining work with study rather than the percentage in paid employment which has increased from 74% to 76% over the past 12 months.



Longer term trends show that the % of graduates in paid employment is the highest level shown since 2010. The increase shown since 2015 coincides with the decline in New Zealand unemployment rate over the same period.



4.2 Schools

The majority of schools show lower GESC rates in 2019 when compared to the 85% target with considerably lower rates shown by Computing & Information Technology (55%), Creative Industries (66%) and Trades & Services (76%). These schools show the greatest decline over the past 12 months and have been the major contributors towards Unitec's overall decline from 85% to 82%.

Over the four-year period of 2016-2019, there have been large declines for Building Construction (13%), Computing & Information Technology (13%), Engineering & Applied Technology (13%), Trades & Services (13%) and Creative Industries graduates (11%).

Percent of Graduates Employed, Studying and Combining (GESC)						
School Name	2016	2017	2018	2019	Variance between 2017 and 2018	Variance over 4 years
Applied Business	82%	83%	85%	79%	-6%	-3%
Architecture	89%	81%	81%	83%	2%	-6%
Bridgepoint	77%	84%	78%	79%	1%	2%
Building Construction	92%	92%	78%	79%	1%	-13%
Community Studies	94%	86%	94%	90%	-4%	-4%
Computing & Information Technology	68%	70%	61%	55%	-6%	-13%
Creative Industries	77%	80%	75%	66%	-9%	-11%
Engineering & Applied Technology	90%	87%	78%	77%	-1%	-13%
Environmental & Animal Sciences	81%	92%	87%	85%	-2%	4%
Healthcare & Social Practice	85%	86%	92%	87%	-5%	2%
Trades & Services	89%	83%	86%	76%	-10%	-13%
Total Unitec	85%	86%	85%	82%	-3%	-3%

Low performers at Programme Level

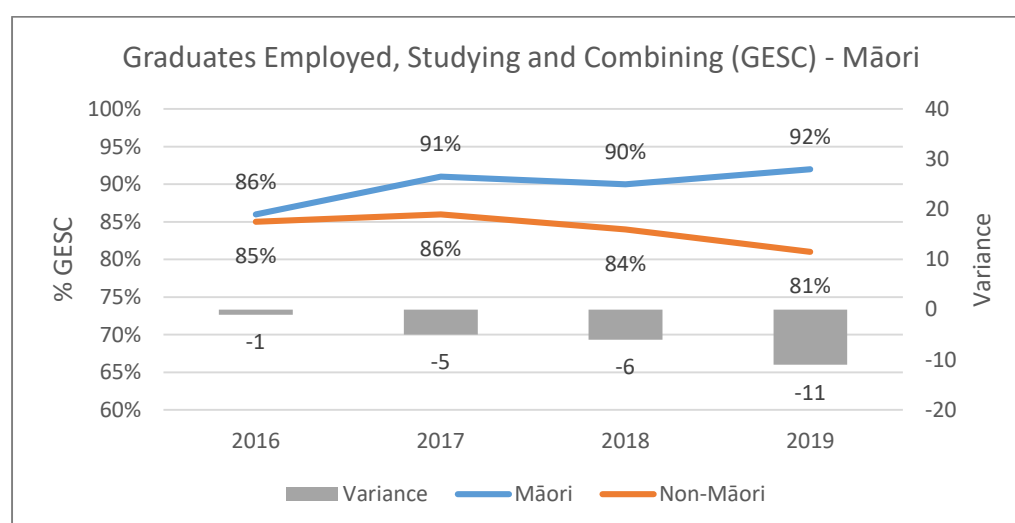
Graduate outcome reporting at a programme level is limited due to low survey sample sizes however indicative results show low 2019 GESC rates for the following programmes:

- 47% (GDCMP) Graduate Diploma in Computing (39 survey responses out of 127; 28% response rate in 2019)
- 53% (BCS) Bachelor of Computing Systems (23 survey responses out of 69; 33% response rate)
- 58% (PGDCG) Post Graduate Diploma in Computing (34 survey responses out of 82; 41% response rate)
- 62% (GDCPM) Graduate Diploma in Construction Project Management (23 survey responses out of 73; 32% response rate)

4.3 Priority Groups

4.3.1 Māori

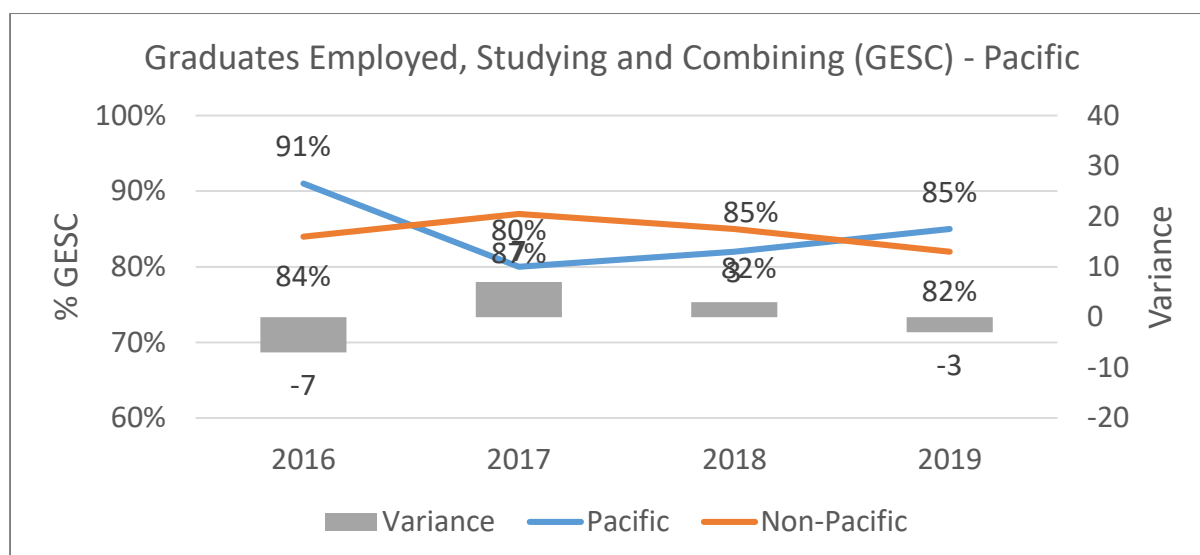
Māori GESC rates continue to perform strongly with an increase to 92% in 2019. The variance between Māori and non-Māori graduates continues to widen over the past 4 years which is predominantly driven by declining rates shown by Non-Māori graduates.



With only 129 Māori graduates surveyed in 2019, there is not, however, enough data to provide robust analysis at school or programme level.

4.3.2 Pacific

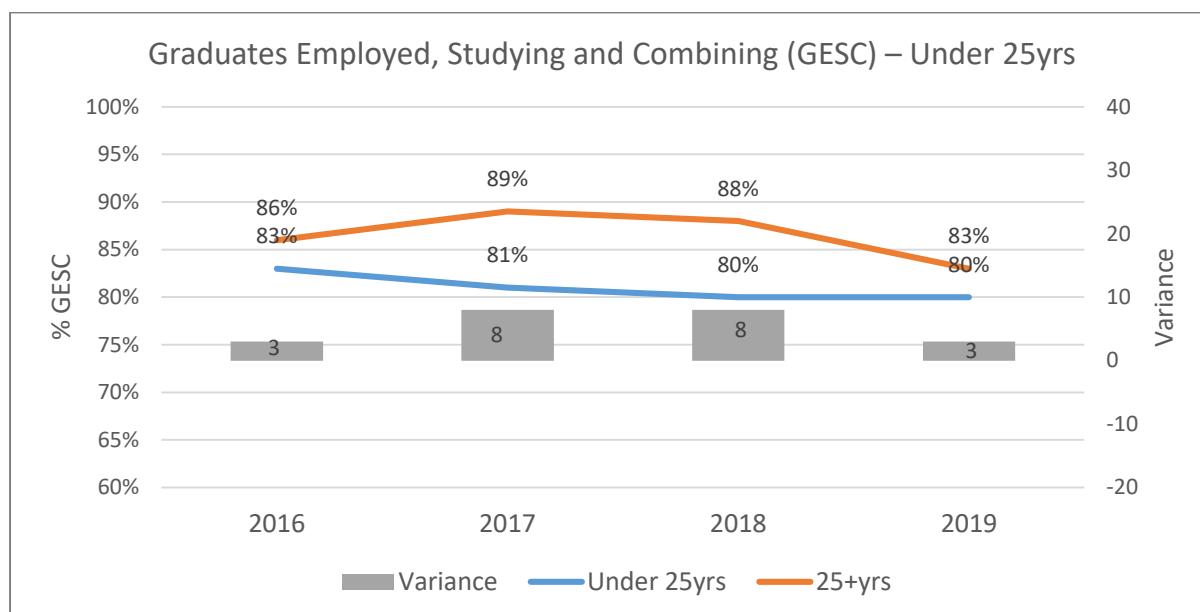
Pacific GESC rates continue to improve to be at 85% in 2019. The variance between Pacific and non-Pacific graduates has increased as Non-Pacific GESC rates have dropped over the past 12 months.



With only 161 Pacific graduates surveyed in 2019, there is not, however, enough data to provide robust analysis at school or programme level.

4.3.3 Under 25yrs

Under 25 years GESC rates continue to track at 80% while graduates aged 25+ years has declined considerably since last year. As a result, the variance has declined to 3%.

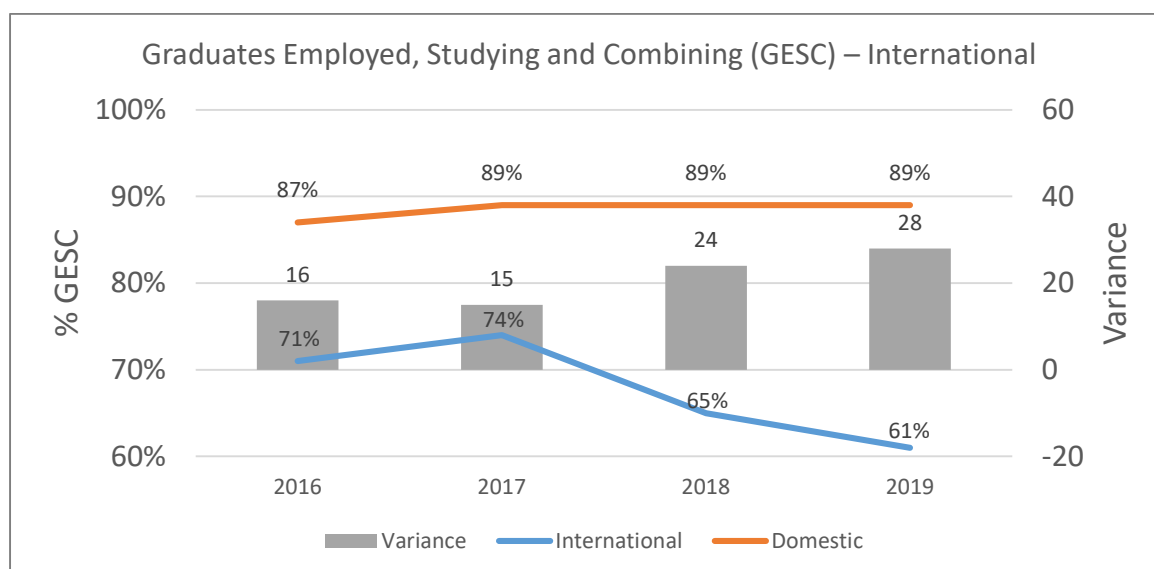


The under 25 year GESC rates are varied by school with the highest rates shown by Architecture (100%) and Community Studies (95%) while the lowest rates are shown by Computing & Information Technology (64%) and Applied Business (70%). Over time, the largest short term and long term declines are shown amongst Applied Business, Healthcare & Social Practice and Trades & Services.

Percent of Graduates Employed, Studying and Combining (GESC) - Under 25years						
School Name	2016	2017	2018	2019	Variance between 2017 and 2018	Variance over 4 years
Applied Business	89%	72%	80%	70%	-10%	-19%
Architecture	90%	79%	82%	100%	18%	10%
Bridgepoint	72%	79%	81%	78%	-3%	6%
Building Construction	91%	84%	74%	80%	6%	-11%
Community Studies	93%	83%	91%	95%	4%	2%
Computing & Information Technology	73%	68%	61%	64%	3%	-9%
Creative Industries	75%	81%	76%	72%	-4%	-3%
Engineering & Applied Technology	83%	83%	77%	75%	-2%	-8%
Environmental & Animal Sciences	76%	90%	90%	86%	-4%	10%
Healthcare & Social Practice	96%	91%	100%	88%	-12%	-8%
Trades & Services	95%	83%	82%	77%	-5%	-18%
Total Unitec Under 25yrs	83%	81%	80%	80%	0%	-3%

4.3.4 International

International GESC rates continue to decline, falling from 65% to 61% over the last 12 months. With Domestic rates holding strong at 89%, the variance continues to widen.



With only 279 International graduates surveyed in 2019, there is not enough data to provide robust analysis at school or programme level.

Appendix A – Unitec Successful Course Completion Rate EFTS and student headcounts by programme in 2018



Microsoft Word
Document

SECTION 6**ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS****Item 6.01 Details of Next Meeting**

Time: 0900h – 1200h
 Date: 2019-08-14
 Location: Building 180-2043
 Chair: Simon Nash
 Submissions by: COB, 2019-07-31
 To: AcademicBoard@unitec.ac.nz

Item 6.02 Continuous Self-Assessment of Academic Board

Presenter: Simon Nash

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

Item 6.03 Te Karakia Whakamutunga | Closing Karakia

Ka wehe atu tātou	We are departing
I raro i te rangimārie	Peacefully
Te harikoa	Joyfully
Me te manawanui	And resolute
Haumi ē! Hui ē! Taiki ē!	We are united, progressing forward!

SECTION 7

APPENDICES

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	Simon Tries (interim)
	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	Lee Baglow – TBC
	Senior Academic – 2	TBC
Co-opted	Manager, UPC	Andrea Thumath

Staff in Attendance (Frequent)

Daniel Weinholz – **Secretary**

Steve Marshall

Trude Cameron



minutes

POARI MĀTAURANGA | ACADEMIC BOARD

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

MEETING OPENED: 0903h

**** Start of Proceedings ****

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
- Update on representation from Academic Programme Managers and Senior Academics

Item 1.03 Terms of Reference (2019)

Noted.

Item 1.04 Committee Membership (2019 in progress)

Noted.

Senior Academic membership on AB to be discussed at the extra 1.5h meeting to be arranged.

- Leave official AB Membership doc as is.
- SN (offline) will work with CK, KB and MW to compose a list of 4 Academics who would be suitable to provide a greater Academic voice to AB as an interim measure until the Academic Restructure and Review of Subcommittees of AB is settled.

2.02.2 Completion of Academic Board Membership

- Academic voice is lacking at AB as there are 4 academic memberships yet to be filled.
- Academic Programme Managers are not yet appointed. Senior Academic nominations do not provide a spread across the whole Institute.
- MW – Need a transparent process.
- Possibly a temporary co-opting. See 5.01.3 for further discussion.

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. Falaniko Tominiko
5. Glenn McKay
6. Helen Veal
7. Katie Bruffy
8. Marcus Williams
9. Merran Davis – Arrived 0945h
10. Simon Nash (Chair)
11. Simon Tries
12. Toni Rewiri
13. Tracy Chapman

Total members present: 13 member/s

Apologies

1. Merran - Lateness

Total apologies: 1 member/s

MOTION

That the Committee accept the apologies for the meeting.

Moved: Marcus Williams

Seconded: Chris King

MOTION CARRIED

Absences

1. Debra Robertson-Welsh

Total absences: 1 member/s

Quorate Status

The meeting was determined as being quorate.

Hunga Mahi | Staff in Attendance

1. Daniel Weinholz (Secretary)
2. Steve Marshall
3. David Glover
4. Trude Cameron

Item 2.02 Mahia Atū | Matters Arising

2.02.1 Withdrawal of Deferred Item 4.02 Alignment of Grading Scales

Linked to:

- 2019-05-08 → Item 4.02 Alignment of Grading Scales

Presenter: Simon Nash

Item 4.02 Alignment of Grading Scales was presented at the Meeting of 2019-05-08. Discussion did not conclude and the item was deferred to this Meeting. Since then, in consultation with Trude Cameron, a decision was made to Withdraw the item until further notice.

MOTION

That the Committee agree to withdraw the Item 4.02 Alignment of Grading Scales, submitted at the Meeting of 2019-05-08.

Moved: Simon Tries
Seconded: Tracy Chapman

MOTION CARRIED**ACTION – Simon Tries****Alignment of Grading Scales**

To present a progress update to Academic Board 2019-07-10.

2019.AB.Action-024**Item 2.03 Pitopito Kōrero o Ngā Hui | Minutes of Previous Meeting**

Related to:

- Item 7.01 Minutes of Meeting 2019-05-08

MOTION

That the Committee approve the Meeting Minutes of 2019-05-08.

Moved: Andrea Thumath
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
2019-03-13	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: Set for presentation to Ako Ahimura on 2019-06-18.	Simon Nash (Chair, Ako Ahimura)	-	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: Complete	Simon Tries	2019-05-08	COMPLETE	2019-06-12
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: Verbal update. No further action is needed as no NITT students transferred to Unitec. However, a flag has been developed in case this happens in the future.	Annette Pitovao; Andrea Thumath; Trude Cameron	2019-05-08	COMPLETE	2019-06-12
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: Verbal update. A paper has been submitted for presentation to Academic Board 2019-07-10 by Heather Stonyer.	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: Complete → Item 5.06, Research Ethics Application Process	Marcus Williams (Director, Research & Enterprise)	2019-06-12	COMPLETE	2019-06-12
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: Complete → Item 5.03, Teacher Capability Development Evaluation	Simon Nash (Director, Ako)	2019-05-08	COMPLETE	2019-06-12
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: Verbal update. All compliance tracking shall be tracked from PAQCs and collated centrally. Simon Tries shall report back on a request raised by Marcus Williams on provision of high level oversight regarding the status of degree monitoring.	Simon Nash (Chair, AB) Simon Tries (Manager, TKK)	2019-06-12	IN PROGRESS	-
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: Complete → Item 4.01, Academic Integrity Training for Students Action Item marked as Completed because the action has come to Academic Board as an Agenda Item. However, the meeting ran out of time to complete the Agenda Item and has been deferred to 2019-07-10.	Simon Nash (Chair, Ako Ahimura)	2019-06-12	COMPLETE	2019-06-12
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: Complete	Simon Nash (Chair, Academic Board)	2019-06-12	COMPLETE	2019-06-12
2019-06-12	2019.AB.Action-024	Alignment of Grading Scales A paper came to AB 2019-05-08 but discussion did not complete. It deferred to 2019-06-12, but was later decided to be withdrawn until further notice due to increasing complexities around the work. Updates shall be provided and the work resubmitted when ready.	Simon Tries	TBC	New	-

2019-06-12	2019.AB.Action-025	Further Development of Work Plan 2019 Daniel Weinholz shall convert the Work Plan into an Excel spreadsheet following the style of the Work Plan for Ako Ahimura, to appear in Agenda 2019-07-10, with approval from Simon Nash.	Simon Nash	2019-07-10	New	-
2019-06-12	2019.AB.Action-026	EPI Targets – Employment Simon Tries to lead a meeting/s with Heather Stonyer, David Glover and Trude Cameron with the purpose of producing advice on the solidity of data behind the EPI target for Employment. The advice shall be presented to the Special Meeting of Academic Board on 2019-06-19.	Simon Tries	2019-06-19	New	-
2019-06-12	2019.AB.Action-027	Vulnerable Children Act The change to the Vulnerable Children Act is a name change only. Send notice to Katie Bruffy, Chris King and all the Academic Leaders.	Simon Tries	2019-07-10	New	-
2019-06-12	2019.AB.Action-028	Priority Group Targets and Reporting The joint paper submitted in Item 3.01.2 on Priority Group Targets shall be revised and resubmitted to Academic Board 2019-07-10. A model for reporting transparently and explicitly to Academic Board which identifies any current reporting gaps shall be added.	Andrea Thumath	2019-07-10	New	-
2019-06-12	2019.AB.Action-029	Academic Integrity Training – Feedback Provide feedback to James Oldfield and Steve Marshall by COB 2019-06-21.	Committee Members	2019-06-21	New	-
2019-06-12	2019.AB.Action-030	Academic Integrity Training – Pilot Recommendations Produce recommendations on the size, scope and implementation mechanism for the pilot, based on launch in Semester 1, 2020, to be presented to Academic Board 2019-08-14.	Steve Marshall	2019-08-14	New	-
2019-06-12	2019.AB.Action-031	Interim PEP Approach – Timeline and Scope Produce final timeline for a scope of every programme regardless of its status (e.g. teach out, suspend, etc.), for presentation to and approval by Academic Board 2019-07-10.	Simon Tries	2019-07-10	New	-
2019-06-12	2019.AB.Action-032	Programme Development – Business Case Threshold Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10.	Simon Tries	2019-07-10	New	-

2019-06-12	2019.AB.Action-033	Programme Development – Review of Pipeline Items Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10. Review all programme developments and query if they are intended for NZQA this year. If not, then direct them go through the Portfolio Renewal Presentations in July. Request information from HOSs on any programme development which is currently not listed. Direct the HOSs to advise on anything intended for NZQA this year. Direct the HOSs to include all of the “significant” programme developments in their Portfolio Renewal Presentations.	Simon Nash	TBC	New	-
2019-06-12	2019.AB.Action-034	Interim PEP Approach - Prioritization Communicate to HOSs about the need to prioritize Interim PEPs, the value of completing the Interim PEPs and how Interim PEPs relate to the AQAP.	Simon Nash	2019-07-10	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. 2019-05-08: 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 2019-06-12. The report shall contain a link to the Tracker. 2019-06-12: Subsumed → Item 3.04, Programme Management Update	Simon Nash	CLOSED	2019-06-12
2018-07-31	2019.AB.Standing-003	NZQF Proposal 2019-05-08: Refer to Item 3.03 Sector Update. 2019-06-12: Verbal update. Waiting on NZQA to release next consultation document mid-year.	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: Subsumed → Item 2.05, Academic Quality Action Plan	Debra Robertson-Welsh Simon Nash	CLOSED	2019-06-12

2019-05-08	2019.AB.Standing-005	<p>Renewal Plan</p> <p><i>Renewal Strategy</i> 2019-05-08: Draft to be presented to Academic Board 2019-06-12. 2019-06-12: No update</p> <p><i>Waitakere Success Strategy</i> "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."</p> <p>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: No update</p>	Merran Davis	Ongoing	-
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Item 2.05 Academic Quality Action Plan

Simon Nash (Director, Ako) and Luan Rose (Projects Coordinator, Te Korowai Kahurangi) are working to coordinate the tracking of AQAP items, and are converting it from MS Excel into MS Project. This work will enable Academic Board to have better high-level oversight of this large and complex piece of work.

The first update against the AQAP shall be produced by the end of June. The audience will be both NZQA and all Unitec for full transparency. Simon and Luan are working with the Communications team on how best to engage internal staff, including the possibility of sessions with the Schools to engage staff. Conversations around delegated actions have begun. These conversations drive self-evaluative thought around what we expect of ourselves as an Institute.

Discussion noted that a need exists for staff to hear what has progressed from Academic Board since the EER panel visit. Tying this reporting to the Interim PEP process would strengthen both pieces of work. Such reporting should cover what has been done, what is being done and what needs to be done. It could also link back to the CAT1 Project outcomes and take note to identify good practice, systems and processes.

Item 2.06 Committee Work Plan (2019)

- Graduate Survey Report
 - Simon Tries
For submission by 2019-06-26 for Academic Board Meeting 2019-07-10.
- Institute Research Report
 - Marcus Williams
Submitted as 2019-06-12 Agenda Item 5.05 PBRF Report.

ACTION – Committee Chair / Secretary

Further Development of Work Plan 2019

Daniel Weinholz shall convert the Work Plan into an Excel spreadsheet following the style of the Work Plan for Ako Ahimura, to appear in Agenda 2019-07-10, with approval from Simon Nash.

2019.AB.Action-025

SECTION 3 ITEMS TO RECEIVE

Item 3.01 Priority Group Director Reports

3.01.1 Māori – Toni Rewiri

Mostly tracking well. MAIA has been reinstated.

Non-reported Student Grades

Discussion agreed that the work on fixing all non-reported student grades would satisfactorily cover affected Māori students too.

EPI Reporting

Related to: Item 4.04 Institutional Targets
Development and tracking of school / programme level targets

Real time tracking needs to be developed. It is a work in progress and will be especially useful for early interventions detected through items such as attendance and first assessment grades. Success rates on first assessment items across EPI groups is currently a manual process and not yet built into the system. EPI Reporting shall be discussed in a Special Meeting of Academic Board on the topic of Governance.

Programmes which have high Māori and Pacific enrolments would be candidates for early adoption. The tracking model should be presented to Academic Board before it goes to implementation. Pastoral care teams are in place that do track this. Academic Board may need to receive some kind of report on what is being done about early interventions.

Programme level EPI data is accessible through the PowerBI Dashboard and Institutional Performance Report. The PEP Reports exist to provide context and inform the data. Directors should use the Dashboard and Report, and challenge Academic Board on any areas of concern.

Simon Tries (Manager, Te Korowai Kahurangi) shall consider possible options for renaming the “Risk Register” to avoid using the word “Risk”.

3.01.2 Under-25s – Andrea Thumath

Related to: Item 4.04 Institutional Targets

This report contains input from all the Priority Group Directors related to the setting of targets. Success Strategies for both Under 25s and for the whole of Student Success are being prepared for presentation to Academic Board 2019-07-10.

MOTION

That the Committee 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.

Moved: Andrea Thumath
Seconded: Toni Rewiri

MOTION CARRIED

3.01.3 Pacific – Falaniko Tominiko

The Action Plan has been completed based on a template from Māori Success. By end of year, all goals will have Achieved actions. Live linked tracking of the strategy / actions will be presented to Academic Board 2019-07-10.

Goal 3(a) – Incorporate relevant Pacific knowledge and dimensions within the current teaching and learning curriculum / programmes

This work was stopped due to resourcing and RoVE. However, a risk is that it may lose focus completely. The PD and Workshops still run. Discussion agreed this work should not stop. The embedding of Mātauranga Māori has had a positive effect on the Institute, and thus Pacific should continue with their similar initiative.

It was agreed that Falaniko Tominiko will present to Academic Board 2019-07-10 prioritised courses and programmes for embedding the Pacific curriculum which can be implemented soon.

The committee noted that the Pacific will require increased resourcing to continue action and achievement on this goal.

3.01.4 International – Tracy Chapman

Verbal update. The recent work focus has been on:

- Code of Practice workshops
- Development of a plan for communications and events in Semester 2
- Changes in the conduct of Orientation to align with the Code of Practice
- Submission being prepared for QAB around complaints
- Strategy to be presented to Academic Board 2019-07-10, in addition to a written Director Report.

MOTION

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

1. Māori
2. Under 25
3. Pasifika
4. International (Verbal update)

Moved: Katie Bruffy
Seconded: Simon Tries

MOTION CARRIED

Item 3.02 Subcommittee Chair Reports

3.02.1 Academic Approvals Committee (AAC) – Simon Tries

Verbal update.

Meeting next week.

3.02.2 Ako Ahimura (AA) – Simon Nash

Noted.

3.02.3 Postgraduate Research & Scholarships Committee (PGRSC) – Marcus Williams

Noted.

3.02.4 Quality Alignment Board (QAB) – Debra Robertson-Welsh

Noted.

3.02.5 Unitec Research Committee (URC) – Marcus Williams

Noted.

3.02.6 Unitec Research Ethics Committee (UREC) – Asher Lewis (Committee Support)

UREC submitted the Minutes of the latest meeting. UREC has been reminded to submit a Chair Report instead of Minutes.

MOTION

That the Committee receive the Subcommittee Chair Report/s:

1. Academic Approvals Committee – Verbal update
2. Postgraduate Research and Scholarships Committee
3. Unitec Research Committee
4. Academic Approvals Committee
5. Unitec Research Ethics Committee – Minutes

Moved: Marcus Williams

Seconded: Tracy Chapman

MOTION CARRIED

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

Presenter: Trude Cameron

Discussion:

The Committee gave commendation on the inclusion of “Unitec Action” items in the report.

Key Point 2 – Changes to NZQA Rule 18 on English Language Proficiency. Simon Tries is scoping the amount of work needed, including Type 2 changes. It could be a lot of work, but the difficult part is where the programme-specific regulations exist and state that the usual regulations don't apply. However, he believes it will not be a major issue.

Key Point 3 – Vulnerable Children Act Changes. Concern was raised on the level of staff awareness. Simon Tries shall lead action to promote awareness.

ACTION – Simon Tries**Vulnerable Children Act**

The change to the Vulnerable Children Act is a name change only. Send notice to Katie Bruffy, Chris King and all the Academic Leaders.

2019.AB.Action-027

Key Point 7 – New Guidelines. Unitec does very little development of qualifications, so this matter only has a minor effect. If something does happen to be under review, then the Head of School should pick it up as part of their usual process. No further action needed.

MOTION

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

Moved: Katie Bruffy

Seconded: Chris King

MOTION CARRIED

Item 3.04 Programme Management Update

Related to:

- 2019.AB.Standing-002 Impact Statements
The Programme Management Update (more comprehensive) shall close this Standing Action.

Presenter: Simon Tries

3.04.1 Programme Development

Discussion raised the need for clarity on the definition of a “significant” change which would require a Business Case to be submitted.

A number of members expressed concern regarding awareness / clarity of mapping and definition of the process, timelines, where the decisions sit and what work may not currently be visible because it may not have been deemed “significant”.

Commendation was given for the report’s clarity of presentation and level of information.

ACTION – Simon Tries

Programme Development – Business Case Threshold

Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10.

2019.AB.Action-032

ACTION – Simon Nash (Chair, Academic Board)

Programme Development – Review of Pipeline Items

Define the “significant” programme development threshold which triggers the requirement for submission of a Business Case. Recommend any necessary / resulting refinement to the Programme Change and Improvement Procedure. Present for approval to Academic Board 2019-07-10.

Review all programme developments and query if they are intended for NZQA this year. If not, then direct them go through the Portfolio Renewal Presentations in July.

Request information from HOSs on any programme development which is currently not

listed. Direct the HOSs to advise on anything intended for NZQA this year. Direct the HOSs to include all of the “significant” programme developments in their Portfolio Renewal Presentations.

2019.AB.Action-033

3.04.2 Programme Reviews

One error was noted, and is being corrected by Steve Marshall, that BETMG shall be reviewed in Semester 2, not Semester 1, due to external factors.

3.04.3 Portfolio Renewal

Te Korowai Kahurangi are working with all Schools and Student Success to get a full report on all programme suspensions and expiring programmes to bring to Academic Board 2019-07-10. This report should capture and formalize the status of the 13 programmes which currently have no formal evidence of transition arrangements.

MOTION

That the Committee receive the updates on Programme Development, Programme Reviews and Portfolio Renewal 2018, noting that a more comprehensive update for Portfolio Renewal 2018 will be provided to the July meeting of the Committee.

Moved: Chris King
Seconded: Toni Rewiri

MOTION CARRIED

Item 3.05 Degree Monitoring Tracker

Related to:

- 2019.AB.Action-021 RAG Report (Simon Nash / Simon Tries)
- 2019.AB.Standing-002 Impact Statements

Presenter: Steve Marshall

MOTION

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

Moved: Marcus Williams
Seconded: Andrea Thumath

MOTION CARRIED

Item 3.06 Minutes of the Academic Board Standing Committee (ABSC)

Presenter: Simon Nash

According to the ABSC Terms of Reference, the ABSC reports its meetings to AB. This motion is for the ABSC Meetings of 2019 to date. In future, ABSC Minutes shall be reported more frequently.

MOTION

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

Moved: Tracy Chapman
Seconded: Katie Bruffy

MOTION CARRIED

SECTION 4**PAPERS FOR APPROVAL****Item 4.01 Academic Integrity Training for Students**

Related to:

- 2019.AB.Action-022 Ako Ahimura Approval of Academic Integrity Plan

Presenter: Simon Nash – Chair of Ako Ahimura

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.

Discussion:

A number of points were raised, including:

- Students not in their first year of study will not be required to complete it.
- A timeline of having it ready for launch in Semester 2, 2019 is not feasible.
- The pilot (“degree programmes”) size is too big.
- TKK / TPA shall produce a more detailed recommended implementation plan, with a view to launch in Semester 1, 2020.
- The University of Auckland complies with Academic Integrity Training through a very different mechanism.

ACTION – Committee Members**Academic Integrity Training – Feedback**

Provide feedback to James Oldfield and Steve Marshall by COB 2019-06-21.

2019.AB.Action-029

ACTION – Steve Marshall**Academic Integrity Training – Pilot Recommendations**

Produce recommendations on the size, scope and implementation mechanism for the pilot, based on launch in Semester 1, 2020, to be presented to Academic Board 2019-08-14.

2019.AB.Action-030

Item deferred to Academic Board 2019-07-10.

Item 4.02 Interim PEP Approach for 2019

Presenter: Simon Tries

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.

Discussion:

Various points were raised, including:

- The selection of facilitators is a key to success.
- Timeframes for submission could be extended if relevant data is unavailable.
- Interim PEPs really need to be done and are very useful.
- Resourcing is a massive challenge c.f. QAB discussion. Academic Programme Managers are not yet in place and operational. ELT should approve whatever resources are needed for accomplishing this work.
- Simon Nash (Director Ako and thus leading the AQAP) shall
- The trends in length (shorter) and focus of submitted Interim PEPs are both positive.
- Timelines need further consultation and refinement.
- Approval in principle is fully agreed.

ACTION – Simon Tries**Interim PEP Approach – Timeline and Scope**

Produce final timelines for a scope of every programme regardless of its status (e.g. teach out, suspend, etc.), for presentation to and approval by Academic Board 2019-07-10.

2019.AB.Action-031

ACTION – Simon Nash (Director, Ako)**Interim PEP Approach - Prioritization**

Communicate to HOSs about the need to prioritize Interim PEPs, the value of completing the Interim PEPs and how Interim PEPs relate to the AQAP.

2019.AB.Action-034

MOTION

That Academic Board approve, in principle, the proposed approach to the 2019 Interim Programme Evaluation and Planning process, with the timelines to receive further consultation and refinement.

Moved: Simon Tries
Seconded: Annette Pitovao

MOTION CARRIED**Item 4.03 School Research Leaders**

Presenter: Marcus Williams – Director of Research and Enterprise

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.

MOTION

That Academic Board approve that a role for Research Leaders be created in every school with a minimum 0.1 FTE and a maximum 0.2 FTE.

Moved: Marcus Williams
Seconded: Katie Bruffy

MOTION CARRIED**Item 4.04 Institutional Targets**

Related to:

- Item 3.01.2 Priority Group Director Reports, Under-25s – Andrea Thumath

Presenter: Simon Tries

Discussion:

A number of points were raised, including:

- What rationale do we have to justify year on year increases, e.g. employment market may actually be down in 4 years' time? Is continuous increase purely optimistic or is it realistic?
- EER marked Unitec down for a lack of Stretch Targets.
- If the data (right now) excluded Māori and Pacific, then Unitec would already be reaching the Institutional Targets.
- In setting the Institutional Targets, TKK looked at the ITP sector benchmarks and top performers. In some cases, Unitec was already ahead; where Unitec is below benchmark, the benchmark has become Unitec's target.
- The Institutional Targets need to present more of the rationale behind the numbers chosen, especially for the Employment target.
- The parity target by 2022 for Māori and Pacific is an expectation from Government.

- Discussion agreed to motion these targets, and to note the need for further work to set up programme / school targets, as per the motion below.

ACTION – Simon Tries

EPI Targets - Employment

Lead a meeting/s with Heather Stonyer, David Glover and Trude Cameron with the purpose of producing advice on the solidity of data behind the EPI target for Employment. The advice shall be presented to the Special Meeting of Academic Board on 2019-06-19.

2019.AB.Action-026

ACTION – Andrea Thumath

Priority Group Targets and Reporting

The joint paper submitted in Item 3.01.2 on Priority Group Targets shall be revised and resubmitted to Academic Board 2019-07-10. A model for reporting transparently and explicitly to Academic Board which identifies any current reporting gaps shall be added.

2019.AB.Action-028

MOTION

That Poari Mātauranga | Academic Board adopt the following Institutional Performance targets through to 2022, noting that:

- Further rationale on the Employment shall be presented
- Interim Targets for Priority Groups and the Institute shall be reviewed at a Special Meeting of Academic Board to be arranged for next week.
- School/Programme-specific Targets shall be developed from these Institutional Targets.

	2018 Actual	2019	2020	2021	2022
Successful course completion	81.7%	82%	83%	84%	85%
Qualification Completion	54.4%	55%	56%	58%	60%
Student retention	71.6	72%	73%	74%	75%
Student Progression	30.1	30.5%	31%	31.5%	32%
Employment/Further Study	85%	86%	87%	89%	90%

Moved: Marcus Williams
Seconded: Toni Rewiri

MOTION CARRIED

SECTION 5**WHAKAWHITI KŌRERO | ITEMS TO DISCUSS****Item 5.01 Academic Board Governance Post-EER**

Related to:

- 2019.AB.Standing-004 Academic Quality Action Plan (Post-EER)

Presenter: Simon Nash – Chair of Academic Board

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).

Item deferred to the Special Meeting of Academic Board scheduled for 2019-06-26.

5.01.1 Academic Quality Action Plan – Recommendations 4& 6

(Deferred in from 2019-05-08)

Presenter: Simon Nash

Item deferred to the Special Meeting of Academic Board scheduled for 2019-06-26.

5.01.2 Committee Self-Assessment 2018

(Deferred in from 2019-05-08)

Presenter: Simon Nash

Item deferred to the Special Meeting of Academic Board scheduled for 2019-06-26.

5.01.3 Subcommittees Review

Presenter: Simon Nash

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).

Item deferred to the Special Meeting of Academic Board scheduled for 2019-06-26.

Item 5.02 Teacher Capability Development (TCD) Evaluation

Presenter: Maura Kempin

Item deferred to the Meeting of Academic Board scheduled for 2019-07-10.

Item 5.03 NZQA Statutory Declaration

Presenter: Simon Tries

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.

Item deferred to the Meeting of Academic Board scheduled for 2019-07-10.

Item 5.04 Research Ethics Application Process

Presenter: Marcus Williams

Item deferred to the Meeting of Academic Board scheduled for 2019-07-10.

Item 5.05 2018 Performance Based Research Fund (PBRF) - Quality Evaluation Report

Presenter: Marcus Williams

Item deferred to the Meeting of Academic Board scheduled for 2019-07-10.

SECTION 6**ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS****Item 6.01 Details of Next Meeting**

Time: 0900h – 1200h
 Date: 2019-07-10
 Location: Building 180-2043
 Chair: Simon Nash
 Submissions by: COB, 2019-06-26
 To: AcademicBoard@unitec.ac.nz

Item 6.02 Continuous Self-Assessment of Academic Board

Related to:

- Item 5.02 Academic Board Governance Post-EER
- EER Recommendation 4 (KEQ 3) Strengthen Academic Board Oversight

Presenter: Simon Nash

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

Item deferred to next suitable meeting, at the Chair's discretion.

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 Minutes of the Previous Meeting**

Noted.

- Minutes of Meeting 2019-05-08 (Draft)

MEETING CLOSED: _____

**** End of Proceedings ****

READ & CONFIRMED

Chair:

Date: ____ / ____ / ____



minutes

POARI MĀTAURANGA | ACADEMIC BOARD

Date:	2019-06-19
Scheduled Start:	0930h
Scheduled End:	1030h
Location:	Building 110-2019

**** Start of Proceedings ****

MEETING OPENED: 0933h

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

- Institutional Targets
- Continuous Self-Assessment of Academic Board

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 – Departed 1020h
4. Falaniko Tominiko
5. Glenn McKay
6. Helen Vea
7. Katie Bruffy
8. Marcus Williams
9. Simon Nash (Chair)
10. Simon Tries
11. Toni Rewiri – Departed 1000h
12. Tracy Chapman

Total members present: 12 member/s

Apologies

1. Merran Davis
2. Debra Robertson-Welsh

Total apologies: 2 member/s

MOTION

That the Committee accept the apologies for the meeting.

Moved: Simon Tries
Seconded: Falaniko Tominiko

MOTION CARRIED

Absences

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

Item 2.02 Mahia Atu | Matters Arising

(None)

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

(Not applicable)

Item 2.04 Ngā Tautapu Arotake | Actions For Review

(Not applicable)

Item 2.05 Academic Quality Action Plan

Link noted.

Item 2.06 Committee Work Plan (2019)

(Not applicable)

SECTION 3 ITEMS TO RECEIVE

(None)

SECTION 4 PAPERS FOR APPROVAL

(None)

SECTION 5 WHAKAWHITI KŌRERO | ITEMS TO DISCUSS**Item 5.01 Proposed Institutional Performance Targets through to 2022**

Related to:

- Item 7.03 Proposed Institutional EPI Targets 2019 ~ 2022

Presenter: Simon Nash

The scope of today's discussion excludes targets specific to International and Under-25s.

Discussion

5.01.1 Employment Targets

Sector Comparison

A target for Employment does need to be set. Little data seems to exist regarding education-to-employment statistics. The range of statistics from other institutes in the sector varies significantly. Rather than setting an absolute percentage target, some institutes use a relative target, such as “being in the top quartile of the sector”.

International v. Domestic Students

Discussion questioned if International students should be included in the data. Tracking employment of International students is very difficult, especially if they return / go to another country. Tracking domestic employment is much more achievable.

Definitions

“Related” employment – What does “related” mean in this context?

Timeframe – How soon must a graduate gain employment in order to count as a positive statistic?

Broader Trends

Discussion questioned if we may already be at the peak of success for this target, given the wider national context, e.g. job market, costs of living, student loans, industry growth. Raising the employment target could require a large investment with low returns. Consideration could be given to simply holding it at 85% rather than allocating more resources to raise the target. If resources were allocated, they would like be from Student Success.

Other Considerations

Unitec needs to know the Government expects from a vocational institution. Often the unique relationships that individual Academics / Programmes have with the industry sector generate the jobs for graduates, rather than an institute-wide approach. This work is not adequately captured in the academic workload models.

However, Academic Board is accountable to the Government for achieving these targets. Performing this work is critical to the quality of our programmes and work-ready graduates.

Deferral

The Employment Target isn't highly critical to Unitec-wide work right now. The matter was deferred to Academic Board 2019-08-14. Simon Tries shall coordinate further background work. Members can join the Working Group by emailing AcademicBoard@unitec.ac.nz.

5.01.2 Qualification Completion versus Course Completion

Target Validity

The Unitec 2022 targets for Course Completion and Qualification Completion are 85% and 60% respectively. The EER Report criticized Unitec for the 25% variance, even though the sector average is 26%.

The AQAP is driving analysis into the nature of Non-Completion statistics. The outcomes of this work could inform the validity of these targets. Other points of questioning / consideration for the Non-Completion analysis could include:

- ➔ Students could (and do) leave partway through their programme with an Exit Qualification. How is this recorded against the Targets?
- ➔ Students could (and do) gain programme-related employment before graduate and then decide to not complete their qualification. This then conflicts “Related Employment” against “Qualification Completion”. Which one is more important – that students go into a vocation or that they complete a qualification?
- ➔ The rollout of Fees Free means that less-motivated (and thus less likely to complete either courses or qualifications) students are more likely to enrol. This would drag down achievement against *all* of the Targets. Has this been recorded and reported as a Risk somewhere?
- ➔ About five of the Schools already achieve 60% Qualification Completion.
- ➔ Regardless of what Unitec does to address Qualification Completion, outcomes won't be fully evident due to the 6-year timeframe attached to it. Just one year is not long enough to see it change significantly. The major influence on the next few years are the initiatives that were run in the previous few years.

Student Progression

- ➔ Does Unitec need to do more to raise student awareness of options to boost Student Progression?

Further Study

TEC tracks Further Study, even when student move to other institutes.

Resource Estimation

- ➔ Has Unitec solidly estimated the resources needed to achieve these targets?
- ➔ What are the programmes that currently achieve highest against the Targets?
- ➔ What level of resources do they take in order to achieve the outcomes they are getting?
- ➔ Could Unitec use these programmes to build an estimate for institute-wide resourcing needs to achieve its Institutional Targets?

5.01.3 Māori and Pacific

Inaccuracy

Members noted that the Actual 2018 numbers are lower than what was reported in the SDR.

Action for Secretary: Obtain accurate numbers, then redistribute to members and attendees.

Outcome Lag

For the period 2019-2020, Academic Board should not expect to see much impact as 2019 is already 50% gone and discussions on overall resource planning have barely begun, let alone procurement, implementation and outcomes. After Academic Board approves the Targets, then further planning and resourcing can begin.

Due to the current situation of resourcing and planning, it is unrealistic to expect steady linear growth in Interim Target achievement. In reality, growth would be slower at the start and faster when approaching 2022 as the work of earlier years produces results. However, it was agreed that Interim Targets should remain linear so that Unitec does not appear to be too relaxed in the starting years.

Recruitment

Māori Success are currently recruiting Kaihautū as a resource. Pacific Success needs to do likewise.

Relevance of Targets to Schools / Groups

Qualification Completion rates in Bridgepoint and International are already over 70%, far above the Institutional Target of 60%. In contrast, the Employment Target is way beyond achievable and irrelevant for Bridgepoint, which focuses largely on preparing students for further study.

Risks / Caveats

Unitec achievement of Māori target has been declining for the last 5 years, even though Kaihautū were resourced during this period. Is there a plan which identifies how the new Kaihautū shall do something different to reverse this trend?

Academic Board should expect Qualification Completion rates to drop next year because First Year Retention and similar rates this year have dropped. This aligns with the trend from the previous few years.

School / Programme Level Targets

Discussion agreed on the need to appoint a central coordinating person who is capable in working with Unitec statistics to:

- a) work with the HOSs to develop a target-setting approaches
- b) support each HOS to set appropriate targets for their individual Schools and Programmes

This coordinator should present the approach and school / programme targets to Academic Board for their oversight and approval.

MOTION

That the Committee:

1. Defer the setting of Employment Targets to the August meeting of AB.
2. Confirm approval of the Interim Institutional Targets 2019 ~ 2021.
3. Approve of the Interim Māori and Pacific Targets 2019 ~ 2021.
4. Note and accept that the 2022 target for Qualification Completion is 25% below the Course Completion target, and that the Qualification Completion target may be adjusted pending the findings of the AQAP investigation into reasons for Non-Completions which aim to be presented to Academic Board 2019-09-11.

Moved: Marcus Williams

Seconded: Katie Bruffy

MOTION CARRIED

MOTION

That the Committee endorse the appointment of a capable central coordinator to:

1. Work with the Heads of Schools to develop an approach to setting Programme-specific targets for each year to 2022.
2. Present the approach to Academic Board 2019-07-10 for approval.
3. Work with the Heads of Schools to set the Programme-specific targets for each year to 2022.
4. Present the targets to Academic Board 2019-08-14 for approval.

Moved: Marcus Williams

Seconded: Tracy Chapman

MOTION CARRIED

SECTION 6 ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

Item 6.01 Details of Next Meeting → SPECIAL

Meeting

Time: 0900h – 1030h
 Date: 2019-06-26
 Location: 110-2019
 Topic: Governance of Academic Board

Item 6.02 Continuous Self-Assessment of Academic Board

Not covered.

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 Terms of Reference (2019)**

Noted.

Item 7.02 Membership (2019)

Noted.

Item 7.03 Proposed Institutional EPI Targets 2019 ~ 2022

Noted as needing updated numbers for Actual 2018.

MEETING CLOSED: 1135h

**** End of Proceedings ****

READ & CONFIRMED

Chair:

Date: YYYY / MM / DD



minutes

POARI MĀTAURANGA | ACADEMIC BOARD

Date:	2019-06-26
Scheduled Start:	0900h
Scheduled End:	1030h
Location:	Building 110-2019

**** Start of Proceedings ****

MEETING OPENED: 0902h

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

- Academic Board Governance Post-EER
 - AQAP – EER Recommendations 4 & 6 on Governance
 - Committee Self-Assessment 2018
 - Subcommittees Review

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. Glenn McKay
5. Helen Vea
6. Katie Bruffy
7. Marcus Williams
8. Simon Nash (Chair)
9. Simon Tries
10. Tracy Chapman

Total members present: 10 member/s

Apologies

1. Debra Robertson-Welsh
2. Falaniko Tominiko
3. Merran Davis
4. Toni Rewiri

Total apologies: 4 member/s

MOTION

That the Committee accept the apologies for the meeting.

Moved: Annette Pitovao

Seconded: Tracy Chapman

MOTION CARRIED

Absences

(None)

Total absences: 0 member/s

Quorate Status

Meeting determined to be quorate.

Hunga Mahi | Staff in Attendance

1. Daniel Weinholz (Secretary)
2. Luan Rose
3. Rosemary Dewerse – Arrived 0932h
4. Trude Cameron – Arrived 0930h

Item 2.02 Mahia Atu | Matters Arising

(None)

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

N/A

Item 2.04 Academic Quality Action Plan

Noted.

Item 2.05 Committee Work Plan (2019)

Noted.

Item 2.06 Ngā Tautapu Arotake | Actions for Review**2.06.1 Finite Action Items**

(Not applicable)

2.06.2 Standing Action Items

(Not applicable)

SECTION 3**ITEMS TO RECEIVE**

(Not applicable)

SECTION 4**ITEMS TO APPROVE**

(Not applicable)

SECTION 5**WHAKAWHITI KŌRERO | ITEMS TO DISCUSS****Item 5.01 Academic Board Governance Post-EER**

(Deferred from 2019-06-12)

Related to:

- 2019.AB.Standing-004 Academic Quality Action Plan (Post-EER)

Presenter: Simon Nash – Chair of Academic Board

EER did not identify the Research-related committees as an area of concern, and so they are being excluded from the scope of the Review of Subcommittees.

Discussion

Memo Part (1) – AB Capabilities and Competencies, etc.

- The Committee does not have a communication strategy to connect with the Commissioner and with the wider institute.
- Academic Board also needs better communication with ELT in both directions to better represent academic issues and especially clear communication about the resource implications of Academic Board decisions on the Schools.
- In the context of EER scrutiny, we need to lean toward more formalized communication which can display evidence of performing its roles and responsibilities.

ACTION 1 → Simon Nash, Chair of Academic Board, to get a Standing Item on the ELT agenda for reporting up from Academic Board.

ACTION 2 → Simon Nash to discuss with ELT on how ELT can formally communicate into the Academic Board meeting agenda either on things ELT wants us to know and / or responding to queries.

- Each School has a weekly hui, providing an channel through which Academic Board could insert an explicit communication piece to the Schools.
- PAQCs don't receive meaningful updates from either QAB or AA.
- Academic Board needs to raise awareness of its current work and focus.
- Academic Board needs to establish a tangible and honest communication channel with the Commissioner, who happens to be attending the next regular Academic Board meeting on 2019-07-10.

ACTION 3 → To confirm the level of detail required by Murray about Academic Board deliberations, and the mechanisms for communications up and down between himself and Academic Board.

Memo Part (2) – Effective Monitoring & Oversight of Unitec's QMS

- Academic Board needs better / stronger tools to gain oversight / high-level summary of work happening with the Quality Management System and AQAP, particularly oversight of that work delegated to Subcommittees that should be reported up to Academic Board and responded to by Academic Board.

ACTION 4 → Luan, Simon Tries, Simon Nash, and Daniel Weinholz (to set up the meeting).
 Related to Section 2.4 Quality Management System of the Academic Statute.
 To consider whether or not we have sufficient oversight of the QMS, and identify gaps and remedies and incorporate explicit reference into the AB Work Plan, and to identify / include specific actions from the AQAP related to the QMS.

- The Committee felt that a gap exists between the main Unitec workforce and management / committees. MW – We need to close the gap between management and the workforce.

ACTION 5 → Simon Nash to draft communications to the whole institute workforce, to be reviewed by Academic Board, regarding the purpose and function of Academic Board and how an issue could / should travel from a staff member up through to Academic Board.

Memo Part (3) – Effective Operation of these AB Subcommittees – QAB, AA & PAQCs

Discussion noted under Item 5.01.3 Review of Subcommittees.

Other

The Committee agreed to defer Motion 3 to a later meeting with high importance.

MOTION

That the Committee:

- 1. Include as a standing item at the end of each meeting a 'Continuous Self-Assessment of Academic Board' to review its own performance against its Terms of Reference.**
- 2. Include as a standing item 'Academic Board's Response to the AQAP' (or similarly named) for those Academic Quality Action Plan items pertaining to the conduct of its own work.**
- ~~3. Review the structure and functions of its Subcommittees (including PAQCs) to ensure their effective operation.~~
- 4. Review 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.**

Moved: Chris King

Seconded: Simon Tries

MOTION CARRIED

5.01.1 Academic Quality Action Plan – EER Recommendations 4 & 6

(Deferred in from 2019-05-08)

Presenter: Simon Nash

The Chair noted this item has been subsumed by the AQAP and other projects.

5.01.2 Committee Self-Assessment 2018

(Deferred in from 2019-05-08)

Presenter: Simon Nash

These survey results were taken as read by Committee Members, and understood to inform their contributions to current and future committee governance conversations. It was agreed to remove this item.

5.01.3 Review of Subcommittees

Presenter: Simon Nash

To review the operations of Academic Board's subcommittees, 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).

Discussion

The Committee noted that:

- A large amount of overlap exists between:
 - Academic Board and Quality Alignment Board
 - Ako Ahimura and Quality Alignment Board
- Unitec has significant short-term workload resulting from Category 3 status, EER scrutiny and the upcoming Reform of Vocational Education which will impact on decision-making in the longer term. Given this, the longer-term strategic discussion of Teaching and Learning, i.e. that part of the Ako Ahimura Committee's work that looks beyond the next 2-3 years, has become a lower priority.
- Groups / Departments within the institute should be dealing with the operational work. Committees should be focused on strategy and oversight. An example of this is how the Postgraduate Research and Scholarship Committee did function compared to how it now functions.
- EER identified that not only did Unitec have strategic weaknesses, but was also not confident of its operational performance.

The Committee agreed to change the word of the following motion from "collapse" to "amalgamate". The Committee agree to defer the motion to the next regular meeting in order for the Chair and members to gather more input and develop other models / approaches of amalgamation and function.

ACTION 6 → Committee Members are to consult with colleagues on possible models / approaches to amalgamation of the two committees, and prepare to provide input to discussion at the next regular Academic Board meeting on 2019-07-10.

ACTION 7 → Simon Nash to consult with a selection of QAB and AA members to develop possible models for amalgamation of the two committees, and present a report to the next regular Academic Board meeting on 2019-07-10. (Note: Annette Pitovao specifically requests that Rowena Fuluifaga be include in the consultation.)

MOTION

That Academic Board amalgamate Quality Alignment Board and Ako Ahimura into a single new committee with new Terms of Reference and Membership.

Moved: N/A

Seconded: N/A

MOTION DEFERRED

MOTION

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.

Moved: Marcus Williams

Seconded: Andrea Thumath

MOTION CARRIED

SECTION 6**ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS****Item 6.01 Details of Next Meeting**

Time: 0900h – 1200h
 Date: 2019-07-10
 Location: Building 180-2043
 Chair: Simon Nash

Submissions by: COB, 2019-06-26
 To: AcademicBoard@unitec.ac.nz

Item 6.02 Continuous Self-Assessment of Academic Board

Related to:

- Item 5.02 Academic Board Governance Post-EER
- EER Recommendation 4 (KEQ 3) Strengthen Academic Board Oversight

Presenter: Simon Nash

This item shall become active at the next regular meeting of Academic Board.

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 Terms of Reference (2019)

Noted.

Item 7.02 Committee Membership (2019 in progress)

Noted.

MEETING CLOSED: 1131h

**** End of Proceedings ****

READ & CONFIRMED

Chair:

Date: ____ / ____ / ____