POARI MĀTAURANGA | ACADEMIC BOARD

MEETING AGENDA

Date: **Wednesday, 2019-08-14**
Scheduled Start: **0900h**
Scheduled End: **1300h**
Location: **Building 180-2043**

POARI MĀTAURANGA | ACADEMIC BOARD

SECTION 4   ITEMS TO APPROVE

SECTION 5   WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

SECTION 6   ĒTAHI KAUPAPA ANŌ | OTHER BUSINESS

SECTION 7   APPENDICES

SECTION 1   **NGĀ KUPU ARATAKI | PRELIMINARIES**

Item 1.01   Karakia Timatanga | Opening Karakia

Manawa mai te mauri nuku	Embrace the power of the earth
Manawa mai te mauri rangi	Embrace the power of the sky
Ko te mauri kai au	The power I have
he mauri tipua	Is mystical
Ka pakaru mai te pō	And shatters all darkness
Tau mai te mauri	Cometh the light
Haumi e, hui e, taiki e!	Join it, gather it, it is done!

Item 1.02   Welcome from the Chair

SECTION 2 **STANDING ITEMS**

Item 2.01   Ngā Whakapāha | Attendance, Apologies & Quorate Status

RECOMMENDATION

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

Item 2.02   Mahia Atu | Matters Arising

(None)

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

Related to:

- Section 7 Appendices

RECOMMENDATION

That the Committee approve the Minutes for the meetings of:
- **2019-07-10 Regular**
- **2019-07-11 E-meeting**
- **2019-07-16 Standing Committee**
- **2019-07-23 Standing Committee**
- **2019-07-30 Standing Committee**

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
	Report	Progress Outcomes	Director Report - Pacific		Director, Student Success	N/A	2019-03-13	Mar
	Report	Progress Outcomes	Director Report - International		Director, Pacific Success	N/A	2019-04-03	Apr
	Report	Progress Outcomes	Director Report - Under 25s		Director, International Success	2019-04-24	2019-05-08	May
	Report		Teacher Capability Development		Manager, Te Puna Ako	2019-05-29	2019-06-12	Jun
						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				

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			

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Item 2.05   Ngā Tautapu Arotake | Actions for Review

2.05.1 Finite Action Items

Date Created	Item Identifier 2019.AB	Description	Responsibility	Target Delivery Date	Status / Date Completed
2019-03-13	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. 2019-07-10: Follow up with Chair of Ako Ahimura to present a report back to AB.	Simon Nash (Chair, Ako Ahimura)	-	Active
2019-06-12	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. 2019-07-10: Consultation within Te Korowai Kahurangi has concluded to pause this work, pending the announcement on RoVE. As RoVE rolls out, it could mean that this item becomes a non-issue. There have been no student complaints on the matter, it was only raised by internal Unitec self-review work.	Simon Tries	TBC	PAUSED until October
2019-06-12	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. 2019-07-10: The meeting concluded that Unitec's employment achievements could already be peaking, given that our current rate is very near the local data maximum of 86%. Input to raising this level could result in a low return on investment. It was noted that the surveys only have a 20~30% response rate and that some programmes only have a 1% response rate. Instead of raising this target, it would be better to focus on increasing the number of graduate (programme completion) and improving their value (graduate outcomes / profiles). Simon Tries shall report back to Academic Board 2019-08-14 with more detailed advice / recommendations. *2019-08-14: (More news coming in verbal update from Simon Tries.)*	Simon Tries	2019-06-19	COMPLETED 2019-07-10 *Continuing 2019-08-14*

2019-06-12	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. 2019-07-10: Feedback indicated that the scope of the pilot recommendation was too large and that this may not be a feasible time in the institute's development to roll out such a disruptive and mandated change. Given that the module already exists, it could be offered to courses, programmes or groups which have a particular concern over Academic Integrity. For example, the International Student Orientation will include and present it in-depth. The Working Group shall report back to Academic Board in a month or two with revised recommendations, taking note to include feedback from Student Success.	James Oldfield Steve Marshall Simon Nash	TBC	Active
2019-06-12	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. 2019-07-10: A paper was written and presented to ELT. Their response was a request for further information on the current status of business cases, the process and requirements of composing business cases and what role AB does / should have in the signoff process that ELT ultimately oversees. Simon Tries and Simon Nash shall consult broadly, including Marketing and Commercial Services, for feedback on the adequacy of the current process. Simon Tries shall report back to Academic Board 2019-08-14 on the a) business case threshold, and b) business case process map. *2019-08-14: (Verbal update from Simon Tries.)*	Simon Tries	~~2019-07-10~~ 2019-08-14	Active
2019-07-10	Action-035	**Reporting to ELT of Resources Needed to Achieve EPI Targets** The greater outputs of higher EPI Targets will require greater input of resources, especially for the parity targets for Māori and Pacific. ELT needs awareness of resources needed, in order to make decisions on resource allocation. (Related to Action-041.) 2019-07-10: Pacific – Falaniko Tominiko to work with Glenn McKay on a report back to Academic Board and ELT on what resourcing is required for the Pacific Success Strategy.	Glenn McKay Falaniko Tominiko	TBC	New
2019-07-10	Action-036	**Raising Staff Awareness of Academic Board** Draft communications to the whole institute workforce, to be reviewed by the Committee, regarding the purpose and function of Academic Board and how an issue could / should travel from a staff member up through to Academic Board.	Simon Nash	2019-08-14	New
2019-07-10	Action-037	**Utilization of NPS Verbatim Data** Report back to the Committee on how Verbatim Data from the Student NPS Survey can be used to inform Academic Board. Possibilities include that Academic Board could direct all Heads and Support managers to review the verbatim data and report back on their responses to that data, possibly through the PAQCs.	Simon Nash Simon Tries	TBC	New
2019-07-10	Action-038	**Remediation of Student Debt** Develop a proposal and scope for further investigation to identify proactive strategies to remedy and / or prevent outstanding student debts in partnership with Champions and Service Leads, and to identify how to incorporate it into the Academic Quality Action Plan.	Andrea Thumath Marcus Williams	TBC	New

Date Added	Item Identifier	Description	Responsibility	Due Date	Status
2019-07-10	Action-039	**IAC Relationship with Priority Groups** Glenn McKay shall discuss with Heather Stonyer suitable mechanisms for raising the profile of Priority Group related issues at IACs.	Glenn McKay Heather Stonyer	2019-08-14	New
2019-07-10	Action-040	**Proposed Allocation of Industry Engagement Activities** Heather shall present a report to the Committee which proposes a view of the responsibilities of PAQCs, individual Academics, other identified parties and herself in relation to reporting to Academic Board on industry engagement activities.	Heather Stonyer	2019-08-14	New
2019-07-10	Action-041	**EPI Target Resource Need Reporting from Academic Board to ELT** Simon Nash shall work with Glenn McKay to develop an approach / mechanism through which Academic Board can communicate with ELT regarding resources needed to achieve the EPI Targets, especially parity of outcomes for Māori and Pacific students. Urgency is added due to Heads needing time to plan, implement, execute and report on specific actions to achieve the outcomes. (Related to Action-035.)	Simon Nash Glenn McKay	TBC	New
2019-07-10	Action-042	**IAC for Architecture** The report constituting Item 3.05.1 (2019-07-10) mentions "Architecture – a separate memo from HoS/PAQC regarding existing industry engagement meeting requirements of IAC and all accreditation requirements will be reviewed by AB." Steve Marshall shall follow up with Architecture as to the status of the memo, background context and the most appropriate committee for it to be addressed to.	Steve Marshall	TBC	New

2.05.2 Standing Action Items

Date Added	Item Identifier 2019.AB	Description	Responsibility	Status / Priority / Date Removed
2018-07-03	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. 2019-07-10: The Committee agreed to keep this item alive, pending until the RoVE announcement in a few weeks.	Simon Nash	Low priority
2018-07-31	Standing-003	**NZQF Proposal / Review** The NZQF Review commenced in February 2018 and targeted a number of focus groups (employers, Māori, Pasifika, professional and regulatory bodies, qualification developers and learners). The emphasis of this review questioned whether the NZQF were still fit for purpose, flexible and adaptive to stakeholders needs. The feedback from these groups informed the areas for consultation, of which there were four.	Simon Tries	Active

<table>
<tr><td colspan="3"></td><td>In April, 2019 the NZQF Consultative Group met and delivered the following draft comments that have been amalgamated with discussion (Smart, 2019) occurring at the meeting:</td><td></td><td></td></tr>
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			In April, 2019 the NZQF Consultative Group met and delivered the following draft comments that have been amalgamated with discussion (Smart, 2019) occurring at the meeting:		
			1. Wider range of education products where NZ quality assured and highly regarded overseas publications appeared on the website in a 'Recognition Framework'.		
			2. Embed transferable competencies that support life long learning, employment with debate continuing around 'citizenship'.		
			3. Update level descriptors and address technical issues:		
			a) Enabling degree apprenticeships and commentary around Level 7 descriptors covering the skills and attributes of a graduate apprenticeship		
			b) VET: at time of qualifications renewal they are looked at objectively and not within the parameters of Level 2 – Level 4/5 for trades		
			c) Suggestion of all Level 7 Diplomas be put through a TROQ		
			d) Wide discussion on Level 8 Bachelor Degree with honours (Universities also in discussion)		
			4. Make NZQF user friendly and relevant by giving strong support for greater recognition of Mātauranga Māori and making NZQA more accessible through interactive portals with TEO and students views.		
			Future: The NZQF Consultative Group, in recognition of current sector reform (ROVE, NCEA and Tomorrow's Schools), will get final feedback and move to publish the final results in September.		
			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.		
			2019-07-10: No news from NZQA yet. Nothing expected until September.		
			2019-08-14: (Approach to be discussed as part of Sector Update Report.)		
2019-05-08	Standing-005		**Renewal Plan** ***Renewal Strategy*** 2019-05-08: Draft to be presented to Academic Board 2019-06-12. 2019-06-12: No update 2019-07-10: The Strategy shall soon go for checking to ELT and the Commissioner, before presentation as a draft to all staff at Tū-Arotake | Checkpoint. ***Waitakere Strategy*** "Investigate equity of student experience across the Mt Albert and Waitakere campuses, and face-to-face and online, and instigate improvement initiatives, particularly in regard to access to study spaces, classroom resourcing, support services and the library." 2019-05-08: Waitakere Success Strategy in progress with David Glover and Linda Aumua. They are opening 3 weeks of consultation with West Auckland community stakeholders, utilising data from Auckland Tourism, Events & Economic Development (ATEED). RoVE is not expected to impact this work, as it aligns with the Minister's aims. 2019-06-12: No update	Merran Davis	Active

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		2019-07-10: No significant update. Item renamed from "Waitakere Success Strategy" to "Waitakere Strategy.		

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Item 2.06   AQAP – Scope: Unitec

Presenter: Simon Nash

(Refer to memo on following page/s.)

Item 2.07   AQAP – Scope: Academic Board

Presenter: Simon Nash

1. QMS (Quality Management System) 'stocktake' by TKK
2. Committee amalgamations discussion
3. PAQC review
4. Regular end of AB meeting evaluations
5. AB Agenda restructure
6. AB Workplan draft
7. General work on a "Permission-Full" environment for AB.

memo

To	Te Poari Mātauranga	Date 7 August 2019
	Academic Board	
From	Simon Nash	
	Director Ako	
Subject	First monthly Academic Quality Action Plan Progress Report	

Purpose

To provide the first of regular monthly updates to AB on progress with the AQAP (Academic Quality Action Plan) – our post-EER response.

Commentary

Introducing the AQAP Progress Report

This month's AB agenda includes the first monthly AQAP Progress Report. My intention for the remainder of the EER period through to next visit is to report monthly on progress against all actions. The Progress Report will be available to all Unitec staff and provided to NZQA.

The Progress Report comprises:

1. NZQA EER recommendations
2. For each recommendation, or combined recommendations, an associated set of high level actions and specific sub-actions, all with percentage completions reported.

Note that Recommendation 7 on the Renewal Plan is missing, as we are not yet ready to report progress, i.e. progress is being made but the specifics of reporting haven't been agreed to yet with ELT. We will report next month on this.

The AQAP has been developed as a single set of actions that combine the work of Schools and Support Teams. As those teams identify specific actions, they will also be reported here.

Progress is reported here against specific, measurable actions, not against outcomes. In future months this memo will also include:

1. A high level report against AQAP outcomes
2. Advice on Highlights and Exceptions.
3. A link to the full AQAP Project Plan

A full copy of the Microsoft Project Plan will be available by mid-August and in future will be provided monthly with this Progress Report. That full Project Plan includes all details of the AQAP Project timeframes, deadlines, responsibilities and accountabilities and reporting commitments.

Academic Board's responsibilities

As Director Ako I request that Academic Board ensure space in the monthly agenda for consideration of this Progress Report and for providing feedback on the report, further information required, etc.

Please note that the EER Report identifies the failure of Academic Board to ensure full oversight of our Quality Management System. This AQAP work is vital to Unitec's next EER outcome and to our academic quality and requires that AB maintain robust oversight of the Plan's actions, outcomes and accountabilities.

Highlights

- All Recommendations are being acted on and good progress is generally being made
- Many actions represent a high level of collaboration between Unitec Leadership, Support Teams and Schools.

Exceptions

- As noted, Recommendation 7 on the Renewal Plan is not yet reported on but will be in the September report.

Attachments

(Linked) AQAP Unitec Progress Report 20190806

Thanks to Luan Rose for preparing the Progress Report.

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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	31/07/2019
From	Toni Rewiri Interim Director – Māori Success		
Subject	[Priority Group] Director Report		

Success Strategy Outcomes

- A suggestion received to attach the one-page strategy to each report. This will now be attached as page 2 of this report.

- Discussions are scheduled for the following priority actions:

Priority Action	Item	Involved
1.4	Establish a leadership programme based on Te Noho Kotahitanga and the Māori success strategy.	HR, Learning and Development
2.3	Collect evidence of Māori learner academic achievement	Heather Stonyer for Alumni
3.1	Develop and deliver and on-boarding programme for Māori students and whānau	Dan Brady – pre-enrolment Ruth Marsters – orientation
3.3	Continue to support Mātātupu and tauira Māori initiatives	Mereana Kiore, Annette Pitovao & Helen Vea
5.1	Continue to support and invest in Te Rōpū Mataara	Ngaire Molyneux
5.2	Māori competencies are highly valued for the appointment of all roles.	HR, Learning and Development

Highlights

- Launch of Māori success strategy completed – 4 July 2019
- 2 new kaihautū on-board – 8 July 2019
- Tū Arotake and adopting of Māori success strategy vision
- Adoption of Te Noho Kotahitanga as our values

Exceptions

- Evident that there is low engagement with the Māori success strategy. Makes a roadshow more important. For discussion: Should the roadshow have compulsory attendance for all staff?

Items Linked

Operational plan for Māori success strategy

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VISION
Manaakitia Te Rito
Sustaining growth and success, fulfilling promise and potential

TE NOHO KOTAHITANGA
Rangatiratanga - Authority and Responsibility
Wakaritenga – Legitimacy
Kaitiakitanga – Guardianship
Mahi Kotahitanga - Co-operation
Ngākau Māhaki – Respect

MĀORI SUCCESS OUTCOMES/ DRIVERS

1. Partnership and promise of Te Noho Kotahitanga is activated

2. Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community

3. Competent, confident and qualified staff

4. Unitec is meeting the needs of our stakeholders

5. Unitec provides a safe place, safe space

6. Te Ao Māori is normalised accepted and embraced

7. Māori succeed as Māori

Priority Actions key
A = Critical needs immmediate action
B = Important but does not require immediate attention 6 – 12 months
C = Important but nothing we can do about it right now due to what else is happening in the organisation

Priority 1
Governance, leadership and management

To ensure that the leadership capability and structure at Unitec reflects Te Noho Kotahitanga

Priority Actions – Governance Leadership and Management
Review and revise (principles, values, practice, partnership agreement) the Te Noho Kotahitanga document - A
Establish another Māori leadership role to report to Te Tumu – A
Create opportunities for Māori students and whānau, staff and community to be heard at all levels of the institution - A
Establish a leadership programme based on Te Noho Kotahitanga and the Māori success strategy - B
Establish Te Tumu as co-leader for Unitec - B
Investigate alternate governance and leadership structures that reflect Te Noho Kotahitanga partnership agreement - C

Priority 2
Reporting and Accountability

To ensure that Unitec is accountable for Māori Learner Academic Achievement and can provide evidence to support our Māori narrative

Priority Actions – Reporting and Accountability
Achieve EPI parity for Māori by 2022 – A
Monitor organisational responsiveness to Māori Success Strategy - A
Collect evidence of Māori learner academic achievement - B
Ensure all staff accountability for Māori outcomes – B
Deliver on the Iwi and Community Engagement Plan - B

Priority 3
Student Journey

To ensure that Māori students succeed *as* Māori at Unitec

Priority Actions – Student Journey
Develop and deliver an on-boarding (orientation) programme for Māori students and whānau – A
Develop a mentoring programme integrating Tuakana/Teina practice in every pathway – A
Continue to support Mātātupu and tauira Māori initiatives – A
Strengthen support for Māori students at Waitakere and Mt Albert- B
Engage Māori communities in student learning experience - B
Establish a Māori marketing strategy for Māori student engagement and recruitment -A

Priority 4
Our Space

To establish a Wānanga within a Wānanga which is reflective of Te Noho Kotahitanga and Māori aspirations

Priority Actions – Space
Review and revise proposal to establish the Wairaka Wānanga – B
Ensure our environment, buildings, learning and teaching spaces reflect our students and Te Noho Kotahitanga – B
Establish Māori spaces at Waitakere – B

Priority 5
Staff Capability and Capacity

To ensure that Unitec employs and develops outstanding staff who support Māori student success as Māori

Priority Actions – Staff Capability and Capacity
Continue to support and invest in Te Roopu Mataara – A
Māori competencies are highly valued for the appointment of all roles – B
Develop and implement Mātauranga Māori professional development programmes for all staff - B
Staff build meaningful relationships with community based on reciprocity - B

Unitec Institute of Technology TE WHARE WĀNANGA O WAIRAKA

memo

	Poari Mātauranga	Academic Board		
To	Ako Ahimura Committee	Date	04 / 08 / 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.

- No Operational Outcomes completed for the month of July

Total Operational Outcomes (11) – Completed (3), In Progress (2), Action Required (6)

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

- No Operational Outcomes completed for the month of July

Total Operational Outcomes (10) – Completed (1), In Progress (2), Action Required (7)

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

- Outcome 3.2.5 Completed – Support International Students MFAT NZ Scholars completion ceremony (1 out of 2).

Total Operational Outcomes (10) – Completed (1), In Progress (5), Action Required (4)

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

- Outcome 4.2.3 Completed – Pacific community meeting held for Waitakere Strategy (1 out of 2).

Total Operational Outcomes (14) – Completed (1), In Progress (5), Action Required (7)

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Other Updates

- Development of second Pacific badge on 'Supporting Pacific Retention' is nearing completion. Should be ready for staff by the beginning of September.
- Held 2 Understanding Pacific workshops in July.
- Testing for Semester 2 Police Course cohort completed.
- Attended stakeholder meeting for proposed Master of Applied Business.
- Combined Priority Group Champions JD completed.
- Combined Priority Group proposed Schools Actions presented to Heads of Schools.

Highlights

- Presenting at Tu Arotake
- Semester 2 Pacific orientation.
- Fiji students welcoming ceremony.

Exceptions

- When will Pacific Champions for each of the Schools be in place?

Items Linked

Pacific Success Strategy Action Plan

memo

To	Poari Mātauranga | Academic Board	Date	30/07/2019
From	Tracy Chapman Director International Success	Phone No.	
Subject	[Priority Group] Director Report		

Recommendation

That the committee receive the Director International Success July report

Success Strategy Outcomes

Outcomes that require action:

- **Priority 3a)** Prepare and complete the annual Code of Practice self-review
    - Session 3 booked 13th August – *7.9% ready - Will not be complete by target date of September*
    - *Recommendation for urgent resourcing for submission to ELT*
- **Priority 1d)** Strengthen support for International students at Waitakere campus
    - Confirmed with Linda Aumua Monday and Wednesday best days
    - Requested support from International advisors' team – ***declined due to low numbers x 40 students and team capacity***
- **Priority 2a)** Achieve Institutional EPI 6 targets 2019 – 2022 based on parity with the ITP sector and improvement targets
    - Submission with AB 29/7/2019
- **Priority 3g)** Imbed Code of Practice as part of ADEP: Achieve and Develop goals
    - Discussed with L&D team 31/7/2019
    - Whole of Organisation approach to PD meeting 27th August

Concerns

- Code of Practice Self-Review – 7.9% complete – not on track
- No International student support at Waitakere campus – currently 40 students in programmes taught at Waitakere

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Highlights

- Semester 2 International Welcome Day
- Semester 2 International community events programme confirmed
    - ..\..\Experience\2019 Semester 2 events calendar.pdf
- Code of Practice refresher workshops scheduled and registrations open for all staff
    - https://thenest.unitec.ac.nz/TheNestWP/student-support/international-office/code-of-practice/
- Cultural engagement events planned for September and October with staff and student participation
    - Moon Festival – Chinese Harvest & Moon festival celebration
    - Diwali Festival – Indian Festival of Lights celebration
- Work with construction DAL group using Student Academic Progress Tracker to identify students requiring monitoring and extra support

Links

International Success Strategy – Draft

International Success Operation Plan

Unitec Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

memo

To	Poari Mātauranga | Academic Board	Date	30/07/2019

From	Tracy Chapman
	Director International Success

Subject	Targets for Priority Group - International

Recommendation

Academic Board receives this memo and endorses 2 International EPI measures for parity with the ITP Sector results and endorses 2 International EPI measures for maintenance of current levels.

Measures for parity are: Course completion and Qualification completion
Measures for maintenance: Student retention and Student progression

Validated by: Te Korowai Kahurangi

To be endorsed by: Academic Board and further endorsed by ELT

2018 EPI Summary based on TEC Data	6 Tertiary EPIs (Education performance indicators) are used to determine and quantify how well students are succeeding at achieving the education outcomes: International Institutional EPI targets					
	ITP Sector Actual 2018 %	Unitec Actual 2018 %	Proposed 2019 %	Proposed 2020 %	Proposed 2021 %	Proposed 2022 %	
Course Completion	91.1	89.4	91.1	91.1	91.1	91.1	Parity
Qualification Completion	65.2	62.8	62.8	63.8	64.8	65.2	Parity
Student Retention (1st Year)	73.5	86.4	86.4	86.4	86.4	86.4	Maintain current level
Student Progression	67.3	69.8	69.8	69.8	69.8	69.8	Maintain current level

Rationale for Targets

1. Maintain institute wide achievable targets as Unitec International EPI results are higher than results for the other Unitec priority groups.

2. Current limited resource levels would not stretch to improve 4 measures and the better approach would be to focus on improving 2 measures (Course completion and Qualification completion) which are lower than ITP actuals 2018 and maintain the current levels for 2 measures Student retention and Student progression) which are higher than ITP actuals for 2018.

Considerations for Endorsing Targets

When endorsing the parity/maintain targets, Academic Board should consider the following:

- Maintenance of Government International Education strategies that set a path for a strong, equitable, high-quality education system – maintain achievable levels of completion for International students

- Delivering International students' expectations of receiving high-quality education in New Zealand.

- Delivering International students' expectations of receiving an excellent overall student experience that supports their educational achievement.

- Restrictions on resourcing and how best to focus limited resources.

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Unitec
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TE WHARE WĀNANGA O WAIRAKA

memo

	Poari Mātauranga	Academic Board		
To	Ako Ahimura Committee	Date	04 / 08 / 2019
	Te Poari Iho	Quality Alignment Board		
From	Andrea Thumath	Phone No.	8018
	Director Unitec Pathways College and Students Under 25 Success		
	Annette Pitovao		
	Director Student Success		
Subject	Priority Group Director Report		

While the Under 25s Success Strategy is in final draft process for approval, we will commence reporting on the three focus areas that were previously reported to Academic Board in earlier reports. A number of actions are currently underway which align with the final Operations Plan that we would like to be able to share.

The Under 25s Success Strategy one pager is attached for your information update, identifying the three focus areas as previously identified to Academic Board in the development of the strategy. High level actions have been identified, of which the Operations Plan actions will fall from.

Under 25s Success Strategy Outcomes

- **Transition**

    - 2020 Vocational Pathway course offerings have been sent to secondary schools.

    - Our secondary schools have identified that a number of Year 12 students who know they have already achieved NCEA Level 2 by May each year, are ready to transition into tertiary in Semester Two. Transition events targeted at this cohort will be designed and delivered annually.

    - Alongside the above, a U Prep event will be designed and delivered for Under 25s in the lead up to Semester 1 to better prepare for the transition into tertiary. This is based on the benchmark of AUT's Keys for Success approach.

    - A collaborative plan between the UPC and Director Māori Success to develop regular transition catch ups for a 'soft landing' for our Kura Kaupapa and

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Rumaki Reo is underway, to build on the work currently being undertaken by the UPC team to transition the rangatahi into Unitec with a whānau approach similar to that they experience back at kura. With increasing numbers of rangatahi transitioning into Unitec this is a critical piece of work.

- Work has been undertaken to mitigate one of the enrolment barriers for our Vocational Pathways and Secondary Tertiary Learning Packages (STAR) with approval for use of NSN number instead of birth certificate or passport for our secondary school students.

- Trial underway to test taking a SEM to one of our largest secondary school expos (Mt Albert Grammar and Marist) to be able to offer conditional offers on the spot speeding up the process and offering something other institutes currently don't do.

- New partnership initiatives underway with Ngāti Whātua Ōrākei Whai Maia for Under 25s.

- Approval has been given by Head of School Healthcare and Social Practice to guarantee places in Nursing for any UPC students that meet the Nursing entry requirements.

- **Reputation**

  - Approval for UPC students meeting Nursing entry requirements to have guaranteed places as above, rectifies a previous promise not followed through on, therefore positively effecting our reputation.

  - Trial of Māori Nursing experience for Te Kura Kaupapa Māori o Hoani Waititi Marae.

  - Unitec will have priority presence in August at three Kahui Ako Community of Learning expos in our West communities, targeting secondary school students **and** community.

- **Retention**

  - Planning underway with Student Success to tailor a number of scholarships aimed at supporting the retention of our Under 25s with plans to launch at Open Day in early Sept.

  - Youth Guarantee Mentoring project launch underway to test interest of Tuakana Teina methodology.

  - Student NPS Segmentation development to better understand the large numbers of students aged 20-25 studying with us.

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Under 25 Students as at 22nd July 2019

Calendar Year	2019		EFTS	Headcount
Row Labels	Net EFTS	Student Net Headcount	% Overall	% Overall
15 - 19	1,104	1,861	19%	17%
20 - 24	2,047	3,442	36%	31%
Grand Total	3,151	5,282	55%	47%

<u>Exceptions</u>

- Nil to report

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Under 25s Success Strategy 2019 – 2022
Working together for the success of OUR young people

TE NOHO KOTAHITANGA

Rangatiratanga – Authority and Responsibility

Wakaritenga – Legitimacy

Kaitiakitanga – Guardianship

Mahi Kotahitanga – Co-operation

Ngākau Māhaki - Respect

THE YOUTH DEVELOPMENT STRATEGY OF AOTEAROA

Youth development is based on the '**big picture**'

Youth development is about **Under 25s being connected**

Youth development is based on **strengths-based** approaches to how we work with Under 25s

Youth development happens through **quality relationships**

Youth development is triggered when Under 25s get the opportunity to **fully participate**

Youth development needs **good information**

Priority 1

Transition

To ensure a **Unitec** focus on genuine, meaningful, well planned and executed, engaging transition experiences for Under 25s

Priority Actions

Mitigation of transition barriers **A**

Increase in provision of Secondary to Tertiary pathway and learning packages across Unitec Schools **A**

Growing our partnerships for and with Under 25s in our communities **B**

Development and delivery of targeted transition activity for Under 25s, co-designed with Under 25s **B**

Priority 2

Reputation

To ensure a **Unitec** focus on positive engagement with Under 25s, creating an environment that sees us as the provider of choice of young people from our communities of West, Central and North Auckland

Priority Actions

Improved quality of Vocational Pathway learning and teaching experience for Under 25s **A**

Priority of entry to Under 25s from our communities of West, North and Central Auckland into Unitec programmes **B**

Engaged and inspired Unitec staff, equipped with the capabilities to support and deliver best learning to Under 25s **B**

Increased community engagement across West, Central and North Auckland **C**

Priority 3

Retention

To ensure a **Unitec** focus on high quality learning and teaching with a genuine student centered experience for Under 25s

Priority Actions

Targeted retention, progression and career development activity **A**

Achievement of Unitec Institutional Educational Performance Indicator targets for Under 25s **A**

Opportunities for the Under 25s Voice to be heard **A**

Well supported first year experience for Under 25s, co-created with Under 25s based on needs **B**

Priority Actions Key: **A** – **Critical** *needs immediate action* **B** – **Important** *but does not require immediate action* **C** – **Important** *but not an immediate priority – may also depend on ITP Roadmap*

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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** (None)
3. **Post Graduate Research and Scholarships Committee**
4. **Academic Approvals Committee**
5. **Ako Ahimura**
   a. **Teacher Capability Development Report** (None)
6. **Quality Alignment Board**
   a. **PAQC Updates**

memo

To	Poari Mātauranga | Academic Board	Date	31 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 July meeting was inquorate

- A memo from Associate Professor Dan Blanchon suggesting support for early career researchers post-parental leave was positively received, with a proposal that terms of reference and templates are drafted for approval at the next meeting.

- A proposal from Dr Terri-Ann Berry to form the Environmental Solution Research Centre was unanimously and strongly supported by members present. An eVote was proposed to approve the application and avoid delays to the comprehensive workplan detailed in the application. This was subsequently approved with comprehensive support, no declining votes and one abstention.

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	31 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

- The IBM Industry Scholarship applicants were reviewed and decisions made

- The Unitec Pacific Success Strategy was discussed

- The process for the suspension of candidature was reviewed and improved

Items Linked

Subcommittee Minutes

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

To	Te Poari Mātauranga | Academic Board	**From**	Jackie Tims
			Acting Chair, Rōpū Whakaae Mātauranga
Title	Rōpū Whakaae Mātauranga | Academic Approvals Committee (Update from the Chair)	**Date**	01 August 2019

Recommendation/s

That Te Poari Mātauranga receive the update from the Rōpū Whakaae Mātauranga| Academic Approvals Committee for the meeting dated 17 July 2019.

Background

The Rōpū Whakaae Mātauranga | Academic Approvals Committee convenes once a month to assess applications for new or amended academic provision which requires external approval. The Committee deliberates and checks to see that the academic provision meets relevant external requirements and is aligned to Unitec Strategy and internal requirements.

Commentary

The Committee dealt with general administrative issues and reviewed two items relating to previous actions on Bridgepoint (Languages) Training Schemes and updating regulations relating to Rule 18 for the Bachelor of Teaching (ECE).

Following on from actions in the previous meeting discussion relating to the review of AC 1.3 Short Course, Training Scheme, and Vocational Pathway Procedure highlighted that Te Korowai Kahurangi has, for some time, been concerned that short courses do not have consistent data and information and do not necessarily comply with academic quality requirements. The Committee noted the risk identified with non-compliance requirements in quality assurance areas.

Next Steps

The Rōpū Whakaae Mātauranga Academic Approvals Committee seek approval to review Short Course provision to ensure that alignment in academic policies and procedures and quality systems are compliant and, that all dormant courses be retired accordingly.

A memo (*Review of Current Short Course Provision*) relating to this issue has been provided to Academic Board

Contributors

Jackie Tims (Acting Chair)

Lead | Programme Development and Management

To	Academic Board	**From**	Simon Nash
			Chair Ako Ahimura Committee
Title	Ako Ahimura Subcommittee Chair Report for AB Mtg 20190710	**Date**	6 August 2019

Purpose

To report on the Ako Ahimura Sub-Committee's main items from its 17 July meeting and provide relevant advice to Academic Board.

Recommendation

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

Key Points

The Committee discussed an incident of staff plagiarism involving three teachers in Teacher Capability Development 'badging'. The Committee agreed for the Director Ako to write to Unitec academic staff explaining the Director's and the Committee's view on the issues and outcomes of this breach, raising awareness of staff responsibilities for academic integrity and of our more robust approach to Teacher Capability Development.

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.

From: Maura Kempin
Sent: Monday, 5 August 2019 4:26 PM
To: DG - Heads of Schools <DG-HeadsofSchools@unitec.ac.nz>
Cc: DG - Executive <ExecutiveLeadership_Team@unitec.ac.nz>; DG - Te Puna Ako Staff <Te_Puna_Ako_Staff@unitec.ac.nz>; Simon Nash <snash@unitec.ac.nz>; DG - Learning and Development <DG-LearningandDevelopment@unitec.ac.nz>
Subject: July Report - Teaching Capability Development (TCD)

Kia ora koutou,

Please see below the July report on progress towards completion of 2019 Teacher Capability requirements:

That all permanent or fixed term > 12 months teaching staff complete self-evaluation against teaching competencies (linked here) and achievement of at least two badges (click here for current offering).
Note: This requirement is pre-populated in the 2019 ADEP Plan Template as a standard goal for all teaching staff.

A few things to note:
- Data includes new enrolments and badges awarded since 31st Jan 2019
- Overall enrollment in (77.4%), and completion of (29.3%), badge 1 is significantly below expectation at this point; progress has been limited over the semester break
- A TPA Liaison will contact you to check if your School would benefit from a follow-up workshop focusing on evidence creation
- Your continued support in encouraging engagement and completion is essential
- As confirmed at this week's e SALT meeting - all TCD self-evaluations completed during the current academic year will count in 2019 reporting
- Teaching staff on proportion .75FTE or less are required to complete one badge (welcomed and encouraged to complete more!); this is reflected in reporting
- Please let me know if the master list (click on the link for your School) includes anyone who is no longer teaching in your School
- Acknowledgement to Kay and the Applied Business team for their leading performance!

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	23	100.0%	8.7%	100.0%	69.6%	71.4%	19.0%	0.0%
Architecture	25	92.0%	44.0%	52.0%	28.0%	22.7%	0.0%	0.0%
Bridgepoint	52	94.2%	63.5%	90.4%	34.6%	40.5%	0.0%	0.0%
Building Construction	24	95.8%	54.2%	66.7%	25.0%	45.5%	9.1%	4.2%
Community Studies	38	97.4%	42.1%	65.8%	21.1%	4.2%	4.2%	7.9%
Computer Science	15	93.3%	93.3%	86.7%	53.3%	14.3%	14.3%	13.3%
Creative Industries	27	88.9%	37.0%	85.2%	33.3%	50.0%	0.0%	3.7%

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Engineering & Applied Tech	37	100.0%	18.9%	73.0%	13.5%	69.4%	11.1%	2.7%
Environment & Animal Sciences	24	95.8%	91.7%	87.5%	4.2%	43.8%	6.3%	4.2%
Healthcare & Social Practice	34	97.1%	67.6%	82.4%	26.5%	24.2%	0.0%	0.0%
Trades & Services	45	95.6%	37.8%	62.2%	13.3%	9.1%	2.3%	0.0%
TOTAL	**344**	95.5%	50.8%	77.4%	29.3%	35.9%	6.0%	3.3%

Thank you for continuing to support teaching capability development in your School. Remember that you TPA Liaison is available for any advice or support you, or your team, may need.

Ngā mihi

Maura

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memo

To	Poari Mātauranga	Academic Board	Date	29 July 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 key matters discussed at Te Poari Iho | Quality Alignment Board meeting of 25 July 2019.

Director – Priority Groups reports

- Priority Group Directors provided an up update on their respective reports.

Assessment of Prior Learning

- A paper summarising the findings from a recent review of APL and proposing some initiatives to address some quality and compliance issues were discussed. A wide ranging discussion ensued culminating in the need to consider the need and urgency to address the issues raised in the context of other significant priorities.

- Priorities regarding this work to be considered and presented to the next hui o Te Poari Iho

PAQC Chair Reports

- Te Poari Iho was, for the first time, provided with a total of ten PAQC Chair's reports, which requested PAQC Chairs to identify what was working well, what needed improving and the top five items they wished to report to QAB

- A summary of the themes identified from the reports were presented.

- Following the hui the thematic summary from the reports has been provided back to PAQC Chairs along with a revised reporting template which requests specific reporting on Priority Groups

The meeting ended inquorate due to a number of members needing to leave prior to the conclusion of the meeting.

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

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To	Te Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Programme Development update	**Date**	7th August 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 20190802

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	Green	Green	Sem 2 2020	Development underway. Dates and milestones agreed. Redeveloped MAP (PA)
PAA/Type 2	Master of Applied Business	Applied Business	MBUS	CA2109	Green	Green	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	Green	Green	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	Green	Green	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	Green	Green	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	Green	Red	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	Green	Green	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. Accreditation only of MIT's programme
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	Green	Red	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	Green	Red	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	Green	Red	Sem 2 2020	On hold for four months.
Training Schemes:								
New Training Scheme	NZ Certificate in Language Teaching TS (x6)	Bridgepoint	BPLS	TBA	Green	Green	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.

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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

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To	Te Poara Mātauranga	**From**	Simon Tries, Manager
	Academic Board		Te Korowai Kahurangi
Title	Programme Reviews (5-Year Reviews)	**Date**	
			5 June 2019

Purpose

To update Academic Board on current Programme Reviews.

Recommendation

That Academic Board receive the update.

Update

Programmes scheduled for a review in the first part of 2019 are all on track. The majority of these programmes have completed stakeholder feedback events and are collating the information.

Next steps

The second round of Programme Reviews will be sent reminders of the process and booked appointments with Te Korowai Kahurangi shortly.

Attachments

Programme Review RAG 20190801

Contributors

Jackie Tims, Lead, Programme Development and Management

Programme Review 2019/2020
Sem 1 2020 Planned Delivery

Approved Programme Review schedule 2019-2022

Acad Prog	Programme Title	Prospectus Code	Last Known Programme Review Date	Current RAG	Proposed Programme Review Date	Update:
BBS	Bachelor of Business	CA2109				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
GCPA	Graduate Certificate in Professional Accountancy	CA2387	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.
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	**Te Korowai Kahurangi overview report over five years completed with schedule and with school. Awaiting response.
GDDES	Graduate Diploma in Creative Practice	CA2333				**Te Korowai Kahurangi overview report over five years completed with schedule and with school. Awaiting response.
BCS	Bachelor of Computing Systems	CA2209	2014		Semester 1, 2019	**Stakeholder feedback meetings have been completed.
GDCMP	Graduate Diploma in Computing	CA2297				**Stakeholder feedback meetings have been completed.
MAP(PA)	Master of Applied Practice (Professional Accounting)	CA2397	No Info of 5-year review, part of MAP, suggest reviewing with MBUS		Semester 2, 2019	**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
MBUS	Master of Business	CA2318	2013 scheduled but no report is evident			**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
PGDBS	Postgraduate Diploma in Business	CA2319				**Stakeholder feedback meetings are occurring in the Business suite of courses. They are collating the information.
MCOMP	Master of Computing	CA2270	2014 scheduled but no report is evident		Semester 2, 2019	**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
PGDCG	Postgraduate Diploma in Computing	CA2271				**Stakeholder feedback meetings are occurring in the Computing suite of courses. They are collating the information.
BCE	Bachelor of Creative Enterprise	CA2403	2012 scheduled but no report is evident		Semester 2, 2019	Not started
GDCE	Graduate Diploma in Creative Enterprise	CA2405	GDCE not currently offered			Not started
MCP	Master of Creative Practice	CA2400	No Info of 5-year review		Semester 2, 2019	Not started
PGCCP	Postgraduate Certificate in Creative Practice	CA2402				Not started
PGDCP	Postgraduate Diploma in Creative Practice	CA2401				Not started
BASCI	Bachelor of Applied Science	CA2359	2016 scheduled but no report is evident		Semester 2, 2019	Not started
BHSMI	Bachelor of Health Science (Medical Imaging)	CA2054	2014		Semester 2, 2019	Not started
BAT	Bachelor of Applied Technology	CA2320	2014		Semester 2, 2019	Not started
GDHE	Graduate Diploma in Higher Education	CA2188	2016 scheduled but no report is evident		Semester 2, 2019	Not started
BLA	Bachelor of Landscape Architecture	CA2190	2012 scheduled but no report evident, 2017 accreditation report is available		Semester 1, 2020	Not started
						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	Discontinued programmes update	**Date**	05 August 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 is ensuring that appropriate transition arrangements are in place to manage students so they 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, and oversee programmes to closing date.

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

Commentary – Suspended Programmes

With the exception of the transition plan for the Bachelor of Health and Social Development, there has been no further information to add to the last report.

Te Korowai Kahurangi have requested information from affected schools with a positive response from Community Studies. We are currently running a number of reports that will provide greater clarity on suspended or withdrawn programmes to the extent that a risk escalation report may be produced on the findings.

Commentary – Expiring Qualifications

- Most pre-Mandatory Review of Qualifications (MRoQ) qualifications are being successfully taught out and/or students transitioned.
- Qualifications having a last graduation semester of 1192 or earlier have no enrolled EFTS in 2019, Semester 2 (1194), with the exception of the Certificate in Plumbing and Gasfitting (CPGFT). A separate report has been provided to Academic Board.

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- Qualifications having a last graduation semester of 1194 or 1196, have no EFTS in 2019, Semester 2 (1194), with the exception of the National Certificate in Motor Industry/Automotive Engineering (NCAEN). This programme has one student currently enrolled and is being closely monitored.

Attachments

2019 Suspended Qualifications 20190805

2019 Expiring Qualifications 20190805

Contributors

Jackie Tims, Lead, Programme Development and Management

Hamza Qazi, Administrator, Academic Quality

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Cert in Auto and Mechanical Engineering	CAME	Trades & Services	31/12/2017	1174	1194		0.00	0.00	0.00	0.01	43.09
Cert in Animal Management	CAMGT	Environmental and Animal Sci.	28/02/2017	1164	1184		0.00	0.00	0.00	0.125	0.875
Cert in Animal Welfare Investigations (L4)	CANWI	Environmental and Animal Sci.	31/12/2018	1184	1204		0.00	0.00	0.00	27.13	23.05
Cert in Applied Technology	CATEC	Construction & Infrastructure	31/12/2017	1174	1192		0.00	0.00	0.33	8.84	314.86
Cert in Animal Care	CAWI	Environmental and Animal Sci.	28/02/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Cert in Animal Welfare Investigations (L4)	CAWIN	Environmental and Animal Sci.	31/12/2018	1184	1204		0.00	0.00	0.00	0.00	0.00
Cert in Business Admin and Computing L3	CBAC3	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Cert in Business Admin and Computing L4	CBAC4	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Cert in Business (Introductory)	CBUSI	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Cert in Information Technology	CCINT	Information & Communication Tech	31/12/2017	1174	1186		0.00	0.00	0.00	0.00	0.00
Cert in Communication and Media Arts	CCMA	Creative Industries	31/07/2018	1182	1202		0.00	0.00	0.00	0.00	13.38
Cert in Computing Systems	CCS	Information & Communication Tech	31/05/2017	1172	1186		0.00	0.00	0.00	0.00	0.25
Cert in Community Skills	CCSK	Community Studies	31/12/2017	1174	1194		0.00	0.00	0.00	0.00	17.25
Cert in Construction Site Safety	CCSS	Construction & Infrastructure	30/11/2018	1184	1202		0.00	0.00	0.00	74.09	65.97
Cert in Design and Visual Arts	CDVA	Creative Industries	31/12/2017	1174	N/A		0.00	0.00	0.00	3.08	36.29
Cert in Employment and Community Skills	CECS	Bridgepoint	30/08/2017	1174	1192		0.00	0.00	0.00	0.00	21.30
Cert in Electrical and Electronic Engineering	CEEE	Engineering & Applied Technology	30/06/2017	1172	1192		0.00	0.00	0.00	0.00	0.50
Cert in Employment Skills	CEMSK	Bridgepoint	30/08/2017	1174	1192		0.00	0.00	0.00	0.00	25.99
Cert in Found. Studies (Level 3): Whitinga	CFSTW	Bridgepoint	31/01/2018	1174	1194		0.00	0.00	0.00	0.50	0.38
Nat Cert in Gasfitting and Drainlaying	CGPFT	Construction & Infrastructure	31/12/2017	1174	1224		0.00	0.00	51.93	144.26	172.39
Cert in Higher Education	CHE	Te Puna Ako	28/02/2018	1174	1194		0.00	0.00	0.00	0.00	0.00
Cert in Home Garden Design	CHGDN	Architecture	30/06/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Cert in Liaison Interpreting	CLI	Bridgepoint	31/12/2019	1194	1204		14.00	28.00	19.50	30.50	21.50
Cert in Language Teaching	CLT	Bridgepoint	28/02/2018	1174	1194		0.00	0.00	0.00	5.75	9.13
Cert in Multiskill Building Construction	CMBC2	Construction & Infrastructure	31/12/2016	1164	1182		0.00	0.00	0.00	0.00	0.00
Cert in Music (Introductory)	CMUSI	Creative Industries	30/09/2019	1194	1212		0.00	0.00	0.00	0.25	7.75
Cert in Plumbing and Gasfitting	CPGFT	Construction & Infrastructure	31/07/2017	1172	1192		28.79	90.00	51.93	144.26	172.39

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Cert in Business	CSBUS	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Cert in Trad and Contemp. Maori Weaving	CTCMW	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip Applied Animation	DAA	Creative Industries	31/07/2017	1172			0.00	0.00	0.00	0.00	0.00
Dip in Applied Computer Sys Engineering	DACSE	Information & Communication Tech	31/12/2017	1174	1186		0.00	0.00	0.00	0.00	0.00
Dip in Accounting	DACTG	Applied Business	30/06/2017	1172	1184		0.00	0.00	0.00	0.00	0.00
Dip in Applied Science	DAS	Environmental and Animal Sci.	28/02/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Dip in Applied Technology (Building)	DATB	Construction & Infrastructure	30/06/2017	1172	1186		0.00	0.00	2.666	33.83	72.5
Dip in Applied technology	DATEC	Construction & Infrastructure	30/08/2016	1164	1202		0.00	0.00	0.00	0.00	0.00
Dip in Business Studies	DBS	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Dip in Contemporary Craft	DCC	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip in Contemporary Music	DCMUS	Creative Industries	30/09/2019	1192	1212		5.38	13.00	10.88	21.00	22.25
Dip in Contemp. Photography	DCPHO	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip in Computing Systems	DCS	Information & Communication Tech	31/05/2017	1172	1186		0.00	0.00	0.00	0.00	0.00
Dip in Community and Social Work	DCSW	Healthcare & Social Practice	31/05/2018	1182	1196		0.00	0.00	0.00	0.00	0.00
Dip in Design Media	DDESM	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip Digital Media Chrctr Anmtn	DDMCA	Creative Industries					0.00	0.00	0.00	0.00	0.00
Dip in Enrolled Nursing	DEN	Healthcare & Social Practice	30/09/2017	1174	1192		0.00	0.00	0.00	0.00	0.00
Dip in Graphic Design & Animation	DGDA	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip in Applied Interior Design	DID	Architecture	31/05/2019	1192	1206		10.38	22.00	29.38	51.38	42.38
Dip in Information Technology Support	DITS	Information & Communication Tech	31/12/2017	1174	1186		0.00	0.00	0.62	25.50	61.58
Dip in Landscape Design	DLD	Architecture	30/06/2017	1172	1192		0.00	0.00	0.00	4.00	14.69
Dip in Product Design Studies	DPDS	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip in Professional Accountancy	DPRAC	Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.875	1.158
Dip in Performance Technology	DPTEC	Creative Industries	30/09/2019	1194	1212		0.00	0.00	0.00	0.00	0.00
Dip in Sport and Fitness Education	DSSM	Community Studies	31/01/2019	1184	1204		3.38	8.00	5.63	20.77	33.02
Dip in Visual Arts	DVA	Creative Industries	31/07/2017	1172	1192		0.00	0.00	0.00	0.00	0.00
Dip in Veterinary Nursing	DVETN	Environmental and Animal Sci.	28/02/2017	1164	1184		0.00	0.00	0.00	0.375	3.32
NCert Motor Ind /Auto Elec Eng	NCAEE	Trades & Services	31/12/2017	1164	1204		2.21	18.00	4.33	12.67	9.29
NCert Motor Ind/Auto Engin	NCAEN	Trades & Services	31/12/2017	1164	1194	1student	0.21	1.00	0.35	6.26	55.92
Nat Cert in Carpentry	NCCPY	Construction & Infrastructure	31/12/2017	1174	1204		0.00	0.00	0.00	0.00	0.15
NCert Drainlaying	NCDRN	Construction & Infrastructure	31/12/2017	1174	1224		0.00	0.00	0.25	63.13	106.04
NCert Electrical Eng (Level 2)	NCEE2	Engineering & Applied Technology	31/12/2017	1174	1214		0.00	0.00	0.00	0.88	17.71
NCert Electrical Eng (Level 3)	NCEE3	Engineering & Applied Technology	31/12/2017	1174	1214		0.96	8.00	1.16	18.46	22.21

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NCert Elec Eng Elec for Reg L4	NCEEE	Engineering & Applied Technology	31/12/2017	1174	1214		7.35	51.00	14.90	13.06	14.38
NCert Motor Ind/Ent Auto Trade	NCMEN	Trades & Services	31/12/2017	1164	1194		0.00	0.00	4.14	0.00	0.00
Nat Cert Mental Health and Addict. Support	NCMHA	Healthcare & Social Practice	31/12/2017	1174	1194		0.00	0.00	0.00	12.50	24.61
Nat Cert in Plumbing	NCPLU	Construction & Infrastructure	31/12/2017	1174	1224		0.00	0.00	0.00	0.10	0.00
NCert Painting	NCPTG	Construction & Infrastructure	28/02/2017	1164	1184		0.00	0.00	0.00	0.00	86.6
NCert Real Estate Salesperson	NCRE	Applied Business	31/12/2018	1174	1194		0.00	0.00	0.00	0.00	109.93
NDip Architectural Technology	NDAT	Construction & Infrastructure	31/12/2017	1174	1194		0.00	0.00	0.00	0.75	9.00
NDip Quantity Surveying	NDQS	Construction & Infrastructure	31/12/2017	1174	1194		0.00	0.00	0.00	0.75	5.25
NDip Surveying	NDSYG	Engineering & Applied Technology	31/12/2016	1174	1194		0.00	0.00	0.00	1.54	14.71
NZ Dip in Business (2yr)	NZDB	Applied Business	31/12/2017	1174	1204		0.96	8.00	4.08	37.80	124.50
Cert in Management		Applied Business	31/01/2017	1164	1184		0.00	0.00	0.00	0.00	0.00
Dip in Chinese Studies		Bridgepoint	not yet listed				0.00	0.00	0.00	0.00	0.00
Dip in German		Bridgepoint	not yet listed				0.00	0.00	0.00	0.00	0.00
Dip in Japanese Studies		Bridgepoint	not yet listed				0.00	0.00	0.00	0.00	0.00
Dip in Spanish		Bridgepoint	not yet listed				0.00	0.00	0.00	0.00	0.00
Cert in Carpentry		Construction & Infrastructure	31/05/2017	1172	1186		0.00	0.00	0.00	0.00	0.00

Green	Transition arrangements and on track/Transition Complete
Amber	Transition information, close monitoring of student required.
Red	No information available or significant risk that some students may not complete within the required time

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Acad Prog	Peoplesoft Academic Programme Code	School	Last date for new enrolments as per ELT Academic Portfolio review 16/8/18	Generic Last Unitec Semester	Last date for qualification completion	Final Approved Withdrawal Date	Date of Approval via Committee	Notes/ Comments
Bachelor Communication	BIC	Applied Business	1/01/2019	2029		Not yet approved by Academic Board		AC1.10 form not completed
Bachelor Communication (Language studies)	BIC	Applied Business	1/01/2019	2029		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Master Design	MDESN	Applied Business	1/01/2019	2024		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Master International Communication	MIC	Applied Business	1/01/2019	2024		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
NZCert Horticulture Services	NZCLD	Architecture	1/01/2019			Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Bachelor Arts	BA	Bridgepoint	1/01/2018	Stated: 8/02/2019		Not yet approved by Academic Board		
Short Courses in International Languages	GLANG	Bridgepoint	23/07/2018	23/11/2018		Not yet approved by Academic Board		
NZCert English Language L2	NZCE2	Bridgepoint	1/01/2018	23/11/2018		Not yet approved by Academic Board		
NZCert English Language L3 – some parts (5153 only)	NZCE3	Bridgepoint	1/01/2018	29/11/2018		Not yet approved by Academic Board		
NZCert English Language L4 – some parts	NZCE4	Bridgepoint	1/01/2018	29/06/2018		Not yet approved by Academic Board		
Bachelor Health Social Development	BHSD	Community Studies	1/01/2019	2029		Not yet approved by Academic Board		AC1.10 form not completed
Bachelor of Sport	BSPT	Community Studies	23/07/2018	2029		Not yet approved by Academic Board		AC1.10 form not completed
Doctor of Computing	DCOMP	Computing & Information Technology	1/01/2019	2025		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Bachelor Performing & Screen Arts – some parts	BPSA	Creative Industries	1/01/2019	2029		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
GDip Event Communication	GDEC	Creative Industries	1/01/2019	2025		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Bachelor Applied Science/Human Bio (Osteopathy)	BASHB	Health Care & Social Practice	1/01/2019	2029		Not yet approved by Academic Board		AC1.10 form not completed
Master of Osteopathy	MOST	Health Care & Social Practice	1/01/2019	2022		Not yet approved by Academic Board		Programme remains open until last cohort of BASHB grads move to MOST
Master Applied Practice (Generic)	MAP	Postgraduate	1/01/2019	2024		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Master Education	MED	Postgraduate	1/01/2019	2024		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Master Educational Leadership & Management	MEDM	Postgraduate	1/01/2019	2024		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request
Doctor of Philosophy	PHD	Postgraduate	1/01/2019	2025		Not yet approved by Academic Board		No indication of Suspension or withdrawal Request

To	Te Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Degree Monitoring update	**Date**	2 August 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

Prospectus C	Prog Code	Prog Name	School	Prog Status	Monitoring	Indicative tim	Status	Actual visit date
CA2171	BIC	Bach Communication	Applied Business	Suspended	SELF	May 19	green	12-Jun-19
CA2378	GDEC	GDip Event Communication	Applied Business	Suspended	SELF	May 19	green	12-Jun-19
CA2232	BICHN	Bach Communication (Hons)	Applied Business	Suspended	SELF	May 19	green	12-Jun-19
CA2257	MIC	Master Internatl Communication	Applied Business	Suspended	SELF	May 19	green	12-Jun-19
CA2264	PGDIC	PGDip Inter Communic	Applied Business	Suspended	SELF	May 19	green	12-Jun-19
CA2109	BBS	Bach Business	Applied Business	Current	SELF	May 19	green	14-Jun-19
CA2383	GDBUS	GDip Business	Applied Business	Current	SELF	May 19	green	14-Jun-19
CA2397	MAP	Master Applied Practice (Accounting)	Applied Business	Current	SELF	May 19	green	14-Jun-19
CA2318	MBUS	Master Business	Applied Business	Current	SELF	May 19	green	14-Jun-19
CA2319	PGDBS	PGDip Business	Applied Business	Current	SELF	May 19	green	14-Jun-19
CA2335	BTECE	Bach Teaching Early Childhd Ed	Community Studies	Current	SELF	May 19	green	27-May-19
CA2253	BCONS	Bach Construction	Construction & Infrastructure	Current	SELF	May 19	green	10-Jun-19
CA2380	GDCPM	GDip Constructn Project Mgemnt	Construction & Infrastructure	Current	SELF	May 19	green	10-Jun-19
CA2222	BPSA	Bach Performing & Screen Arts	Creative Industries	Current	SELF	May 19	orange	Nov-19
CA2333	GDDES	GDip Creative Practice	Creative Industries	Current	SELF	May 19	orange	Nov-19
CA2320	BAT	Bach Applied Technology	Engineering & Applied Technology	Current	SELF	May 19	green	11-Jun-19
CA2404	BSP	Bach Social Practice	Healthcare & Social Practice	Current	NZQA	May 19	green	10/11 Sep 19
CA2387	GCPA	GCert Professional Accountancy	Applied Business	Current	SELF	July 19	green	14-Jun-19
CA2386	GDPA	GDip Professional Accountancy	Applied Business	Current	SELF	July 19	green	14-Jun-19
CA2254	BASHB	Bach Applied Science/Human Bio	Community Studies	Suspended	SELF	July 19	green	20-Mar
CA2299	MOST	Master Osteopathy	Community Studies	Suspended	SELF	July 19	green	20-Mar
CA2395	BHSD	Bach Health Social Development	Community Studies	Suspended	NZQA	July 19	green	13-Aug-19
CA2255	BSPT	Bach Sport	Community Studies	Suspended	SELF	July 19	orange	6-Sep-19
CA2400	MCP	Master Creative Practice	Creative Industries	Current	SELF	July 19	green	15-May
CA2402	PGCCP	PGCert Creative Practice	Creative Industries	Current	SELF	July 19	green	15-May
CA2401	PGDCP	PGDip Creative Practice	Creative Industries	Current	SELF	July 19	green	15-May
CA2303	MDESN	Master Design	Creative Industries	Suspended	SELF	July 19	green	15-May
CA2403	BCE	Bach Creative Enterprise	Creative Industries	Current	SELF	July 19	green	21-May
CA2412	BNURS	Bach Nursing	Healthcare & Social Practice	Current	NZQA	July 19	green	5-Jun-19
CA2209	BCS	Bach Computing Systems	Information & Communication Technology	Current	SELF	July 19	green	23-Jul
CA2297	GDCMP	GDip Computing	Information & Communication Technology	Current	SELF	July 19	green	23-Jul
CA2188	GDHE	GDip Higher Education	Te Puna Ako	Current	SELF	July 19	green	
CA2220	MEDM	Master Educational Ldrship Mgt	Te Puna Ako	Suspended	SELF	July 19	green	No visit. Desk evaluation
CA2363	PGCEL	PGCert Educationl Ldrshp & Mgt	Te Puna Ako	Suspended	SELF	July 19	green	No visit. Desk evaluation
CA2265	PGDSM	PGDip Educational Ldrshp & Mgt	Te Puna Ako	Suspended	SELF	July 19	green	No visit. Desk evaluation
CA2381	BETMG	Bach Engineering Technology	Engineering & Applied Technology	Current	SELF	Aug-19	green	27-Aug-19
CA2311	DCOMP	Doctor of Computing	Information & Communication Technology	Suspended	SELF	Aug-19	green	No visit. Desk evaluation
CA2270	MCOMP	Master Computing	Information & Communication Technology	Current	SELF	Aug-19	orange	
CA2271	PGDCG	PGDip Computing	information & Communication Technology	Current	SELF	Aug-19	orange	
CA2381	BETMG	Bach Engineering Technology	Engineering & Applied Technology	Current	SELF	Sep 19	green	26 Aug - 6 Sep
CA2359	BASCI	Bach Applied Science	Environmental & Animal Sciences	Current	SELF	Sep 19	orange	6-Sep-19
CA2054	BHSMI	Bach Health Sci/Medical Imagin	Healthcare & Social Practice	Current	SELF	Sep 19	green	5-6 Sep, 2019
1,	BLA	Bach Landscape Architecture	Architecture	Current	SELF	Oct 19	green	1, 4-5 Nov, 2019
CA2302	MARCH	Master Architecture	Architecture	Current	SELF	Nov 19	green	11-12 June, 2019
CA2304	MLA	Master Landscape Architecture	Architecture	Current	SELF	Nov 19	green	11-12 June, 2019
CA2357	BAS	Bach Architectural Studies	Architecture	Current	SELF	Dec 19	green	2-4 Dec 2019
CA2358	MARCP	Master Architecture Professnal	Architecture	Current	SELF	Dec 19	green	2-4 Dec, 2019
G62063	GLPSC	Short Courses in Horticulture	Architecture	Current			green	1,4-5 Nov 2019
NZ2888	NZDL	NZDip Landscape	Architecture	Current			green	1,4-5 Nov 2019
CA2396	PGCAP	PGCert Applied Practice	Applied Business	Current	SELF	MindLab	orange	
CA2398	PGDAP	PGDip Applied Practice	Te Puna Ako	Current	SELF	MindLab	orange	
123200	MCE	Master Contemporary Education	Te Puna Ako	Current	NZQA	MindLab	orange	
CA2411	MTEL	Master Teachg & Educatn Ldrshp	Te Puna Ako	Current	NZQA	MindLab	orange	

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

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memo

To	Te Poari Mātauranga Academic Board	Date 6 August 2019
From	Simon Nash Chair Academic Board	
Subject	Academic Risk Register	

Purpose

To establish an Academic Risk Register as a monthly item at AB.

Commentary

The EER report included a recommendation for AB to establish an academic risk register to ensure full oversight of risks and issues. A similar, higher-level register is also being established at ELT to cover academic and non-academic risks. NZQA was quite critical in the EER of Unitec's lack of clear, systematic monitoring and oversight of risks, and this has been raised at ELT as something requiring action at AB as soon as possible.

This month's meeting agenda includes our first risk register. It is in somewhat draft form, with the intention that we add items and refine use of the register over time. Most items already added are those that 'roll-up' from the monitoring and reporting already being undertaken as 'BAU' by Committee members and Support Teams (e.g. on programme monitoring, priority group monitoring, etc). It will take time to ensure we are not simply duplicating other reporting processes and to refine what does/doesn't go in the register, and it will be important to ensure the register strikes the right balance of high-level oversight vs sufficient detail to support action.

Note that 'risks' are not the same as 'issues', and that the purpose of a risk register is to proactively identify, assess, and make informed decisions about mitigation of risks before they become actual issues. However, in the early months of establishing this risk register it is likely that many of the items added will already be issues to some extent as we work our way through identifying and addressing them.

We will take time to discuss the register at the meeting.

Link/s

- [Academic Risk Register (DRAFT)](#)

To	Poari Mātauranga/Academic Board	**From**	Rosemary Dewerse – Lead, Quality Systems, Te Korowai Kahurangi
Title	NZQA & ITP Sector Update	**Date**	30/07/19

Recommendation/s

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

Purpose

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

Key Points

1. **Annual Report on NCEA Scholarship Data and Statistics**
   The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2018) is now available and can be found at https://www.nzqa.govt.nz/studying-in-new-zealand/secondary-school-and-ncea/find-information-about-a-school/secondary-school-statistics/ The report report focuses on the previous year's assessments, but also summarizes the activity and achievement of New Zealand's secondary school students over several years. This offers us a picture of incoming under 25s.

   Unitec Action: Relevant areas to consider implications for them

2. **Consultation on the New Zealand Qualifications Framework**

   25th July 2019 NZQA released a discussion paper on the proposed changes to the NZQA framework. Initial consultation closed in December 2018. Since then the scope and timing of this review has been aligned with ROVE changes.

   The next stage is to go "back to stakeholders seeking feedback on proposals such as broadening the qualifications framework to include credentials and other quality assured learning; embedding the transferable competencies that employers have told us they are looking for; and ensuring that vocational qualifications can be listed at higher levels on the NZQF." Eve McMahon.

   For the paper and the link to offer feedback go to: https://www.nzqa.govt.nz/about-us/consultations-and-reviews/review-nzqf/

   Unitec Action: Academic Board recommend an approach to providing feedback on the Consultation

3. Getting ready for digital NCEA exams

26th July it was announced that, in preparation for this year's NCEA digital exams, NZQA is to offer practice exams to students and teachers so they become familiar with the look and feel. The practice activities can be found at https://www.nzqa.govt.nz/practice

More than 200 schools are apparently considering offering a digital exam this year.

Unitec Action: Ensure Ako Ahimura is aware of this to incorporate into their thinking around digital assessments

4. Programme Review/Change Report
(Nothing has yet been noted online for July).

In June there was a review of the NZ Certificate in Electrical Engineering. Minor changes to the qualification resulted: condition statements have been removed; qualification has been updated into latest NZQA template; the strategic purpose statement has been revised; as have graduate outcomes for clarity.

Unitec Action: HoS Engineering and relevant APM provided with update

5. RoVE
An announcement on ROVE is still awaited (as of 30 July 2019).

Skills Active Aotearoa went to the High Count on 22-23 July seeking a judicial review of the consultation process, which it considers was "rushed and inadequate."

To	Te Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Report: Student Course Surveys, Semester 1, 2019: Institutional Summary Report	**Date**	5 August 2019

Purpose

To provide Te Poari Mātauranga with the analysis of and findings from the Student Course Surveys, Semester 1, 2019.

Recommendations

That Te Poari Mātauranga

- receive the report and consider the following actions:
  1. Consider how best to address the low student rating for the question, "*I felt that this course valued Māori beliefs, language and practices*"
  2. Consider how best to improve the group assessment process and the perception of fair grading in a group situation (currently scoring the lowest amongst Course Assessment statements)
  3. Consider whether programme teams should be requested to peer review delivery for the key attributes *well structured courses & teachers clearly explaining key ideas & difficult material*, given that driver modelling shows that these have the largest impact on overall course performance.
  4. Consider how best to recognise those Schools/programmes consistently excelling in all areas of the Student Course Surveys.

- Note that Te Korowai Kahurangi will:
  5. conduct driver modelling analysis to understand the relationship between low course ratings and student success measures. From this analysis, identify what survey measures can be used as lead indicators of retention and successful course completion.
  6. conduct a review into options for improving engagement and response rates
  7. review all feedback received in this last round from stakeholders and Administrators – Academic Quality with the aim of improving the process and survey design for Semester 2 2019. Where necessary, consultation with key stakeholders will be undertaken.

Commentary

Unitec's student course survey programme is designed to provide a robust and consistent approach of measuring course performance across all of Unitec. Student course surveys are a key requirement for self-evaluation and an enabler for us to improve our course and programme delivery.

Each semester we ask students to provide feedback on course structure, content, assessment, teaching and practical components (if applicable) via an online survey that we send directly to our

students. The base survey questions were informed by NZQA's Key Evaluative Questions and Tertiary Education Indicators. Feedback on the question design was received from students, teachers, Academic Leaders, HoPPs and Deans and the Unitec Ako Ahimura Committee.

This institutional summary report provides analysis into the overall results for the past three semesters, and particularly Semester 1, 2019, and an evaluation of the survey process and suggested improvements.

Appended

(Link) Student Course Surveys: Institutional Summary. Semester 1, 2019

To	Te Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Consistency Review update	**Date**	5 August 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 the preparation and outcomes for Consistency Reviews occurring in 2019. We are up to date having submitted two final self-assessment summary reports which complete Unitec's part of the Consistency process. NZQA have received these reports.

Next Steps

NZQA are assessing the reports submitted and, when completed, will send an overview of their findings with a determination of whether or not they deem the programme consistent relative to all others in New Zealand delivering the same programme.

The report currently provides a list of all programmes eligible for reviews with an overview of 2019 Reviews noting the current status.

Attachments

2019 Consistency RAG sheet 20190730

Contributors

Jackie Tims, Lead, Programme Development and Management

		NZQA Consistency Review Calendar - Qualifications with Unitec Programmes					

2017

Consistency Review Date	Qualification Number	Title	Level	HoPP	Current Status 17 December 2018	
2017-11-06	2487	New Zealand Certificate in Animal Care (Fish, Horses, Companion Animals, and Lifestyle Block Animals)	3	Dan Blanchon	Programme had no graduates for year of review (2016); AL (Lorne Roberts) attended as observer only.	

2018

Consistency Review Date	Qualification Number	Title	Level	HoPP	Current Status 17 December 2018	
2018-05-07	2490	New Zealand Certificate in Animal Technology	5	Dan Blanchon	NZQA report received. Result: Sufficient	
2018-05-28	2416	New Zealand Diploma in Architectural Technology	6	Daniel Fuemana	NZQA report received. Result: Sufficient	
2018-10-08	2612	New Zealand Diploma in Engineering	6	Melanie Ooi	Completed self assessment report sent to NZQA on due date (21 September). AL (Farhat Javed) attended review on 8 Oct. Report awaited.	
2018-10-29	2863	New Zealand Certificate in Study and Career Preparation	3	Annemarie Meijnen	Completed self assessment report sent to NZQA on due date (15 October). AL (Sue Tulett) attended review on 29 Oct. Excellent feedback from Review lead. Report awaited.	
2018-11-05	2459	New Zealand Diploma in Business	5	Kerry Kirkland	Pre-poned from original scheduled daye of 20 May; Programme does not have 2017 graduates, AL (Malama Saifoloi) attended as observer.	
2018-11-26	2594	New Zealand Certificate in Information Technology Essentials	4	Dila Beisembayeva	Programme does not have 2017 graduates, so won't need to report and participate in review. AL (Gerard Lovell) attending as observer.	

2019

Consistency Review Date	Qualification Number	Title	Level	School lead	Current Status	RAG
2019-03-18	2387	New Zealand Certificate in Electrical Engineering Theory	3	Suresh Palapati	Current status: 12/7 submitted final self-reflection document and will await further comments.Outcome: Not sufficient. Required mapping excersise and action plan of stakeholders evaluation and feedback. Additional evidence and action plan provided to NZQA. Awaiting outcome	(amber)
2019-04-08	2853	New Zealand Certificate in Skills for Living for Supported Learners	1	Annemarie Meijnen	Observer/ No Action Required.	
2019-04-10	2491	New Zealand Diploma in Veterinary Nursing	6	Dan Blanchon	Outcome "Sufficient"	(green)
2019-05-15	2382	New Zealand Certificate in Construction Related Trades (Main Contract Supervision)	5	Kamuka Pati	To be advised, additional information requested. Awaiting outcome.	(green)
2019-06-04	2834	New Zealand Certificate in Construction Trade Skills	3	Colin O'Gorman	Self-assessment submitted. Awaiting outcome	(green)
2019-06-10	2457	New Zealand Certificate in Business (Small Business)	4	Nick Kearns	Observer/ No Action Required.	

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2019-07-09	2420	New Zealand Diploma in Construction	5	Kamuka Pati	Current status: 12/7 submitted final self-reflection documents. Result pending.	
2019-08-27	2992	NZ Certificate in Health and Wellbeing (Social& Community Services)	4	Linda/Kathryn	Observer/ No Action Required.	
2019-10-07	1881	NZ Certificate in English Language	2	Steve Varley	School advised.	
2019-11-11	1882	NZ Certificate in English Language (General)	3	Steve Varley	School advised.	
2019-12-04	2381	NZ Certificate in Construction Related Trades (Supervisor)	4	Kathe Becker		

2020

Consistency Review Date	Qualification Number	Title	Level	APM/HoS	Current Status	RAG
2020-02-25	3111	New Zealand Certificate in Real Estate (Salesperson)		Mary Crotty/ Kerry Kirkland		
2020-05-11	2470	New Zealand Certificate in Health and Wellbeing		Kaylene Parr/ Linda Aumua		
2020-05-26	1880	New Zealand Certificate in English Language		Sally Conway/ Chris King		
2020-06-08	2235	New Zealand Certificate in Retail		Nick Kearns/Kerry Kirkland		
2020-06-15	2860	New Zealand Certificate in Study and Career Preparation		Sue Tulett/ Chris King		
2020-06-22	3097	New Zealand Certificate in Automotive Engineering		Prabhat Chand/ Nick Sheppard		

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memo

To	Te Poari Mātauranga	Date 6 August 2019
	Academic Board	
From	Simon Nash	
	Chair Academic Board	
Subject	Unitec Quarterly Report	

Purpose

To inform AB of Unitec's Quarterly Report to be sent to TEC

Commentary

Please find attached, that part of Unitec's Quarterly Report, which comprises the high-level Performance Targets, for your information. This is from the report as sent to TEC.

These are the first 3 slides of the report. My advice from ELT is that these may be of interest to AB. The remainder of the report is financial/operational detail.

Unitec Quarterly Report

June 2019

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Performance Targets - Q2 Report

Summary of Action	Targets for Q2 2019	Q2 Achievements (as at 30 June)	Progress Triangles	Targets for Q3 2019
	▶ Some delay to progress	▼ Progress not on track	▲ Progress as expected	
STUDENT SUCCESS				
Improve responsiveness to Māori students (GM)	Appoint Kaihautu	Interviews complete - on track	▲	Launch of Māori Success Strategy. Roadshow to follow.
	Review MAIA	MAIA reviewed and decision made to re-establish	▲	Kaihautū appointed
		Māori Success Strategy standing item at Academic Board	▲	Māori Success Champions appointed
		Professorial address by Dr Jenny Lee-Morgan	▲	Deliver Academic writing retreat
	Hold Māori staff network hui	Hui held 7 June	▲	Beginner 'pilot' Te Reo course for staff
Improve responsiveness to Pacific students (GM)	Develop Pacific mentoring programme	Funding for mentoring programme on hold	▶	Pacific Success Champions appointed
		Pacific Success Strategy standing item at Academic Board	▲	Deliver 2 specific Pacific PD workshops for staff
				Pacific Research project completed
	Create new Pacific Success Report (PacSR) and Review PacSR	Development of PacSR now superseded by Director Priority Group reports to Academic Board	▲	Host Pacific community event
Improve responsiveness to students Under 25 (GM)	Deliver U25 badge	Delayed due to staff availability	▶	U25 Success champions appointed
	Develop U25 Success Strategy	Draft completed; further review; then to Academic Board	▲	U25 Success strategy confirmed
	Develop U25 Māori Recruitment strategy	In progress - draft to be delivered 30th August	▲	Increased secondary school engagement
	Review UPC enrolment process	Secondary to tertiary enrolment review completed. Standard operating procedures for NSN approved	▲	Develop specific U25 badge for staff development

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Performance Targets - Q2 Report

Summary of Action	Targets for Q2 2019	Q2 Achievements (as at 30 June)	Progress Triangles	Targets for Q3 2019
	▶ Some delay to progress	▼ Progress not on track	▲ Progress as expected	
Improve responsiveness to international students (GM)	Wellbeing strategy for Int'l students	In progress. International Student Wellbeing Strategy (ISWS) research project tracking well with great engagement at Intl. student focus groups	▲	Review orientation procedures and compliance with Code of Practice (CoP)
	Deliver Cultural Awareness training	Completed. Awareness training workshops held across both Mt Albert and Waitakere campuses	▲	Arrange Code of Practice self review workshops for teams
		Increased Net Promoter Scores for International Students	▲	International Success Champions appointed in Schools
	Improved support for Int'l students	International student focus meetings completed. Academic writing retreats organised for September	▲	
Improve responsiveness to all Students (GM)	Increased Student Net Promoter Score (NPS) for Semester 1	NPS improved. Overall score improved from -3 in Semester 2, 2018 to 8. Response rate increased from 16 % in Sem 2, 2018 to 34%.	▲	Student Net Promoter Score (NPS) for Semester 2 increased
	Improved Student Engagement indicators	Student engagment increased through improvement on student communication and events.	▲	Student Wellbeing Indicators improved
Improve connectivity with community & industry (DG)	12 IAC meetings held	11 IAC meetings held	▲	3 industry advisory groups
	90 industry contacts via Unitec website	172 new industry contacts via website	▲	90 industry contacts via Unitec website
	5 Industry partner events on campus	5 events held on campus	▲	4 connect events held; 1 employability event
QUALITY LEARNING, TEACHING AND APPLIED RESEARCH				
Improve academic quality (MD)	Academic Quality Action Plan approved by NZQA and all actions underway	Action plan approved by NZQA; majority of actions in progress	▲	All actions in progress
STAFF ENGAGEMENT AND CAPABILITY				
Engage effectively with and provide leadership to staff (MJ)	Wellbeing actions for Q2 completed	89 staff led activities held such as Mindufulness and Bootcamps; 53 sports centre events; 42 health events at the Marae plus 27 events organised by staff or students	▲	Increased engagement scores (and participation socres) for Staff Survey
	Positive Pulse Survey results	Significantly increased engagement in Pulse Survey with 66% participation versus 51%	▲	Successful induction embedded for Academic Programme Managers

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Performance Targets - Q2 Report

Summary of Action	Targets for Q2 2019	Q2 Achievements (as at 30 June)	Progress Triangles	Targets for Q3 2019
	Some delay to progress	Progress not on track	Progress as expected	
FINANCIAL SUSTAINABILITY				
Ongoing cost control measures (AS)	Completion of review of all expenditure policies and procedures	Review of all expenditure policies and procedures completed	▲	Manager training on new policies and procedures to be implemented
	monitoring of actual expenditure against budget	Expenses monitored against budget ongoing and tracking below budget	▲	Expenses to continue to track below budget
Improve financial performance (AS)	Reporting of actual results against budget	Whlist revenue is down due to domestic EFTS this is offset by expenditure tracking below budget	▲	Continue to achieve original surplus before depreciation target
	S1 budget reforecast	Budget reforecast completed	▲	SEM2 Budget reforecast
Cash management (AS)	Maintain $2m cash threshold over the quarter	Cash threshold achieved	▲	Continue to maintain $2M cash threshold
Asset realisation (MJ)	BP lots to market	Awaiting response from the Crown	►	Sales strategy agreed
	Refurbishing spaces for more staff moves	On track for B115 and Security refurbs	▲	Space moves and refurbishments completed
	Building 108 scope and design	Concept presentations by Architecture students completed. Indicative costing received. Architect reviewing space use options; Plan B being considered.	►	Agree future of Building 108
Academic rationalisation (MD)	School presentations to ELT and Leadership Group completed and actions agreed	Delayed due to data collection and academic calendar; to take place on 17 July	▲	Presentations completed; action list agreed
Partner with other ITPs to share back office services (MD)	Clarify impact of RoVE decision and next steps	Ongoing meetings with MIT. Other activity delayed pending RoVE announcement	►	Clarify impact of RoVE decision and next steps

To	Te Poari Mātauranga | Academic Board	**From**	Simon Tries, Manager, Te Korowai Kahurangi
Title	Report on the Certificate in Plumbing and Gasfitting (CPGFT)	**Date**	2 August 2019

Recommendation/s

That Te Poari Mātauranga receive the summary report on the issues relating to the transition of students from the Certificate in Plumbing and Gasfitting.

Purpose

This report provides an overview of the issues relating to the transition of students out of the *Certificate in Plumbing and Gasfitting (CPGFT),* the background to this situation, and the approach taken to support students to their destination of choice.

This report is as at 2 August 2019. The resolution of all issues, the transition of current students and the closure of the programme has not yet been completed. This report will be updated, as appropriate, until such time as all issues are resolved and all students transitioned.

Attachments

Report on CPGFT 20190802

CPGFT transition mapping

Contributors to the report

Lee Baglow, Head of School, Trades and Services

Stuart Peden, Academic Leader, Trades & Services

Rakesh Patel, Business Analyst, Commercial Services

Denyse Martin, Academic Projects Coordinator, Trades & Services

Catherine Deleporte, Academic Advisor, Te Puna Ako

Jackie Tims, Lead, Programme Development and Management

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Summary report on the issues relating to the transition of students from the Certificate in plumbing and gas fitting

Simon Tries, Manager, Te Korowai Kahurangi - 2 August 2019

Purpose

The purpose of this report provides an overview of the issues relating to the transition of students out of the *Certificate in Plumbing and Gasfitting (CPGFT),* the background to this situation, and the approach taken to support students to their destination of choice.

This report is as at 2 August 2019. The resolution of all issues, the transition of current students and the closure of the programme has not yet been completed. This report will be updated, as appropriate, until such time as all issues are resolved and all students transitioned.

Situation

With the CPGFT set to be discontinued at the end of August 2019 all existing students must be transitioned out of the CPGFT to their destination of choice. For students enrolled in existing CPGFT courses, this means a transition to one of the replacement New Zealand certificates. Options for students who are not currently enrolled in a course but remain enrolled in the programme have also been considered.

Background details

Programme and Qualification information

Programme	Certificate in Plumbing and Gasfitting [CPGFT] 390 credits
Qualification	Certificate in Plumbing and Gasfitting [CA2373] 390 credits
Level	4
Credits	390
Created	February 2009
Expiring	July 2017
Original *discontinued* date	July 2019
NZQA approved *discontinued* extension	August 2019
CPGFT aligned qualifications	National Certificate in Gasfitting [0201] 171 credits National Certificate in Plumbing [0202] 219 credits
Post-MRoQ related programmes and qualifications	New Zealand Certificate in Plumbing (Level 4) (approved 3/5/2018 C34073) *leading to the* New Zealand Certificate in Plumbing Level 4 [2663] 249 credits
	New Zealand Certificate in Gasfitting (Level 4) (approved 3/5/18 C34075) *leading to the* New Zealand Certificate in Gasfitting Level 4 [2662] 235 credits

	New Zealand Certificate in Drainlaying (Level 4) (approved 3/5/18 C34074) *leading to the* New Zealand Certificate in Drainlaying Level 4 [2661] 141 credits
	New Zealand Certificate in Plumbing and Drainlaying (Level 4) (approved 19/10/2018 C36273) *leading to the* New Zealand Certificate in Plumbing Level 4 [2663] 249 credits New Zealand Certificate in Drainlaying Level 4 [2661] 141 credits
Qualification status definitions[1]	
Current	Qualifications listed on the NZQF and can be offered by tertiary education organisations.
Expiring	Existing students may complete their programme, but no new learners are able to enrol.
Discontinued	Qualifications designated as discontinued cannot have students enrolled in them and can not be awarded.

The Certificate in Plumbing and Gasfitting

The CPGFT is a 4-year full time *managed apprenticeship* programme which has been delivered by Unitec since 2009. Students are supported to complete the programme through a combination of web-based theory learning (via Moodle) and assessment and onsite work based practical components supported by regular block course delivery. The work-based learning includes the gathering of evidence to inform the summative practical assessments which are undertaken on campus at Unitec.

The CPGFT is an amalgam of the National Certificates in Plumbing and Gasfitting qualifications, which are to be discontinued in 2022. Following the Mandatory Review of Qualifications (MRoQ), the CPGFT was set to expire in July 2017 with a discontinued date of July 2019. Early in 2018 Unitec developed programmes leading to the New Zealand qualifications with the intent of transitioning students from the CPGFT to the relevant replacement programme (leading to one of the New Zealand qualifications).

The level four New Zealand qualifications were approved in July 2015. A consortium was set up to develop the programmes leading to these qualifications. Frustration and concerns with the lack of progress with the development eventually led to Unitec developing its own programmes. These were approved by NZQA in May 2018, with the combined plumbing/Drainlaying programme approved in October 2018.

Structure of CPGFT

The CPGFT is a course-based programme with unit standard outcomes embedded in each course. Courses range in credit value from 15 credits to 45 credits, with most being 15 credits. Students typically

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[1] Refer to *The New Zealand Qualifications Framework* for actual definitions: https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

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enrol in 120 credits per year. Throughout their learning students also achieve unit standard credits with assessment evidence collected, over the duration of the programme. All unit standards have been mapped to the course outcomes. However, the unit standards which comprise these two qualifications are embedded across the CPGFT. While this can be a sound pedagogical approach it makes the achievement of unit standard outcomes a drawn-out process and is subject to additional complexity when determining their achievement. For example, course BUIT4142 has the following Unit Standards Attached: 3490, 18426, 21883, 21900; and Relates to Unit Standards 2132, 21890, 21893.

The CPGFT allows students to meet the requirements to become registered as both a plumber and a gasfitter. All Unitec students interested in either of these two professions have enrolled into this programme. However, in many instances' students have no intention of completing both the plumbing and Gasfitting components of the qualification and hence do not complete the qualification.

Internal oversight

Prior to July 2018 there is no record of Academic Board being informed of any issues regarding the expiry and discontinuation of the CPGFT. From July 2018 Academic Board began receiving regular updates on the status of pre-MRoQ qualifications, including the CPGFT. The reporting included last dates for enrolment and graduation. This report was updated and considered at each Academic Board meeting, however, there is little in the Academic Board minutes regarding the report or the CPGFT.

There was, however, an awareness of general issues regarding plumbing and gasfitting. An external review of Plumbing, Drainlaying and Gasfitting, requested by NZQA, was considered at the September 2018 meeting of Academic Board. Following this a project team was put together to develop a plan to address the actions. This work was led by the Network Dean, Construction, Infrastructure and Engineering. Reasonable progress made on a number of the actions, nevertheless, some remain unresolved and have been incorporated into Project Takohanga.

A significant contributor to the gaps in oversight and the current situation was the restructuring within Unitec which took place at the end of 2018. This included the restructuring of Te Korowai Kahurangi, which resulted in the disestablishment of the position which was coordinating communications with NZQA and was responsible for overseeing transitioning programmes, and the disestablishment of Networks and Pathways and the introduction of Schools. This combination of factors resulted in a loss of focus on the transition of students out of the CPGFT.

Transition of CPGFT

Early in December 2018 the CPGFT team met with Te Korowai Kahurangi to consider transition arrangements for students in the CPGFT. On 5 December 2018 a request was made to NZQA for an extension to the discontinued date for the CPGFT. This request was declined by NZQA on 6 December 2018, despite the extension of the discontinued dates for the National Certificates being 2022.

Work on the transition plan then stalled until 4 April 2019 when the matter was raised again by the School teaching and leadership teams upon realising that there were still students enrolled in the programme. Several conversations and meetings ensued, including ongoing dialogue with NZQA, around the best options for students to transition. At the time of these conversations (April/May 2019), the following options were considered and presented to NZQA (with "1" considered the best option for the students):

1. Apply for a further extension of the CPGFT allowing for students to complete by 2021, realistically, the end date sought should come in line with the existing National qualifications expiring in 2022.
2. Request an extension of time to allow for an appropriate teach-out and transition period with a managed plan containing a detailed action plan transitioning of each student into the NZ Certificates by "x" date.
3. Transition the students into the National Certificates, after mapping and RPL has occurred and Unitec incur the additional costs to the students.

On 4 June 2019 NZQA granted a one-month extension to the discontinued date for the CPGFT. With certainty around the approach required, a project plan and team was put together to work through the issues and to ensure the wellbeing of students currently/previously enrolled in the programme.

Transition of currently enrolled students

Transition arrangements for the CPGFT take account of the following students (broadly categorised):

Student CPGFT completion status	Brief definition of student group	Number of students affected
Completed CPGFT	Students who have met all CPGFT requirements, have formally graduated, but still need to be completed in Peoplesoft	5
Completed CPGFT Gas only	Students who only intended to complete the Gas part of the qualification and need to be discontinued. These students have completed the plumbing components and have since returned to complete the gas components.	2
Completed CPGFT Plumbing only	Students who had previously completed Plumbing between 2014-2018 and had not indicated interest in enrolling in Gas (they are not eligible for Unitec qualification as they have not completed both components of the CPGFT.)	22
Expected to complete CPGFT in July 2019	Students who were due to complete the CPGFT at the end of Semester 1 2019 (57 meet requirements, processing underway in Peoplesoft. 1 non successful. Individual Learning Plan to be developed with learner).	58
Completed Plumbing in July 2019 to transition to Gas	Students who successfully completed the CPGFT Plumbing in July. Those who wish to transition to gas will enrol in NZ Certificate in Gas. All will be discontinued from CPGFT.	18
Transitioning to new programme	Students would have gone into the third year of CPGFT will transition into the relevant NZ Certificate in August. Six students will require Individual Learning Plans if they express a wish to continue.	73
Did not complete Year 1 or Year 2, or dropped out, or not enrolled	Students who had discontinued their studies OR who never enrolled in any courses. In process of being discontinued in Peoplesoft	66
Duplicate records	Two student records have been duplicated. To be corrected.	2
	Total affected	246

Students active in the programme but who have not been actively enrolled in courses were communicated with, beginning with a letter to them on 20th June, 2019, to inform them of the discontinuation of the CPGFT and to determine what they would like to do. Options included removing them from the programme or enrolling them into one of the new New Zealand programmes. Depending on individual student circumstances, students will either enrol directly, or undergo an assessment of prior learning process to ensure they progress into the most appropriate part of the programme.

Students currently enrolled in courses in the CPGFT are being transitioned to one of the new New Zealand programmes. There are currently six cohorts of students, in the CPGFT. A mapping exercise has been undertaken which aligns all the learning outcomes in both New Zealand programmes against the learning outcomes in the CPGFT[2]. When students are enrolled into one of the new programmes their existing achievements will be recognised. This will result in students enrolling into courses where they may have already met some of the learning outcomes. In these instances, existing assessment evidence will be applied to ensure there is no need to repeat learning. For these cohorts of students, courses with 'variable credit values' have been setup. This will prevent any 'double dipping' with regard to funding. This arrangement is supported by the Tertiary Education Commission.

The first transition block course commences on 5 August. At this date the first tranche of students will be enrolled into the relevant New Zealand certificate programme. Students are being supported in this process through the provision of clear documentation, a full briefing at the beginning of the transition course and opportunities for them and their employers to query the process and have any questions answered. Students and employers have been assured that there is no additional cost associated with the transition and no additional time will be required for them to complete their apprenticeship.

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[2] https://unitecnz-my.sharepoint.com/:x:/g/personal/tkk_unitec_ac_nz/EbsfQxy1CBpEmGQNmcHKgRYB7NKexv_rRHvV2GCYHSFQtg

	Cross credit	New learning to complete	Total programme credits	Timeframe to complete
NZCPG:	188	202	390	2 years
NZCP only:	118	132	250	1 year
NZCG only:	109	126	235	1 year

Transition into NZ Certificate in Plumbing Level 4:

	NZCP courses		NZCP LOs assessed / not sufficiently assessed in the CPGFT									New' learning	Cross credit	Total course credit
Code	Credits	Title	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9			
3103	20	Work Safety	3	3	3	3	4	4				3	17	20
4146	15	Preliminary work in P,G and D	2	2	2	2	2	2	3			10	5	15
4147	15	PDG Industry 1	9	2	2	2						4	11	15
4148	15	PDG Industry 2	1 / 2	3	2	3	2	2				14	1	15
4142	20	Weather Tightness	4	4	4	1 / 3	4					15	5	20
4143	10	Ducting Heating Systems	2	3	3	2						10	0	10
4149	15	Water Supply Systems	3	3	3	3	3					0	15	15
4139	15	Backflow	3	3	3	3	3					15	0	15
4140	30	Roofing and Cladding	3	2	3	3	3 / 2	3 / 2	3	3	1 / 2	15	15	30
4141	10	Main Water Supply	2	2	1 / 1	1 / 1	2					8	2	10
4145	15	Solid Fuel Space Heaters	5	5	5							10	5	15
4137	15	Sanitary Plumbing	4	4	4	3						3	12	15
4138	20	Foul Water Systems	3 / 1	4	4	4	4					5	15	20
4150	20	Hot Water Systems	3	5	4	5	3					5	15	20
4144	15	Rainwater and Solar Systems	3	3	3	3	3					15	0	15
Total cr 250												132	118	

NZCP Course key:

Common — Common courses (NZCP/NZCG)
Plumbing — NZCP Plumbing specific courses
Gas — NZCG Gasfitting specific courses

Transition key:

- LO sufficiently assessed in CPGFT. Students do not need to complete
- LO insufficiently assessed in CPGFT. To be assessed in 2-week Transition Course.
- LO insufficiently assessed in CPGFT. To be assessed by block course in apprentices' Year 3 r 4 (see study plan)

Transition into NZ Certificate in Gasfitting Level 4:

	NZCG courses		NZCG LOs assessed / not sufficiently assessed in the CPGFT							New' learning	Cross credit	Total course credit
Code	Credit	Course title	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6				
4151	20	Combustible fuel gas	4	4	4	4	4			4	16	20
4153	20	Pipework for Gasfitting	4	2	2	5	5	2		4	16	20
4154	15	Flues and Ventilation	2 / 1	1 / 3	4	1 / 3				11	4	15
4158	15	Control and Safety devices in gas	1 / 2	1 / 1	3	2	3	1 / 1		3	12	15
4152	15	uLPG	1 / 2	3	3	3	3			14	1	15
4155	20	Mechanical Gas Appliances & Equipment	5	2	3	5	2	2 / 1		3	17	20
4156	20	Electrically Controlled Gas Appliances	5	2	2	5	3	2 / 1		18	2	20
4157	15	Commercial and Industrial Appliances	3	3	3	3	2 / 1			13	2	15
Total cr 140										70	70	

SECTION 4   **ITEMS TO APPROVE**

To	Academic Board	**From**	Marcus Williams
Title	Consistency of support and standards for Level 9&10 postgraduate students	**Date**	19th July 2019

Recommendation/s

- *The guidelines agreed upon by the working party are approved by Academic Board and added to an appropriate document, for example as a new clause to paragraph 3.2 in the Supervision and Advisement of Student Research Guidelines*

- *The leaders of programmes are required to report back to Academic Board on the implementation of these recommendations by a reasonable and agreed date*

- *Where monitors reports indicate there are problems with supervision, leaders of programmes and supervisors can be required to attend training in leading and supervising on Level 9 programmes at Unitec, at the discretion of the Director Research and Enterprise and the Director of Te Korowai Kahurangi. The training would be provided by Tūāpapa Rangahau and Te Korowai Kahurangi*

- *Heads of School are required to allocate time for Proposal Committee Membership and duties*

Purpose

Te Korowai Kahurangi undertook a review of Programme Monitors Reports in 2019 and made the recommendation that the consistency of support and standards for Level 9&10 programmes is reviewed. Recommendation - Ensure consistency in standards and student support across postgraduate programmes and address research supervision challenges

Action - Te Poari Iho/Quality Alignment Board commission Tūāpapa Rangahau to conduct an audit make recommendations and produce an action plan (for July)

Next Steps

Report outlines context and actions

Attachments

Report

Support Resources

Guidelines Supervision

Contributors

Who had input into the content of this paper?

Who was consulted? The more consultation, the better the information.

The Supervision Time Allocation Working Party

Annette Pitavao, Professor Christian Probst, Peter McPherson, Dr Katie Bruffy, Dr Leon Tan, Dr Sylvia Hach

The Postgraduate Research and Scholarship Committee

Consists of all the Academic Leaders of all Level 9&10 postgraduate programmes

Contents

1 – Develop guidelines for the allocation of supervision hours to ensure adequate support for students and that programmes are meeting their regulatory requirements.

2 – Develop a suite of professional development opportunities for supervisors to improve and maintain high levels of capability

3 – Review and update postgraduate student services and their communication to students

4 – Review and overhaul the *delivery* in all Level 9&10 programmes, of systems and processes outlined in the Conduct of Student Research Policy to ensure that there are consistent standards.

Summary of recommendations

- The guidelines agreed upon by the working party are approved by Academic Board and added to an appropriate document, for example as a new clause to paragraph 3.2 in the Supervision and Advisement of Student Research Guidelines
- The leaders of programmes are required to report back to Academic Board on the implementation of these recommendations by a reasonable and agreed date
- Where monitors reports indicate there are problems with supervision, leaders of programmes and supervisors can be required to attend training in leading and supervising on Level 9 programmes at Unitec, at the discretion of the Director Research and Enterprise and the Director of Te Korowai Kahurangi. The training would be provided by Tūāpapa Rangahau and Te Korowai Kahurangi
- Heads of School are required to allocate time for Proposal Committee Membership and duties

Summary of actions (completed or in train)
- refresher workshops are now offered
- bespoke versions of this are tailored for particular programmes and publicised as such
- a new suite of postgraduate supervision workshops has been developed
- refresher supervision workshops are now offered
- bespoke versions of this are tailored for particular programmes and publicised as such
- the Supervision Register mailing list has been filtered into Level 9&10 programme including leaders of these programmes
- directors of Māori Success, Pacific Success, International & Student Success added to every list
- existing offerings adapted to be bespoke to each programme or related programme groups
- existing offerings adapted to be bespoke for high priority groups; Māori, Pacifica, International
- student support offerings, scholarships, facilities etc publicised directly and personally to the supervisors on specific programmes
- the leader of the programme is included and comms are followed up with a phone call
- a survey is conducted with supervisors about how to better support students
- implement the celebration of success; comms around the Executive Deans Award for Research Excellence, the 3-Minute Thesis Competition and graduate successes

1 - Guidelines for Time Allocation for Level 9&10 Supervision

The Heads of Schools assisted the Director of Research to assemble a working party comprised of representation from Academic Leaders, Supervisors, Heads of School from the relevant to Level 9&10 programmes as well as the Director of Student Success.

The first step was the gathering of baseline data on the current state of hours allocated and the Research Degree Completion (RDC) funding weighting for each programme. Then the working party met at which time the details around supervision were discussed and what useful guidelines would look like. The current state figures are below;

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Summary (current state)

Program	Code	Course Name	Course Credits	Course Length (Months)	Hours directed as per course Descriptor	Hours per month	Credits per month	HPY (PS)	HPY (AS)	RDC Weighting
MCOMP	ISCG9026	Thesis	120	12	50	4.2	10.0	64#	16	2.5
	ISCG9027	Thesis	90	9	40	4.4	10.0			
MOst	HEAL93122	Research Thesis	90	24	160	6.7	3.75	40	40	1
MCP	ICIB9002	Research Project	90	9	0	0.0	10.0			
	ICIB9003	Research Project (Extended)	120	12	0	0.0	10.0	28 *	14	2
MDes	DESN9000	Design Research Project	240	18	0	0.0	20.0	28*	14	2
MLA	LAND9000	Design Research Project	240	18	0	0.0	20.0	50	20	2.5
MArch	ARCH9000	Design Research Project	240	18	0	0.0	20.0	50	20	2.5
MArchP	ARCH9111	Research Project	120	12	150	12.5	10.0	50	20	2.5
MBUS	APMG9150	thesis	90	9	0	0.0	10.0	40	0	1
MAP Social Practice	CISC9090	Research Thesis	90	9	120	13.3	10.0	90	30	1
MAP Social Practice	CISC9120	Research Thesis (Extended)	120	12	160	13.3	10.0	120	40	1

HPY	*Hours Per Year*
PS	*Principal Supervisor*
AS	*Associate Supervisor*
RDC	*Research Degree Completions (extra funding for 90 credit or above degrees)*
*	*Plus 5 hours per semester pastoral care allowance for every supervisor*
#	*Ten hours per year for all supervisors toward other duties*
+	*Part-time allocations are always half, where they are detailed*

It was agreed that guidelines cannot dictate a specific allocation common to all programmes. While RDC funding indicates the extra resources required for certain disciplines over others, factors such as the length of time that a discipline has existed or the transdisciplinary nature of a programme, were cited. It was also felt that the needs of students enrolling in Level 9&10 programmes at Unitec as opposed to universities, may be higher at this level, requiring more supervision and basic pastoral care. Finally, the need for guidelines to demonstrate that Unitec is adhering to student contact hours detailed in programme documents is essential.

It was clear to the group that some programmes are allocating too much time and others too little, notwithstanding the above factors. Moving forward, it was decided that parameters for time allocation (rather than a one-size-fits-all figure) are practical and very much needed. It was agreed that time for pastoral care and other duties should be integrated into these parameters, with the exception of Proposal Committee Membership, which should get a specific allocation from the HoS. It was also decided that a maximum number of supervisions per staff member should be recommended.

To help with the above, a summary was requested by the working party, of what should be expected from a Level 9 programme of study with a certain credit value, the following was shared;

Type of Research	Credits	Average word limits without Bibliography	Literature Review	Methods / Perspective	Interviews	Outcome
Dissertation	60	25000	Basic literature review	single method or perspective recommended	normally 3~5 interviews or 2~3 focus groups	Demonstrate ability and skills to research to the fore front of the knowledge
Thesis-Masters	90	40000	Substantial literature review	2~3 methods or perspective recommended	normally 8~10 interviews or 4~5 focus groups	
Thesis extended-Masters	120	60000	Significant Literature Review	multiple methods or perspective recommended	normally 13~15 interviews or 6~7 focus groups	
Thesis-Doctoral	240	100000	Major Literature Review	multiple methods or perspective recommended	normally 30~50 interviews or 13~15 focus groups	Contribution to new knowledge

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

- The guidelines agreed upon (appended here) by the working party are approved by Academic Board and added to an appropriate document, for example as a new clause to paragraph 3.2 in the Supervision and Advisement of Student Research Guidelines)
- The leaders of programmes are required to report back to Academic Board on the implementation of these recommendations by a reasonable and agreed date
- Heads of School are required to allocate time for Proposal Committee Membership and duties related to directed hours in groups (not one-to-one supervision)

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2 - Document factors that impact on the performance of supervisors

The disruption at Unitec in the last 5 years, which inevitably led to a Category Three status for Unitec in the EER, have impacted on our ability to deliver a totally consistent standard of supervision at Level 9&10. It should be noted that for the majority of programmes, high standards have nonetheless prevailed, as testified by success data. There are also external challenges, issues of academic quality particularly around literacy are a well-documented in the tertiary sector worldwide and Unitec is no exception. There are also programmes which have always faced challenges around finding the necessary supervision capacity, regardless of disruption. Staff churn has resulted in variability of experience and capability in postgraduate programme leadership and supervision. There are programmes that have been less disrupted, with consistently high standards across all performance indicators including supervision and others which have not fared so well. In these variations there is a direct correlation with programme leadership experience. There are also wider issues related to capacity, with disruption of administrative support and the loss of supervision capacity, along with ongoing changes in programme structures, management and leadership.

(The table below shows success and retention data for the Research Course only of selected Level 9 programmes. This is because this course is relevant to supervisors, taught courses in a masters do not involve a supervisor. This data has been gathered manually by Tūāpapa Rangahau, counting the numbers of theses submitted and showing a % that were retained on the course and were successful. This is because Unitec is not able to produce data accurately for Level 9 research courses due to the fact that they run over several years and can be extended or suspended)

The good news is that most programmes have continued to do well with success and retention statistics above 85%. It is really only one or two programmes that need particular attention, in addition to the support detailed in this report.

The following **recommendation** *is made to Academic Board with reference to the above;*

- Where monitors reports indicate there are problems with supervision, leaders of programmes and supervisors must attend training in leading and supervising on Level 9 programmes at Unitec. This would be at the discretion of the Director Research and Enterprise and the Director of Te Korowai Kahurangi. The training can be provided by Tūāpapa Rangahau and Te Korowai Kahurangi

Programme	Course Success Rate 2016	Course Retention Rate 2016	Course Success Rate 2017	Course Retention Rate 2017	Number of theses submitted 2016	Successful Theses Completion (2016 submissions)	Successful Theses Completion 2016	Number of theses submitted 2017	Successful Theses Completion (2017 submissions)	Successful Thesis Completion 2017	Student Head Counts 2016	Student Head Counts 2017	Student Head Counts 2018	2016 EFTS	2017 EFTS
(MARCH) Master Architecture	na	na	na	na	0	0	0	0	0	0	3	3	5	2.66	2.791
(MARCP) Master Architecture Professional	88%	90%	86%	89%	40	40	100%	61	58	95%	136	145	153	113.44	121.9
(MBUS) Master Business	96%	100%	100%	100%	9	9	100%	6	6	100%	23	23	22	15.58	13
(MCP) Master Creative Practice	88%	88%	100%	100%	0	0	#DIV/0!	1	1	100%	5	6	12	2.63	5.375
(MLA) Master Landscape Architecture	100%	100%	0%	0%	7	7	100%	6	6	100%	21	16	17	15.83	8.658
(MCOMP) Master Computing	92%	100%	98%	100%	5	5	100%	4	3	75%	27	27	31	14.33	12.13
(MOST) Master of Osteopathy	100%	100%	100%	100%	32	32	100%	15	15	100%	48	37	49	36.42	30.4

3 – Suite of professional development opportunities for supervisors

At Unitec students at Level 9&10 must be supervised by staff or contractors who are on the Unitec Supervision Register. To join the register, would-be supervisors must provide evidence that they; have a degree higher than or equal to the degree on which they are supervising; are research active to a specified and appropriate standard; complete the Successful Postgraduate Supervision workshop, which is run by Associate Professor Helen Gremillion, Research Professional Development Liaison, Tūāpapa Rangahau. The register is audited twice annually to ensure that staff continue to meet the research standard and to ensure they have the necessary support where needed.

In addition to this, a register is kept of every enrolled Level 9&10 student, outlining details about research proposals, research ethics, extensions, suspensions and most relevant here, supervisors, which is updated every month.

These processes are solid, but this review from the QAB prompted a rethink of the professional development of supervisors and the adequacy of a *one-off* approach.

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

- *refresher supervision workshops are now offered*
- *bespoke versions of this are tailored for particular programmes and publicised as such*
- *a new suite of postgraduate supervision workshops has been developed*
- *the Supervision Register mailing list has been filtered by Level 9&10 programme including leaders of programmes*
- *head of Māori Success, Pacifica Success, International and Student Services added to every list*
- *existing offerings adapted to be bespoke to each programme or related programme groups*
- *existing offerings adapted to be bespoke for high priority groups; Māori, Pacifica, International*
- *student support offerings, scholarships, facilities etc publicised directly and personally to the supervisors on specific programmes*
- *the leader of the programme is included and comms are followed up on the with a phone call*
- *a survey is conducted with supervisors about how to better support students*
- *implement more comms around the Executive Deans Award for Research Excellence, the 3-Minute Thesis Competition and graduate successe.; celebrate success*

All these actions are underway and the programme of new PD offerings is attached.

4 – Review of postgraduate student services and communication

There are extensive offerings for students, outlined in the attached summary which was prepared for the 2015 EER and updated in 2018 for the out-of-cycle EER.

It is important to state that in March 2019, a new state-of-the-art postgraduate study space and senior student lounge was opened concomitant with the move of the Tūāpapa Rangahau team to B112 - 2004.

Also important that the following questions were added to the Student Pulse Survey specifically to engage with the experiences at Unitec for postgraduate learners;

*1.	My supervisor gave me helpful feedback on my progress towards completing my final research project and/or thesis. [agree/disagree scale and opportunity to comment]*

*2.	The Postgraduate Moodle Resource was helpful for me in understanding the resources and requirements of my final research project and/or thesis. [agree/disagree scale and opportunity to comment]*

3.   The Postgraduate Student Learning and Achievement and library services were helpful for me in undertaking my final research project and/or thesis. [agree/disagree scale and opportunity to comment]

A meeting on 9th May with Caroline Malthus, a Senior Lecturer, Learning and Achievement who has the Level 9&10 postgraduate portfolio in Student Services and the Director of Research and Enterprise, came to the conclusion that there remains comprehensive support for students and that these do not need enhancing. What does need to happen is the flow of information and the lines of connection to students need to be restored, with respect to these services.

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

- *filter the Supervision Register mailing list by Level 9&10 programme including leaders*
- *add head of Māori Success, Pacifica Success, International and Student Services to every list*
- *adapt existing offerings to be bespoke to each programme or related programme groups*
- *adapt existing offerings to be bespoke to high priority groups; Māori, Pacifica, International*
- *publicise offerings, scholarships, facilities directly to the supervisors on that programme*
- *include the leader of the programme and follow up on the comms with a phone call*
- *include special interest groups on the mailing list*
- *conduct a survey with supervisors about how to do this better*
- *celebrate success; more comms around the Executive Deans Award for Research Excellence, the 3-Minute Thesis Competition and graduate successes.*

All these actions are underway and the summary of offerings, opportunities and facilities is attached.

Summary of Level 9 & 10 Student Support

Context

The Level 9&10 programmes sit on a solid foundation of experience and capability. Unitec has been offering degree-level programmes for 25 years. For two decades, Unitec had focused on professional and vocational education with 'real-world learning' as core programme characteristic. In 2009, there was a step change when we launched the Living Curriculum initiative. This underscored our commitment to outstanding teaching, with a key move away from prescription toward responsiveness, and a related reemphasizing of the significance of practice.

Unitec has offered masters degrees for 21 years and now has a portfolio of 7 active postgraduate programmes with over 158 staff on the Postgraduate Supervision and Advisory Register. By the end of 2018, 1377 students have completed master's degrees and a further 11 have graduated with a Doctorate or PhD, 7 in the Doctor of Computing.

Unitec has always maintained a focus on the professions and vocations, and our postgraduate programmes have been developed in response to needs identified in communities or industries relevant to the disciplines. For example, the Masters and the Doctor of Computing are focused on innovation in computer science and applied projects around computational intelligence, cyber security, robotics and 3D GIS mapping. Doctoral projects are at times financed through partnerships with organisations such as NIWA, MPI and Callaghan Innovation as well as various ICT companies.

Our Level 9 & 10 programmes are;

Recruiting in 2019 (active)
Master of Architecture (Professional)
Master of Architecture (Practice)
Master of Landscape Architecture
Master of Applied Practice (Social Practice)
Master of Creative Practice
Master of Business
Master of Computing
Master of Osteopathy

Not recruiting in 2019 (no new students, teaching out existing)
Master of Educational Leadership and Management
Master of International Communication
Master of Applied Practice (Generic)
Master of Education
Doctor of Computing

Finishing in 2018 (no more students and not offering)
PhD in Philosophy (Education)
Master of Health Science

The growth of postgraduate programmes has significantly enhanced the research culture at Unitec while providing highly skilled graduates in areas of applied and professional practice. Unitec continues to consistently review and upgrade our postgraduate portfolio to meet the demands of the contemporary workplace.

The Unitec postgraduate structure

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Postgraduate programmes are operated within schools. Each programme has an Academic Leader (AL) with the support of a Programme Academic Quality Committee, which oversees programme development and quality issues around teaching, learning and research. Each programme has a Proposals Committee where Level 9 & 10 proposals are developed and candidacy is formally approved. In the Doctor of Computing, an external reviewer is required, who must be approved by the Dean of Research and Enterprise. ALs allocate supervisors, who must be on the Postgraduate Supervision and Advisory Register. ALs also nominate examiners, one external, one internal for Level 9, two externals and one internal for Level 10, all of whom must be approved.

Postgraduate Research and Scholarship Committee

These various approvals are overseen by the Postgraduate Research and Scholarship Committee (PGRSC) which is chaired by the Director of Research and Enterprise. In summary, this committee has oversight of proposals, candidacy, supervisory compliance, extensions, suspensions, examination and research grade approval.

Tūāpapa Rangahau; partnering research and enterprise, run by the director, administers these processes, maintains the Postgraduate Supervision and Advisory Register, facilitates professional development provides a postgraduate student study support facility. There is a full time Postgraduate Academic Administrator who has personally administered every Level 9 & 10 examination for Unitec.

Ethics

Unitec has a Health Research Council - accredited ethics committee, which processes around 100 applications per year. On average around 80% of these are from postgraduate students, to whom the committee offers advice and works with the applicant and the supervisor to ensure a high standard of ethical research. Ethics applications are only considered with proof of ratification of the Research Proposals.

Policy, regulations and guidelines

These processes and structures occur within a matrix of policy, regulations and guidelines including;

Academic Integrity Policy
Health and Safety Policy
Conduct of Student Research Policy
Research Ethics Policy
Intellectual Property Policy

Application for Ethical Approval Guidelines
Documenting Research Outputs Guidelines
Research Ethics Guidelines
Scholarly Communication Guidelines
Student Research Guidelines
Supervision and Advisement of Student Research Guidelines

Masters Generic Regulations
Programme Specific Regulations (X 12)

Scholarships

Unitec offers $250,000 worth of Level 9 scholarships, which are distributed by the PGRSC and administered by Tūāpapa Rangahau. In addition to this, Tūāpapa Rangahau actively seeks and supports applications for scholarships from various government and private sources. Examples are Callaghan Innovation R&D Student Grants, Men's Health Trust scholarships, Todd Foundation Awards for Excellence and the Prime Minister's Scholarships for Asia.

Study space

Tūāpapa Rangahau hosts a study centre in addition to Te Puna, with 18 seats plus 4 with computer stations, Internet and printing facilities. There is a large, independent meeting/workshop space with data show and smart boards. The facility has seven-days-a-week, 18 hour a day swipe card access, lockers, fully equipped kitchen, free tea, coffee, milk and bathroom facilities.

Online, blended and face to face resources

Unitec, over the last investment plan period, has built significant capability to deliver programmes that are supported by virtual tools and online environments. This blended delivery is a component of the Living Curriculum approach. Unitec has increased the network speed between campuses and from the outside, which has resulted in a 100% increase in international download speed, and a five-fold increase in the speed of the Research and Education Advanced Network New Zealand Ltd (REANNZ) high-speed network connection. Unitec hosts the SAGE Research Methods tool found at: http://srmo.sagepub.com/.

This tool has been created to help researchers, staff and students navigate the plethora of methodologies and methods available in the design of research projects.

Coordinator of Learning Development for Postgraduate students, Student Learning and Achievement

Provision of academic skills and language development to postgraduate students, via workshops, group study and one-to-one; liaison, professional development workshops and advice to UNITEC academic staff on working with PG and students of English as an additional language; course specific workshops; specific liaison with lecturers of PG students, all departments, and the International Office. Position currently held by Caroline Malthus.

NVivo

NVivo is a qualitative data analysis (QDA) computer software package. It has been designed for qualitative researchers working with very rich text-based and/or multimedia information, where deep levels of analysis on small or large volumes of data are required. NVivo is used predominantly by academic, government, health and commercial researchers across a diverse range of fields, including social sciences such as anthropology, psychology, communication, sociology, as well as fields such as forensics, tourism, criminology and marketing.

SPSS

SPSS (Statistical Package for the Social Sciences) is a quantitative data analysis computer software package. It has been designed for quantitative researchers working with quantitative data, where descriptive and deep levels of analysis on small or large volumes of data are required. SPSS is used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations, data miners, and others.

Research Strategy

The strategy states that teaching, learning and research are inter-dependent at Unitec and that teaching is informed by applied research which is industry engaged.

Research Bank

Unitec's Research Bank is the digital repository in which staff and student research carried out at Unitec is stored and made available to the world, including all Level 9 & 10 theses. The Research Bank is administered by the library and was developed using DSpace, an open source software platform. The contents of the repository are listed on the National Library of New Zealand's Kiwi Research Information Service (KRIS).

3 Minute Thesis competition (3MT)

Unitec's 3 Minute Thesis competition occurs within the Annual Unitec Research Symposium first held in 2009, also showcasing staff research. The 3MT challenges postgraduate students to answer the question "What are you researching?" in a presentation of no more than three minutes. The three-minute presentation is pitched at an intelligent but non-academic audience and is about getting students to consolidate their ideas and crystallise their research discoveries.

ePress

Unitec's quality assured, open access, creative commons ePress stimulates and facilitates innovation in scholarly communication in support of research and teaching. ePress encourages staff/student   co-authorship;

Papers with students as co-authors:

Lucy Patston et al involved several Masters students in Osteopathy...
https://www.unitec.ac.nz/epress/index.php/thinking-while-standing-an-exploratory-study-on-the-effect-of-standing-on-cognitive-performance/

There is a paper for the upcoming *Perspectives in Biosecurity* that I believe involves student work - I can check if you want me to find out? Kristie Cameron et al on Sparrow Deterrents.

Publications that involved publication of student work:

The Hihiaua Studio (Landscape/Architecture project documentation in Whangarei)
https://www.unitec.ac.nz/epress/index.php/the-hihiaua-studio/

Puratoke journal (undergraduate papers in the humanities)
https://www.unitec.ac.nz/epress/index.php/puratoke-journal-of-undergraduate-research-in-the-creative-arts-and-industries-issue-1-2017/

Unitec

PROFESSIONAL DEVELOPMENT
Research Workshops, Courses & Retreats, and support for Supervisors 2019

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Tūāpapa Rangahau | Partnering Research and Enterprise
UNITEC INSTITUTE OF TECHNOLOGY

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WORKSHOPS

Everything the Beginning Researcher Needs at Unitec; General, PBRF and Collaborative Research, Academic Integrity

Lead: Helen Gremillion

Frequency: approx. 6 monthly, 3-hour session.

Audience: Staff new to research, or staff new to Unitec.

Objectives: To provide both the context for research at Unitec and practical information on systems and processes to aid staff members engaging in research.

Prerequisites: All attendees need to have a valid ROMS log on.

Content:
This workshop will cover the framework under which research is conducted at Unitec. We will address TEC requirements surrounding research, and what these mean for academic staff. The workshop will address the PBRF (Performance Based Research Fund), focusing on what this is and who needs to engage with it. Access to both internal and external research funding will be discussed. We will cover basic processes for planning a research project, including ethics, budgeting and reporting (these topics will be covered in more detail in another venue). Services available to support researchers at Unitec will be introduced, including the library. We will also briefly address aspects of collaborative research, including authorship, copyright and academic integrity. An introduction to Mātauranga Māori will also be provided.

Dates and Times:

Wednesday February 20, 9.30am-12.30pm,
Mt. Albert Campus; 182-1004

Friday February 22, 9.30am-12.30pm,
Mt. Albert Campus; 182-1004

Wednesday November 13, 9.30am-12.30pm,
Mt. Albert Campus; 182-1004

Register online: **https://unitec.wufoo.com/forms/z1b73ta61qn17nq/**

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Planning to Publish

Lead: Hugh Kearns
http://www.ithinkwell.com.au/

Audience: All research active staff, at any stage of their careers.

Objectives: To increase writing output.

Prerequisites: None

Content:
What are the secrets to high output, low stress scholarly writing? In academia it is often assumed that writing comes naturally. However, an overwhelming body of research shows that there are very clear and practical strategies that can greatly increase writing productivity. This workshop will help participants to understand: why it is difficult to get started; how we deliberately use distractions to slow down writing; the principles of quick starting; how to deal with destructive internal beliefs; and how to set a writing plan and stick to it.

About the workshop leader:
Hugh Kearns lectures and researches at Flinders University in Adelaide, Australia, and is recognised internationally as a public speaker, educator and researcher. He and his business partner Maria Gardiner have worked with more than three- quarters of Australia's universities and have also published and conducted workshops in the U.S., the UK and Ireland.

Date and Time:
Thursday May 9, 1.30pm-4.30pm
Venue: Unitec Mt Albert Campus, 182-1003
Register online: **https://unitec.wufoo.com/forms/z420r8h13nma13/**

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Turbocharge Your Writing

Lead: Hugh Kearns **http://www.ithinkwell.com.au/**

Audience: All research active staff, at any stage of their careers.

Objectives: To increase writing output. Prerequisites: None

Content:

What are the secrets to high output, low stress scholarly writing? In academia it is often assumed that writing comes naturally. However, an overwhelming body of research shows that there are very clear and practical strategies that can greatly increase writing productivity. This workshop will help participants to understand: why it is difficult to get started; how we deliberately use distractions to slow down writing; the principles of quick starting; how to deal with destructive internal beliefs; and how to set a writing plan and stick to it.

About the workshop leader:

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Date and Time:

Friday May 10, 9.30am-12.30pm
Venue: Unitec Mt Albert Campus, 182-1003
Register online: **https://unitec.wufoo.com/forms/z420r8h13nma13/**

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Professional Development for Level 9 &10 Supervisors

Introduction to Sage Research Methods database

Prerequisite: participants must be research-active Unitec staff members who are tenured or limited tenure at 0.2 FTE or more.

Workshop outline:

Sage Research Methods database is part of an array of databases subscribed to by Unitec Library that supports researchers at all stages of the research process.

This session will introduce the features of the database, including the Methods Map and Project Planner. Books, reference works, journal articles and a few videos are included in the database.

There will be time for discussion about other Library tools related to research and information management, eg. access to SPSS and Nvivo software on campus and the content of the Library's research guide.

Facilitator; Susan Eady and Dipti Vora
Date: Thursday 6th June
Time: 9.30 – 11.00am
Venue: 170 – 1012

To book for the purposes of supervision PD, register via **this link**.

Using R: An introductory course on statistical analysis and data visualisation.

Prerequisite: participants must be research-active Unitec staff members who are tenured at 0.5 FTE or greater, and who have a good understanding of descriptive statistics.

Workshop outline:

Unitec is intending to phase out SPSS statistical software, probably from 2020 and is replacing it with R software. As part of the phase out plan, Tūāpapa Rangahau is offering a 2 day workshop on R software.

R is a free, open source statistical analysis and visualisation tool which is quickly gaining currency. In this workshop experts in R will provide introductory training in its use. Access to the analytic

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power of R requires a face-to-face introduction for the novice, since users must learn to work with a command line rather than a graphic user interface. After taking this workshop, participants will be able to make efficient use of the extensive, existing resources on R that can be found on the internet. Participants will be introduced to R language fundamentals and basic syntax, learn the appropriate data structures for R, extract key statistics out of a data set, conduct simple analyses using appropriate syntax, and visualise data with appropriate graphics.

Facilitator; Arun Deo
Date: Wednesday 3rd July to Thursday 4th July
Time frame: 9.00am – 4.00pm
Venue: 180 - 2048

To book for the purposes of supervision PD, register via **this link**.

Industry research, staff/student collaboration workshop
(how to integrate teaching, learning, research, industry and get PBRF results)

Prerequisite: participants must be research-active Unitec staff members who are tenured or limited tenure at 0.2 FTE or more. Participants are asked to bring relevant examples of current or potential student research projects, wherever in the process this may be, for discussion and feedback in an interactive session.

Workshop outline:

This workshop outlines a model used in Environmental and Animal Sciences to make optimal use of limited time toward achieving research goals by facilitating projects involving staff and students. The workshop details how nominal funding can be procured to help students implement the projects which ultimately result in industry exposure for them and QA outputs for staff.

Facilitators; Dr Diane Fraser and Associate Professor Dan Blanchon
Date: Tuesday June 11
Time frame: 9.00am – 11.40am
Venue: 112 - 4009

To book for the purposes of supervision PD, register via **this link**.

Successful Postgraduate Supervision Refresher Course

Prerequisite: Completion of the blended course 'Successful Postgraduate Supervision'

This face-to-face refresher course focuses on peer-to-peer exchange of best practice and problem-solving around challenging circumstances in the supervision space.

Facilitator: Helen Gremillion
Dates: Friday 6 September
Time frame: 9.30 – 11.00am
Venue: 170 – 1008

To book for the purposes of supervision PD, register via **this link**.

Research Ethics: How to Prepare a Strong Application

Prerequisite: participants must be research-active Unitec staff members who are tenured or limited tenure at 0.2 FTE or more

Workshop outline: This workshop will introduce you to the role and importance of ethics in your research. It outlines Unitec's process for seeking ethical approval of your research project. Please note: all research projects with people as participants must have Unitec Research Ethics Committee (UREC) approval before research can begin. Come along to consider the issues involved and find out how you can prepare your application for approval. Check out the Postgraduate Student Resources pages on Moodle (password: 'Research01') if you would like to look at the general Ethics requirements before the session.

Facilitator: Caroline Malthus
Date: TBC (see registration link)
Time frame: TBC (see registration link)
Venue: TBC (see registration link)

To register go to **http://tpa.unitec.ac.nz/learningcentre/**. (Once you've accessed this site, click 'Booking' and then within the drop-down menu 'topic group', select 'Plan, Implement and Write Up the Research Paper'. Another drop-down menu will appear which lists this ethics workshop).

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Kaupapa Māori Research

Prerequisite: participants must be research-active Unitec staff members who are tenured or limited tenure at 0.2 FTE or more

Workshop outline:
This short course will assist your development in Māori success capability. The course offers a basic introduction to knowledge and skills in Kaupapa Māori (KM) Research.

Content:

- What is Kaupapa Māori? Understanding KM terminology, background and contexts
- Kaupapa Māori as a Research Methodology
- Kaupapa Māori in practice

Facilitator: TBC
Date: Thursday 18 July
Time frame: 9am - 12pm
Venue: TBC

To book please use **this link** (and scroll down to the last option listed)

Writing a Successful Grant Application

Prerequisite: participants must be research-active Unitec staff members who are tenured or limited tenure at 0.2 FTE or more

Workshop outline:

This course has been developed to support Unitec staff members who are seeking external research funding. It can also be completed for formative learning purposes. The course aims to build the confidence, skills and knowledge of Unitec staff to apply for grant funding for a research project, which could include students as co-researchers or research assistants.

Content:

- Steps towards a grant application
- Structures, policies and procedures at Unitec
- Checklist and tips on best practice for grant applications
- Collaboration with the Research & Enterprise Office
- Formulating research ideas and goals

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- Understanding the structure of applications and how to write them to fit funder requirements
- Handling the project and resource planning requirements of a grant application
- Learning from the process and its outcomes.

Facilitator: Helen Gremillion
Date: Ongoing
Time frame: Anytime
Venue: Online

To enrol in this course, click the following link, login to Moodle, then click 'Enrol me':
https://moodle.unitec.ac.nz/course/view.php?id=4574

In order to verify course enrolment and completion for supervision PD (online only), be sure to contact Research PD Liaison Helen Gremillion: **hgremillion@unitec.ac.nz**

Successful Postgraduate Supervision

Workshop Outline:

This blended course provides the information and skills staff need to engage in research supervision, from candidature through to working with students on theses. It addresses the candidature process, including research processes, regulations, and ethics at Unitec. You will be armed with the skills you need to manage the supervisory relationship effectively, including giving feedback, mentoring, time management, and motivating students.

The course is open to all staff involved in supervising postgraduate students. Material covered is also relevant for staff supervising undergraduate capstone research projects. Note that any Unitec staff member can self-enrol to access course material in her/his own time.

To enrol in this course, click the following link, login to Moodle, then click 'Enrol me'

https://moodle.unitec.ac.nz/course/view.php?id=4573

After self-enrolment, this course will appear under 'My Courses' on your Moodle home page.

To register for the concluding face-to-face session, contact the postgraduate administrator Cynthia Almeida: **calmeida@unitec.ac.nz**

N.B. a prerequisite for the face-to-face session is the completion of required on-line components (noted in Moodle).

Notes: completing this course, or its earlier equivalent, is required to be listed or to remain on Unitec's supervision register.

One's learning from this course, once applied to supervision practice, can be utilised to obtain a Teacher Capability badge at Unitec. Any teacher wishing to do this would need to enrol in the Feedback for Learning Moodle course and submit their evidence as outlined in Sections D and E. Here is a link to the enrolment form. Completion of the face-to-face session is not required to obtain a badge.

Facilitator: Helen Gremillion
Date: Ongoing (with a scheduled face-to-face component)
Time Frame: Anytime
Venue: Blended course

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ONLINE COURSES

Successful Postgraduate Supervision

Note: Online completion of this course can be applied toward a teacher capability badge. Please consult teacher capability resources at Unitec to learn more.

Audience: All staff involved in supervising postgraduate students. Material covered is also relevant for staff supervising undergraduate capstone research projects. This course accommodates approaches to supervision across a range of disciplines. All new applicants for the supervisor's register must complete this course within 12 months of admission to the register. All staff currently on the supervisor's register must complete the course (or its earlier equivalent), or they will be removed from the register. Note that any Unitec staff member can self-enrol to access course material in her/his own time.

Objectives: To provide staff with the information and skills they need to supervise research students successfully.

- Supervision skills: providing feedback, offering support, and time management
- Structures, processes, and regulations at Unitec
- Expectations of supervisors and students

This course provides the information and skills staff need to engage in research supervision, from candidature through to working with students on theses. It addresses the candidature process, including research processes, regulations, and ethics at Unitec. You will be armed with the skills you need to manage the supervisory relationship effectively, including giving feedback, mentoring, time management, and motivating students.

To enrol in this course, click the following link, login to Moodle, then click 'Enrol me'

https://moodle.unitec.ac.nz/course/view.php?id=4573

After self-enrolment, this course will appear under 'My Courses' on your Moodle home page.

N.B. enrolled staff members who are required to complete this course will be advised of the date, time and venue for a concluding face-to-face session.

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Writing a Successful Grant Application

Audience:

This course has been developed to support Unitec staff members who are seeking external research funding. There is an assumption that the participants will have already identified a funder, but the course can also be taken with a learning lens in mind. It is expected that participants liaise with the Senior Grants Advisor to ensure that appropriate steps are taken with a given funder. For some course participants, the face-to-face session (date and time TBC) will be required or strongly advised. Note that any Unitec staff member can self-enrol to access course material in her/his own time.

Objectives:

The course aims to build the confidence, skills and knowledge of Unitec staff to apply for grant funding for a research project. It adopts a blended approach, with a face-to-face session to provide expert and peer support so that by the end of the course partici-pants will have completed a draft of a grant application. This work can be submitted for an actual application or will contain enough details to use as a template for cutting and pasting into other applications.

Content:

- Steps towards a grant application
- Structures, policies and procedures at Unitec
- Checklist and tips on best practice for grant applications
- Collaboration with the Research and Enterprise office
- Formulating research ideas and goals
- Understanding the structure of applications and how to write them to fitfunder requirements
- Handling the project and resource planning requirements of a grantapplication
- Learning from the process and its outcomes.

To enrol in this course, click the following link, login to Moodle, then click 'Enrol me':
https://moodle.unitec.ac.nz/course/view.php?id=4574

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Managing a Research Contract

Audience:
This course is designed for Unitec staff members who have taken on a lead role to deliver on a contract to carry out a research project. It contains information to support management of the contract, and provides directions and tools to help deliver the out- comes.

Objectives:
This is a self-directed online course, aimed at exploring the knowl- edge and skills needed to lead a team successfully, to deliver on a research contract.

The course also aims to prepare the lead researcher for the required partnership with the Unitec Research and Enterprise Office (REO). REO staff members are available to help contract researchers fulfil their obligations, carry out some required tasks, set up systems and processes, and identify risk areas and needs.

Content:

- How the partnership with the Research and Enterprise Office works
- Fundamental understanding of research agreements
- Responsibilities of the project manager/lead researcher role
- Stakeholder relationships
- Expectation management of team members
- Anticipating and handling team conflicts
- Team motivation
- Project planning and reporting
- Monitoring timelines and budgets
- Intellectual property and publishing rights in a research contract agreement

There are no face-to-face sessions to accompany this course, but you will collaborate with the Research and Enterprise office to manage your contract.

To enrol in this course, click the following link, login to Moodle, then click 'Enrol me':
https://moodle.unitec.ac.nz/course/view.php?id=4772

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WRITING RETREATS

Research and Enterprise - Tūāpapa Rangahau, is pleased to offer Unitec staff members the opportunity to participate in a writing retreat during 2019.

The aim of the writing retreats is to allow researchers dedicated time away from their busy office (and phone and email) to work solely on a piece of academic writing.

Applicants can be at any point within their current research project, but do need to provide a clear statement of the immediate, anticipated outcome of participation in a retreat, whether it be reviewing literature, analysing data, or drafting a research output. Information about timing for the submission of a clearly identified QA output is also required.

Eligibility criteria are as follows:

- PBRF eligible (if you are unsure please speak with your Research Leader or Research Partner, or contact Helen Gremillion at **hgremillion@unitec.ac.nz**)
- Ability to commit to residential retreat for a minimum of three days, from 10am on day 1 through to 2pm on the final day (note: exceptions to arrival and departure times can be negotiated with advanced notice).
- Individual Research Plan (IRP) completed
- Orcid number assigned (If you do not have an Orcid number, please register here https://orcid.org/)

In the selection process, priority will be given to those working on a piece of (QA) research that will contribute to one or more of the following: a realistic PBRF portfolio for the 2024 PBRF round; achieving a minimum of 2 disseminated research outputs across any given 2-year period (note: a strong case would need to be put forward here, since normally this goal can be met by other means; please consult your Research Leader); for emerging researchers, launching a research output track record; fulfilling obligations to a funder.

We have a wonderful venue for 2019 retreats located on the North Shore at the Vaughan Park Retreat Centre. The retreats will include full catering and single-room accommodation.

Numbers are limited for each retreat. Please note that line-manager approval for PD leave to attend a retreat is required.

Note that the EOI form will ask you to identify the relevant journal, book, or other venue of publication/dissemination, and the anticipated submission date.

To submit an EOI for participating in a writing retreat this year, click on **this link**.

The next retreats with places available will take place:
16-19 July and 8-11 October.

The EOI submission deadlines are:
July Retreat – 5pm Friday 7th June
October Retreat – 5pm Friday 30th August

Note that is it possible to attend 3 of the 4 days. If you are interested, please complete the EOI form by the submission deadline date above.

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Unitec

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Research Workshops 2019 Masterclass Series

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Research Skills and Development Course

In 2019 Unitec is offering support for a small number of staff to take an exciting new course, which supports emerging researchers who lack publishing experience to build their research and academic writing skills.

Successful applicants will engage in a series of tailored, online, 1-to-1 tutorials on a negotiated schedule from April through to November – including detailed work shopping of a short piece of writing. Participants will commit to submitting this piece of writing to a peer-reviewed journal by the end of the year.

The course begins with two workshops (up to 2 hours each), then the bulk of it will be delivered 1 on 1 with a Research Professor to guide your independent work, including liaising with (a) content expert/s in your field (on your own) as needed.

This course covers: identification and development of research capabilities, refining a research question, reviewing and critiquing academic literature, identifying an appropriate research methodology, learning to collaborate with others as part of the research process, selecting a publication venue, academic writing for high impact, the journal submission process, and responding to peer reviews.

You will be utilising Unitec-allocated research time and/or available PD leave for this course, which can be listed in your ADEP as a key research 'Develop' (PD) activity. If you meet the criteria listed below and are interested to take up this opportunity, please submit an EOI by 5pm on Monday 11 March.

Participant criteria:

- capability and desire to begin building a track record of research publications
- little to no publishing experience
- never before published a QA journal article in the role of lead author
- availability of allocated research time (and/or PD leave) which
- can be used for this course
- line manager approval of participation in principle (including use of research time).

Note: This course is offered through Nelson Marlborough Institute of Technology, and has the potential to be cross-credited to ARA's Graduate Diploma in Tertiary Teaching and Learning. Unitec's Research and Enterprise Office will cover all course costs for participants.

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To	Academic Board	**From**	Academic Approvals Committee
Title	Review of Current Short Course provision	**Date**	2019 / 07 / 29

Recommendation/s

That the Academic Board approve a review of current Short Course provision to confirm that:

- **short courses that are currently active in the system are still being offered, are fit for purpose and therefore should remain active;**

- **short courses that are currently active are aligned to the correct category;**

- **short course data/information held in relevant Unitec systems is internally consistent and aligns with the approved documentation;**

- **short courses on offer are compliant with Unitec policy and procedure with a focus on quality assurance.**

That Academic Board approve a working party of the Academic Approvals Committee to undertake the review and report its finding back to the Board in September.

Purpose

The purpose of this proposal is to address a risk identified by the Academic Approvals Committee where many short course offerings may not be adhering to policy and procedure, and therefore not meeting quality assurance requirements. It was also noted that there are many short courses that are active in the system, but which have not been offered in a number of years.

The benefits of this proposal will be to establish a plan for improving compliance for all short course offerings at Unitec, as well as rationalising the system by retiring courses that are no longer required.

Background

The Academic Approval Committee recently undertook a review of the AC 1.3 Short Course, Training Scheme, and Vocational Pathway Procedure. During discussions it was highlighted that Te Korowai Kahurangi has for some time been concerned that the majority of short courses do not have consistent data/information available to demonstrate that they continue to meet the requirements outlined in the policy and procedure, as well as not complying with academic quality requirements.

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This was noted as being a legacy issue deriving from the way that Short Courses were approved in past years, and that they have generally 'flown under the radar' and not featured prominently in the improvements made to quality reporting and monitoring in recent years.

Short Course provisional data (July 2019)

440 active Short Courses

80 have course descriptors and other relevant documentation in Academic e-Library

40 have scheduled activity for 1194

Other provision under this procedure, such as Training schemes were regarded as being fully compliant.

Next Steps

A working party of the Academic Approvals Committee will undertake the review and report its findings back to the Board in September. The findings will include recommendations for improvements in data/information required for short courses, academic quality requirements for short courses and proposals for the retiring of short courses that are no longer required.

Attachments

None

Contributors

Steve Marshall – Lead, Quality Partnering

Members Academic Approvals Committee

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For approval

To	Academic Board	**Date:**	31 July 2019
From:	Annette Pitovao, Director of Student Success,		
Subject:	Student Disciplinary Statute		

Purpose

This memo recommends that Academic Board approves the below changes to the Student Disciplinary Statute. The memo also states reasons for those changes.

Recommendations

1) It is recommended that Academic Board approves the following changes to the Student Disciplinary Statute to take effect immediately:

   a) Replace the mention of the 'Doc Owner: Executive Director Student Experience' in the footer of the document with 'Executive Dean Academic'

   b) Replace the 'Document owner: Executive Director Student Experience under the 'document details' section with the 'Executive Dean Academic'

   c) Replace all mentions of Executive Dean responsible for Academic Development' with 'Executive Dean Academic'

2) It is communicated to all staff that the Student Disciplinary Statute is owned by Merran Davies as the Executive Dean Academic

Reason for changes:

- Historically for many years up until September 2018 the owner of the Student Disciplinary Statute was 'Executive Dean responsible for Academic Development'

- In September 2018 the Academic Leadership Model was in flux and it was not immediately clear who the Executive Dean responsible for Academic Development' was, therefore as a temporary measure the document owner was changed to 'Executive Director Student Experience'

- However the Statute's provisions still state that the 'Executive Dean responsible for Academic Development' is to carry out key processes in 18 separate places in the Statute. On reflection it is clear that the document ownership and these key processes previously carried out by the 'Executive Dean responsible for Academic Development' now fit best with the 'Executive Dean Academic'. Currently this role is held by Merran Davies.

- It is important that the ownership of this key academic document is made clear to staff and makes sense.

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

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memo

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

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Duration of the Unitec ethics applications

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

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

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

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

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

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

Review ethics application processes and make recommendations

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

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The key issues emerging from these discussions were;

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

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

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

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

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

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

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

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

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

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

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

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

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

Review and publicise student support around ethics applications

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

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

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

Review, develop and publicise ethics professional development opportunities for supervisors

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

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

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

Facilitate the UREC Chair to join the PGRSC

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

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

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

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

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)

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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 gleaning 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

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[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.

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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.

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[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.

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[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,

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[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]

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[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

Karakia

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

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

Whakaritenga
Āta-Haere:
Preparation

Mahi Kotahitanga
Āta-Tuhi
Reporting on

Ngākau Māhaki
Āta-Titiro:
Reading your evidence

ĀTA-KŌRERO
EVALUATIVE CONVERSATIONS

Rangatiratanga
Āta-Tohutohu
Setting SMART Goals

Kaitiakitanga
Āta-Whakaaro:
Interpreting your evidence
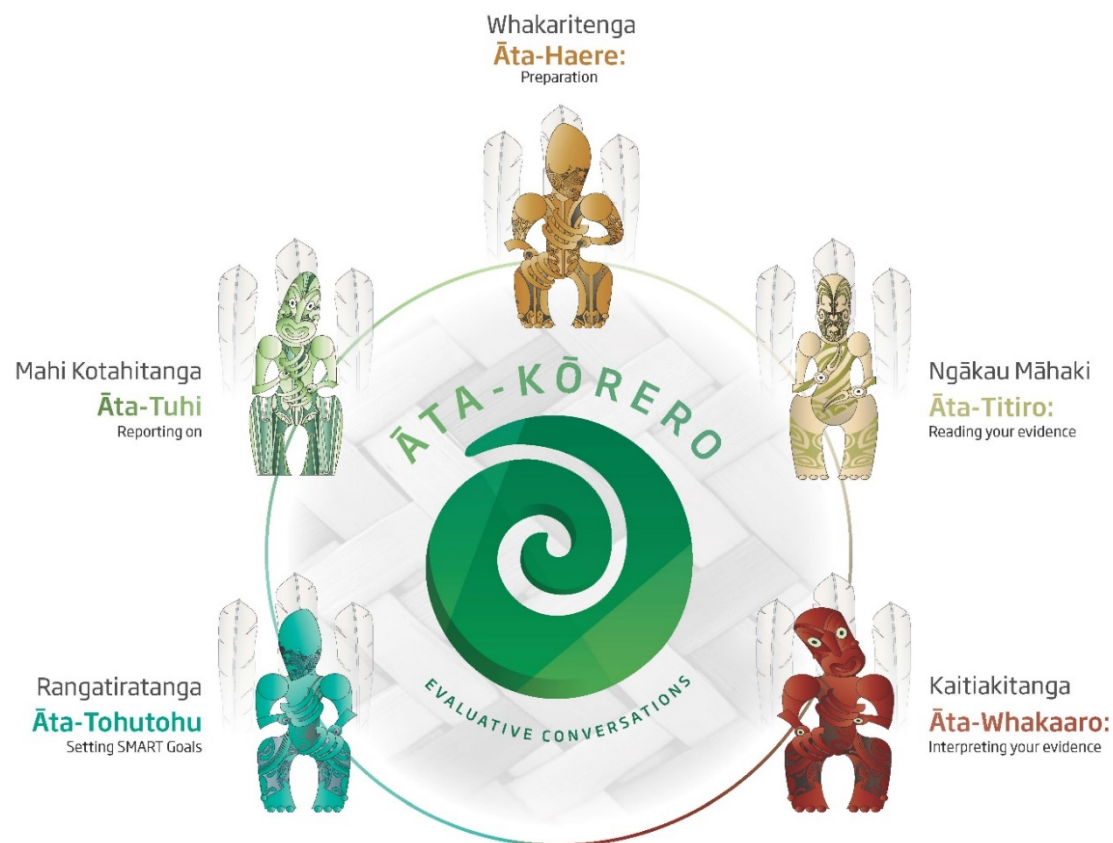
The Guiding Principles of Āta:

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

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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

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

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

Excellent	• 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	• Performance is generally strong • Effective contributing processes • Few gaps or weaknesses • Gaps and weaknesses have some impact but are mostly managed effectively
Marginal	• Performance is variable • Inconsistent contributing processes • Some gaps or weaknesses have some impact, and are not managed effectively
Poor	• 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 Kete[1] (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 performance[2] 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	• 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.	• 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	• 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)	• 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	• 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.	• 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)	• Highest level of graduates in paid work over past 10 years • Continued strong performance for Māori and Pacific	• 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

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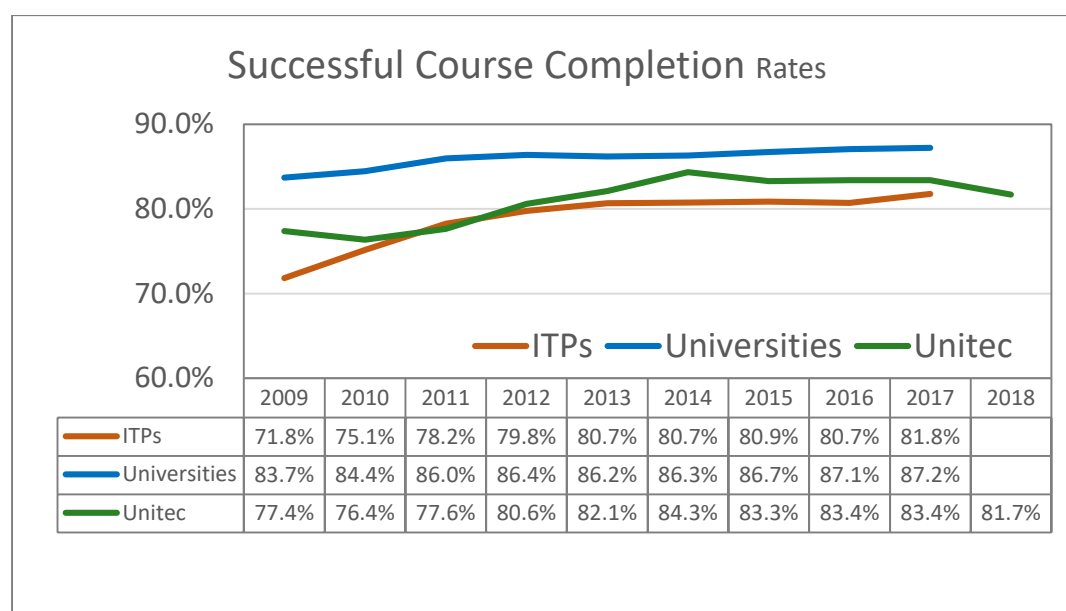2019-08-14

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.

Total EFTS					
School	**2015**	**2016**	**2017**	**2018**	**Percentage change in 2015-2018**
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.

Successful Course Completion Rates

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
ITPs	71.8%	75.1%	78.2%	79.8%	80.7%	80.7%	80.9%	80.7%	81.8%	
Universities	83.7%	84.4%	86.0%	86.4%	86.2%	86.3%	86.7%	87.1%	87.2%	
Unitec	77.4%	76.4%	77.6%	80.6%	82.1%	84.3%	83.3%	83.4%	83.4%	81.7%

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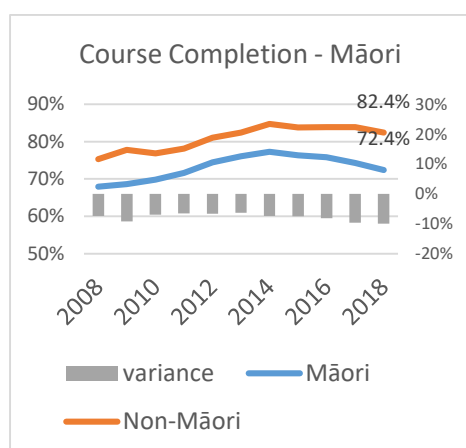
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	74.1%	83.9%	-9.8%
MIT	72.6%	83.6%	-11.0%
AUT	82.1%	85.2%	-3.1%
University of Auckland	86.0%	89.6%	-3.6%
ITP Sector	72.5%	83.2%	-10.7%

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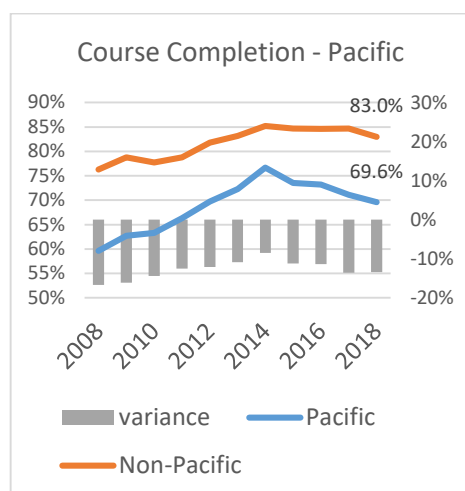
2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	71.0%	84.6%	-13.6%
MIT	77.1%	84.3%	-7.2%
AUT	69.5%	87.0%	-17.5%
University of Auckland	75.7%	90.7%	-15.0%
ITP Sector	73.7%	82.2%	-8.5%

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.

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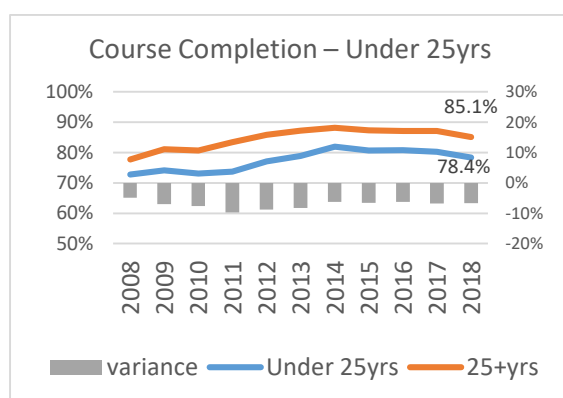
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	80.1%	91.9%	-11.8%
MIT	79.8%	85.7%	-5.9%
AUT	84.0%	88.1%	-4.1%
University of Auckland	89.1%	91.9%	-2.8%
ITP Sector	80.7%	82.8%	-2.1%

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%.

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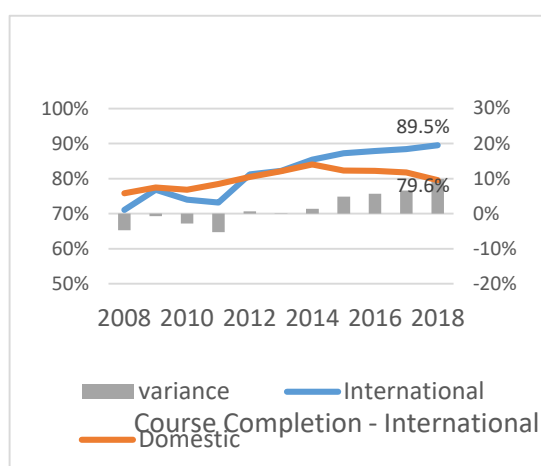
2017 Benchmarks	International	Domestic	variance
Unitec	88.4%	81.7%	6.7%
MIT	91.8%	80.5%	11.3%
AUT	90.6%	83.9%	6.7%
University of Auckland	90.5%	87.3%	3.2%
ITP Sector	91.1%	79.7%	11.4%

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.

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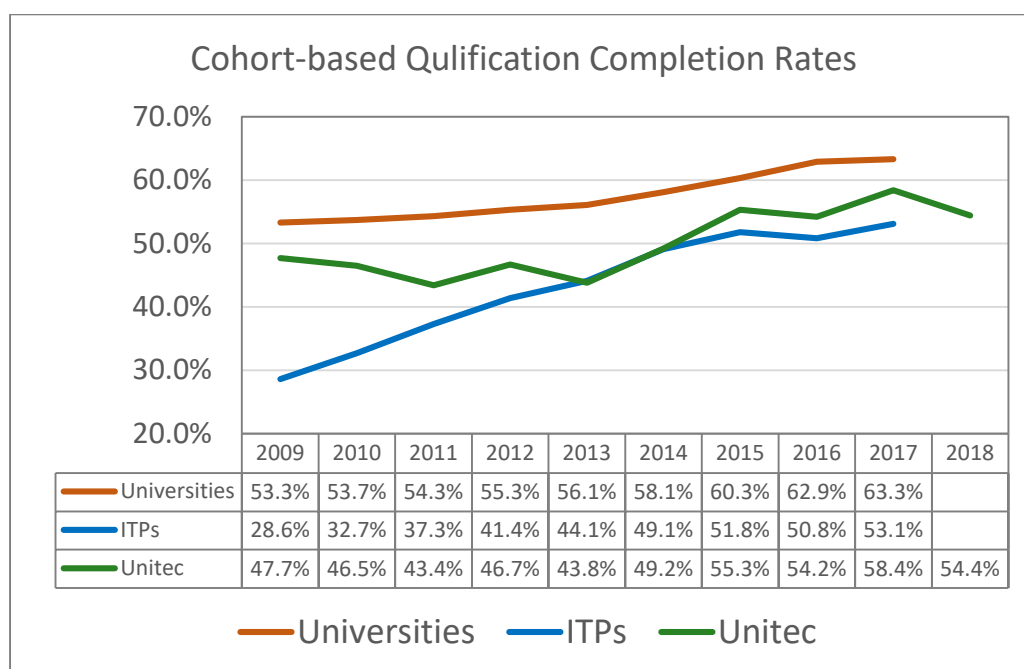2019-08-14

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%).

Cohort-based Qulification Completion Rates

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Universities	53.3%	53.7%	54.3%	55.3%	56.1%	58.1%	60.3%	62.9%	63.3%	
ITPs	28.6%	32.7%	37.3%	41.4%	44.1%	49.1%	51.8%	50.8%	53.1%	
Unitec	47.7%	46.5%	43.4%	46.7%	43.8%	49.2%	55.3%	54.2%	58.4%	54.4%

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 between 2017 and | Variance over 4 | EFTS |
School Name	**2015**	**2016**	**2017**	**2018**	**2018**	**years**	**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

Table title: **Variance in Cohort-based Qualification Completion Rate and EFTS in 2018**

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 then 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.

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[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.

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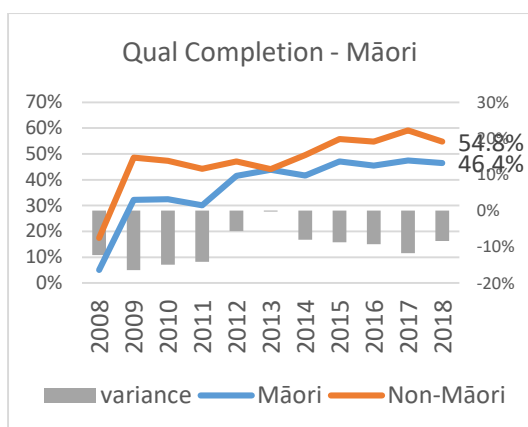
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	47.4%	59.0%	-11.6%
MIT	52.5%	54.6%	-2.1%
AUT	56.6%	65.1%	-8.5%
University of Auckland	58.2%	69.3%	-11.1%
ITP Sector	49.6%	53.7%	-4.1%

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.

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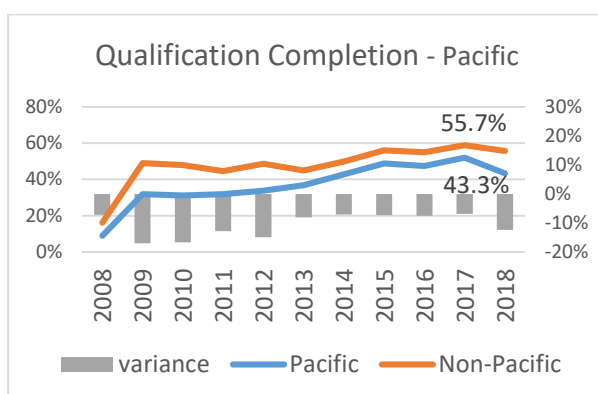
2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	52.0%	58.9%	-6.9%
MIT	51.9%	55.1%	-3.2%
AUT	48.1%	66.3%	-18.2%
University of Auckland	53.3%	70.1%	-16.8%
ITP Sector	51.3%	53.1%	-1.8%

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%).

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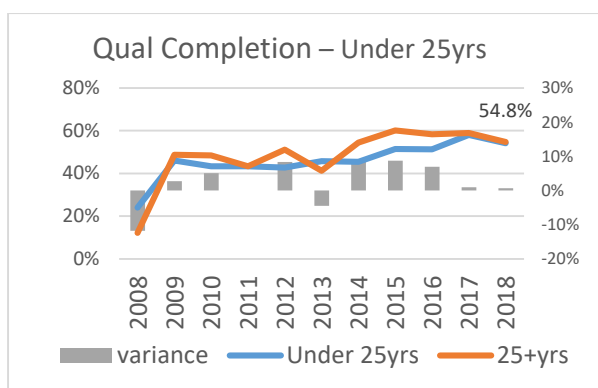
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	57.9%	59.0%	-1.1%
MIT	53.7%	55.4%	-1.7%
AUT	64.8%	64.5%	0.3%
University of Auckland	69.7%	67.1%	2.6%
ITP Sector	54.5%	51.8%	2.7%

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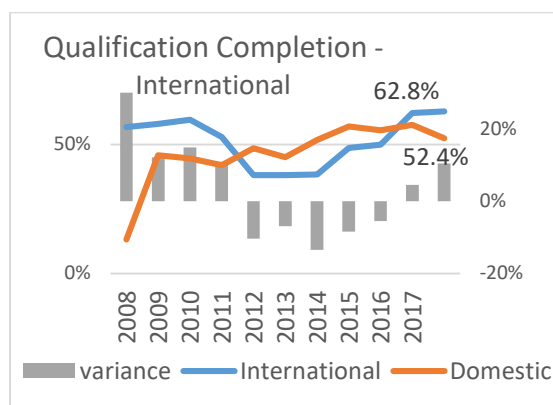
2017 Benchmarks	International	Domestic	variance
Unitec	62.0%	57.6%	4.4%
MIT	64.0%	53.7%	10.3%
AUT	77.5%	62.3%	15.2%
University of Auckland	75.3%	68.0%	7.3%
ITP Sector	65.2%	51.8%	13.4%

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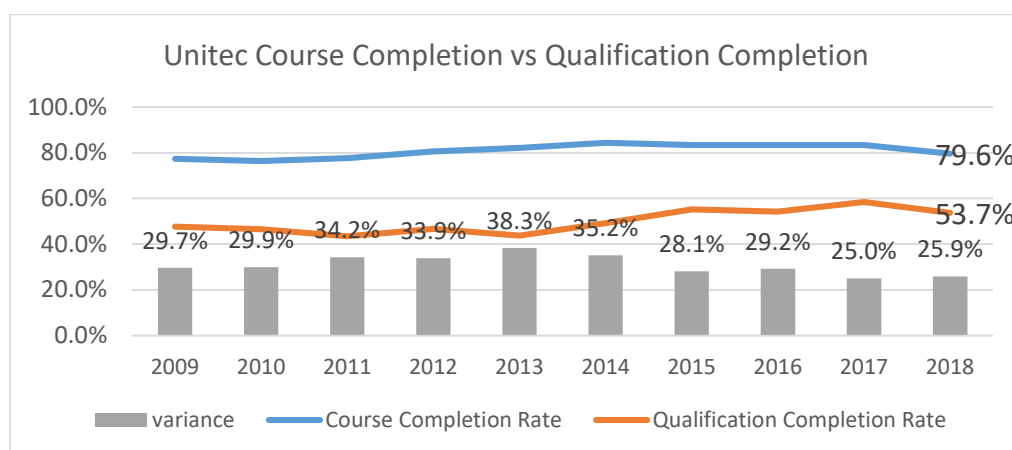
2017 Benchmarking	Course Completion Rate	Qualification Completion Rate	Variance
Unitec	83.4%	58.4%	25.0%
ITP Sector Average	81.7%	53.1%	28.6%
Universities Average	87.2%	63.3%	23.9%

Course vs Qualification Completion Variance by Intended Qualification

Chart categories:
- 01 - Natural and Physical Sciences
- 02 - Information Technology
- 03 - Engineering and Related…
- 04 - Architecture and Building
- 05 - Agriculture, Environmental and…
- 06 - Health
- 07 - Education
- 08 - Management and Commerce
- 09 - Society and Culture
- 10 - Creative Arts
- 11 - Food, Hospitality and Personal…
- 12 - Mixed Field Programmes

Legend: ■ Unitec ■ ITP Sector ■ Universities

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.
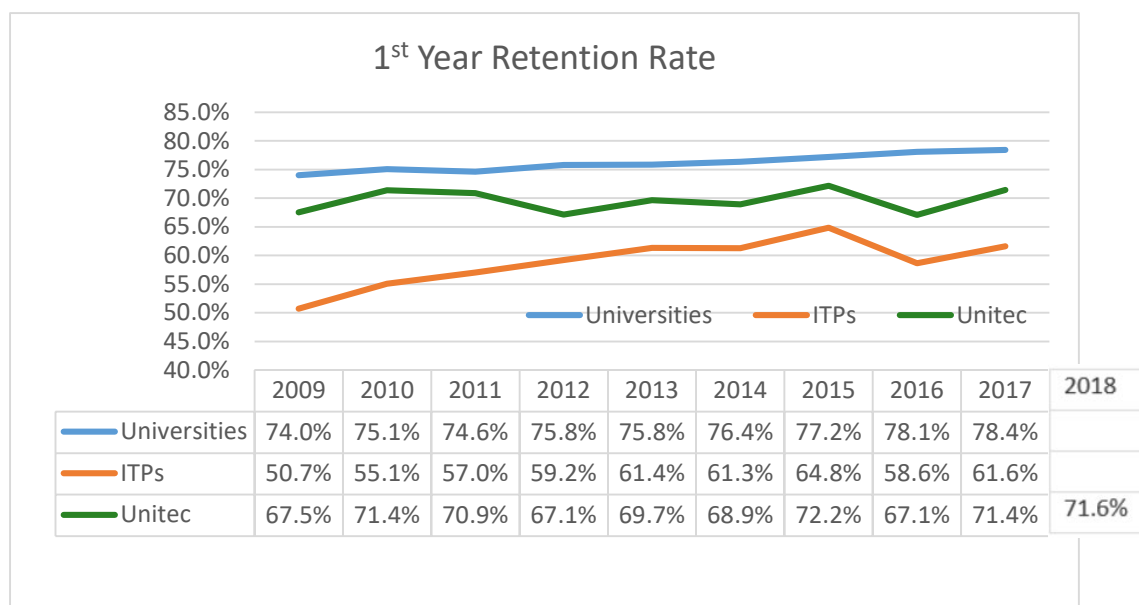- Support could be offered by Te Korowai Kahurangi to help staff understand the TEC Cohort-based qualification methodology so they can understand how it reflects on their student data.
- Detailed analysis into the variance difference between course and qualification completion rates should help to understand 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%.

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1st Year Retention Rate

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Universities	74.0%	75.1%	74.6%	75.8%	75.8%	76.4%	77.2%	78.1%	78.4%	
ITPs	50.7%	55.1%	57.0%	59.2%	61.4%	61.3%	64.8%	58.6%	61.6%	
Unitec	67.5%	71.4%	70.9%	67.1%	69.7%	68.9%	72.2%	67.1%	71.4%	71.6%

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.

1st 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.

1st Year Retention - Māori
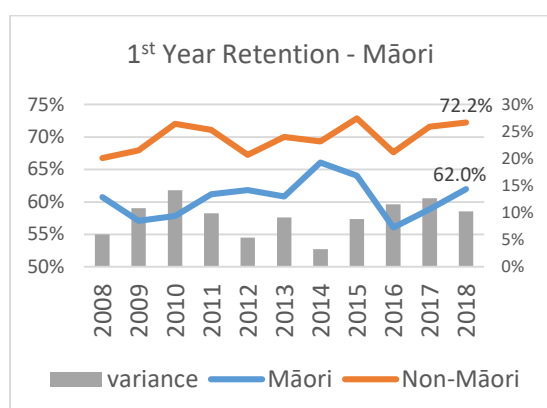
2017 Benchmarks	Māori	Non-Māori	Variance
Unitec	58.9%	71.6%	-12.7%
MIT	63.8%	66.4%	-2.6%
AUT	71.5%	78.5%	-7.0%
University of Auckland	77.4%	82.5%	-5.1%
ITP Sector	53.9%	62.6%	-8.7%

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%.

1st Year Retention - Pacific
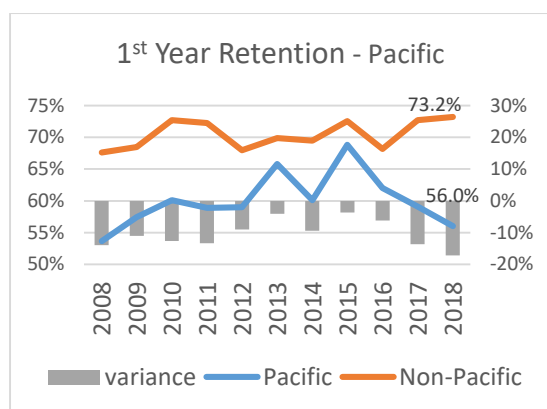
2017 Benchmarks	Pacific	Non-Pacific	variance
Unitec	59.1%	72.7%	-13.6%
MIT	62.1%	67.7%	-5.6%
AUT	70.5%	79.3%	-8.8%
University of Auckland	77.3%	82.6%	-5.3%
ITP Sector	56.8%	61.9%	-5.1%

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.

1st Year Retention – Under 25yrs
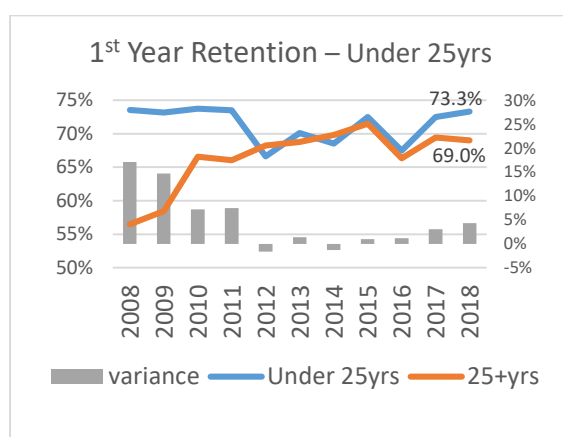
2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	72.5%	69.4%	3.10%
MIT	70.1%	60.6%	9.50%
AUT	79.4%	72.1%	7.30%
University of Auckland	83.8%	74.5%	9.30%
ITP Sector	66%	55.8%	10.2%

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.

1st Year Retention - International
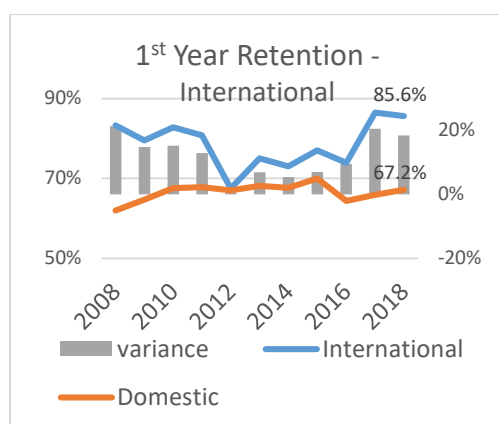
2017 Benchmarks	International	Domestic	variance
Unitec	86.4%	65.9%	20.5%
MIT	74.7%	64.1%	10.6%
AUT	91.1%	76.1%	15.0%
University of Auckland	90.3%	81.2%	9.1%
ITP Sector	73.5%	59.2%	14.3%

## 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.

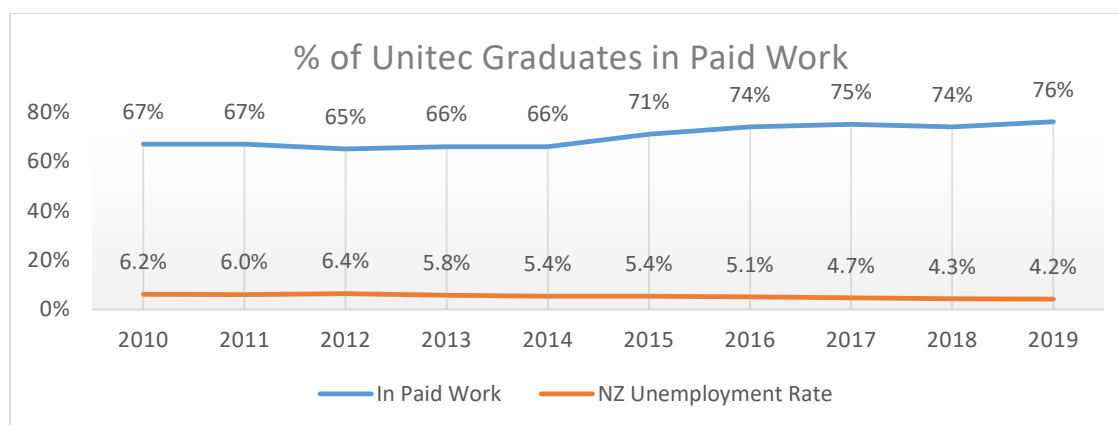# 4.0 Graduates Employed, Studying or Combining (GESC)

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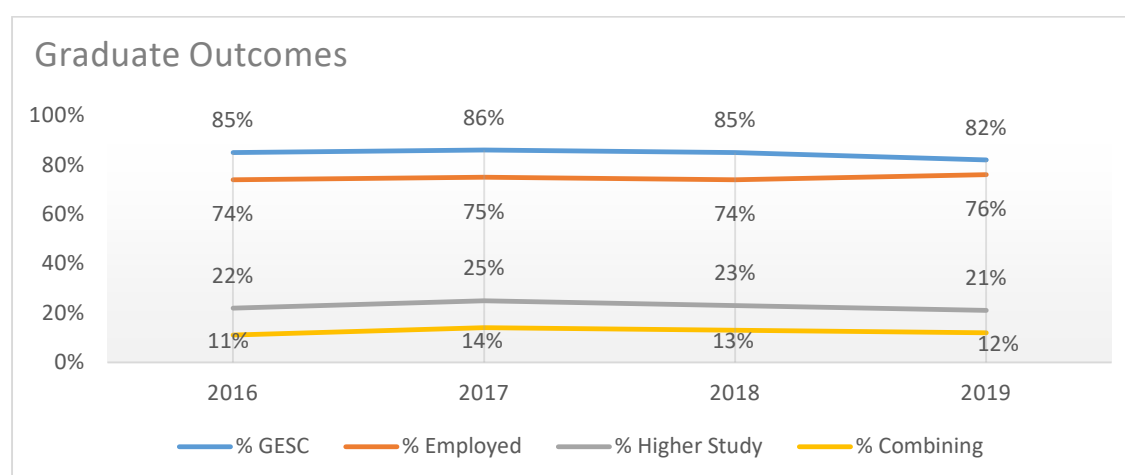
Longer term trends show that the % of graduates in paid employment is the highest level shown since 2010. The increase shown since 2015 coincides with the decline in New Zealand unemployment rate over the same period.

% of Unitec Graduates in Paid Work

Chart showing In Paid Work: 2010: 67%, 2011: 67%, 2012: 65%, 2013: 66%, 2014: 66%, 2015: 71%, 2016: 74%, 2017: 75%, 2018: 74%, 2019: 76%. NZ Unemployment Rate: 2010: 6.2%, 2011: 6.0%, 2012: 6.4%, 2013: 5.8%, 2014: 5.4%, 2015: 5.4%, 2016: 5.1%, 2017: 4.7%, 2018: 4.3%, 2019: 4.2%.

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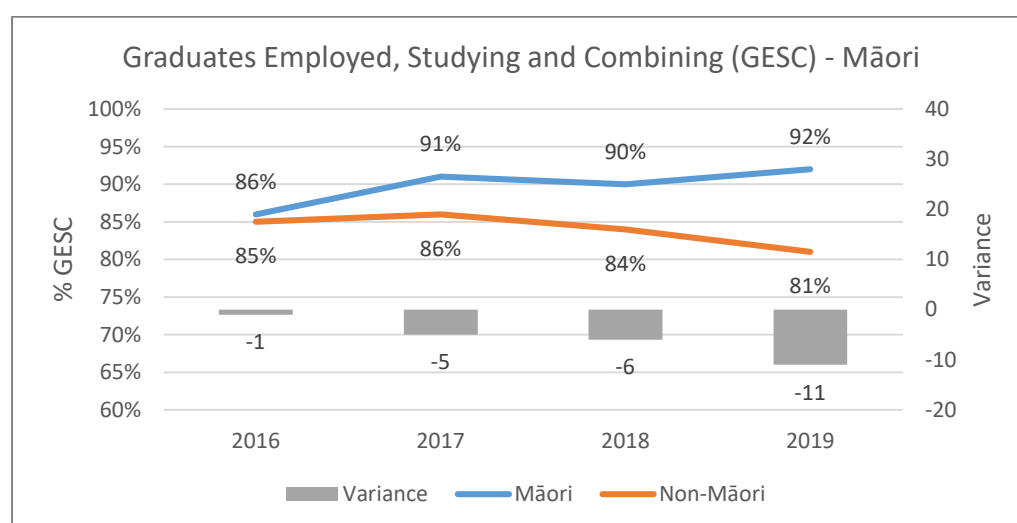
With only 129 Māori graduates surveyed in 2019, there is not, however, enough data to provide robust analysis at school or programme level.

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.

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Graduates Employed, Studying and Combining (GESC) - Pacific
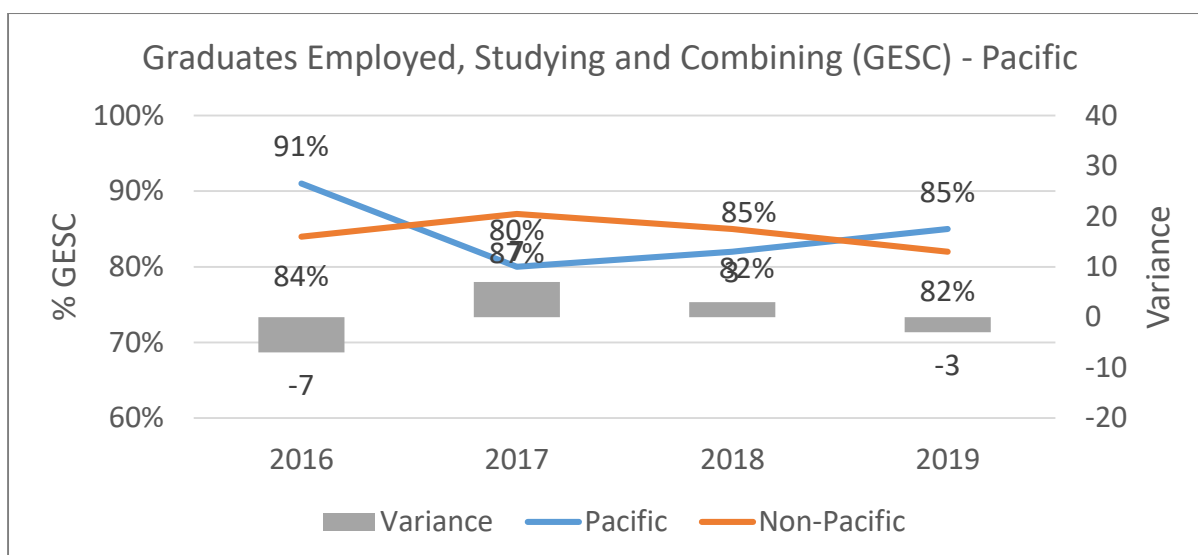
With only 161 Pacific graduates surveyed in 2019, there is not, however, enough data to provide robust analysis at school or programme level.

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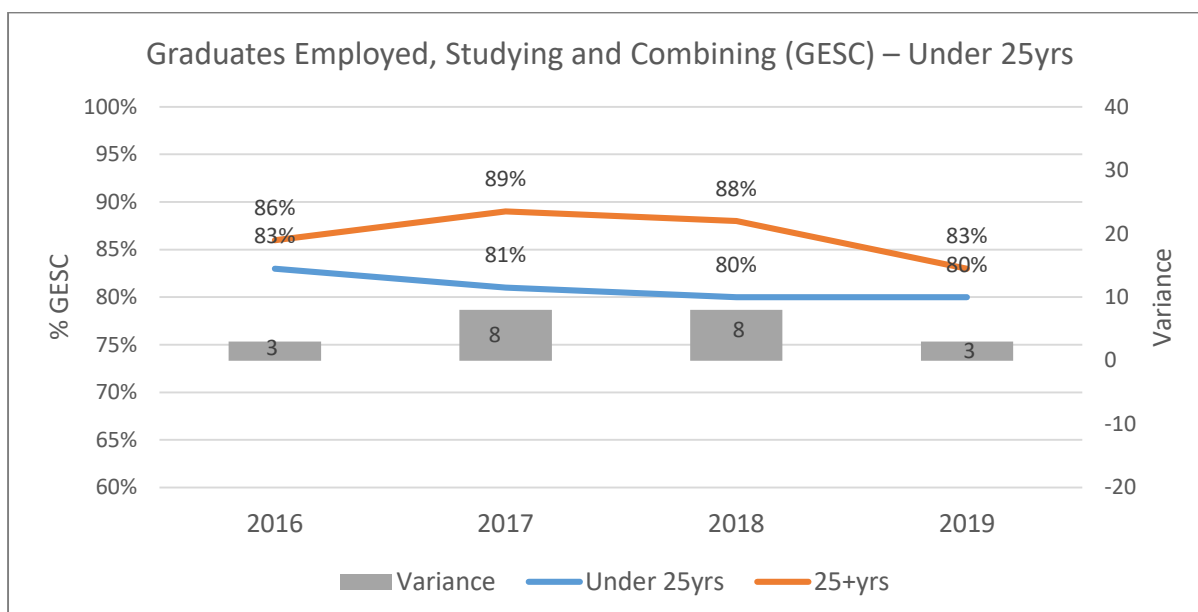
The under 25 year GESC rates are varied by school with the highest rates shown by Architecture (100%) and Community Studies (95%) while the lowest rates are shown by Computing & Information Technology (64%) and Applied Business (70%). Over time, the largest short term and long term declines are shown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

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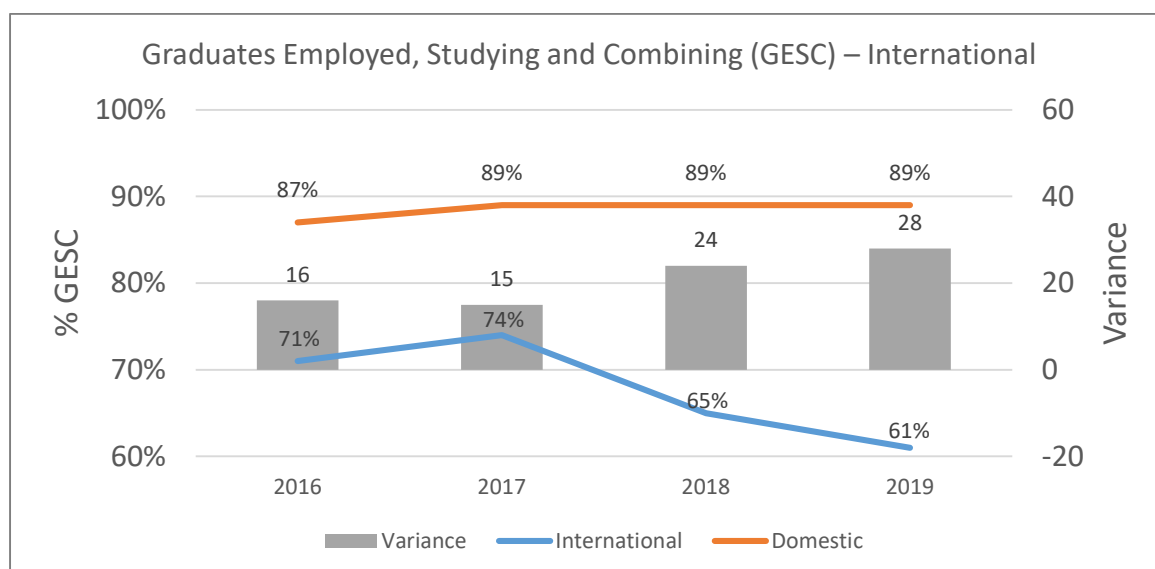
With only 279 International graduates surveyed in 2019, there is not enough data to provide robust analysis at school or programme level.

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

Microsoft Word Document

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

Purpose

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

Recommendation

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

Background

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

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

Findings

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

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

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

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

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

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

Specific findings

Programmes

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

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

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

Degree monitoring

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

Effective ongoing self-assessment and review

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

Assessment records

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

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

and

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

Moderation

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

Non-approved changes to programmes

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

Research

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

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

Training Schemes

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

Enrolment

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

Credit reporting

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

Audit

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

Statutory Declaration Action Plan

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

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

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

To	Academic Board	**From**	Hung Ngo, Principal Scheduler, Operations
Title	Approval for 2021 Academic Calendar	**Date**	28/6/2019

Recommendation

That the Academic Board approves the 2021 Academic Calendar.

Purpose

The Timetabling Office creates Academic Calendars two years in advance to enable international students to be given formal offers of place so they can apply for a study visa.

<u>What are the benefits?</u>

The approved 2021 Academic Calendar, once embedded into the timetabling system, can be used to determine whether all active Unitec programmes can be accommodated now that room booking options have been reduced due to the downsizing of the campus.

Background

Having detailed academic calendars in advance allows the Unitec International team to get into the international student recruitment market in a timely manner and allows the Timetabling Office to plan the required resources to accommodate all Unitec programme offerings.

Academic Calendars are created to closely align with primary and secondary school holidays to help reduce time taken off study for childcare by students with children.

Next Steps

Once the 2021 Academic Calendar is approved it will be published at H Drive location: H:\2. Academic Development\E-Academic Library\1.0 Timelines and Dates for reference, and the 2021 semester start and end dates will be entered into the PeopleSoft Student Administration System.

Attachments

Refer to attachment '2021 Academic Calendar'

Contributors

Andrea Thumath (Director Unitec Pathways College), Tara Roberts (Team Leader Student Finance, Accounts & Finance), Ruth Marsters (Student Event and Communications Manager, Student Experience), Tracy Chapman (Director - International Success), Rakesh Patel (Business Analyst, Accounts & Finance) and Kate Barry (Senior Lecturer; Academic Leader, Health Care)

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Week of year	Week Commencing	Semester Weeks	Princ Ac Calendar S/S Dec start	Princ Ac Calendar S/S Jan start	Events	Holidays	Primary	Secondary
					2021			
1	28-Dec-20				Summer Semester break			
2	4-Jan-21							
3	11-Jan-21	4	2020/21 Summer Semester	2020/21 Summer Semester	11 Jan 2021 Summer Semester resumes			
4	18-Jan-21	5						
5	25-Jan-21	6						
6	1-Feb-21	7				Observed Auck Anniv, Mon. 1 February	1	1
7	8-Feb-21	8			14 Feb 2021 Summer Semester ends	Observed Waitangi Day , Mon. 8 February	2	2
8	15-Feb-21						3	3
9	22-Feb-21						4	4
10	1-Mar-21	1	Semester 1 - 2021	Semester 1 - 2021	1 Mar 2021 Semester 1 begins		5	5
11	8-Mar-21	2					6	6
12	15-Mar-21	3					7	7
13	22-Mar-21	4					8	8
14	29-Mar-21	5				Good Friday, Fri. 2 April	9	9
15	5-Apr-21	6			Unitec Holiday, Easter Tues. 6 April	Easter Monday, Mon. 5 April	10	10
16	12-Apr-21	7					11	11
17	19-Apr-21				Semester 1 mid-semester break Graduation, 20-21 April			
18	26-Apr-21					Observed Anzac Day Mon. 26 April		
19	3-May-21	8	Semester 1 - 2021	Semester 1 - 2021	3 May 2021 Semester 1 resumes		1	1
20	10-May-21	9					2	2
21	17-May-21	10					3	3
22	24-May-21	11					4	4
23	31-May-21	12					5	5
24	7-Jun-21	13				Queens Birthday, Mon. 7 June	6	6
25	14-Jun-21	14			Study Week		7	7
26	21-Jun-21	15			Exam wk 1		8	8
27	28-Jun-21	16			4 Jul 2021 - Semester 1 ends Exam Wk 2		9	9
28	5-Jul-21				Semester Break (UPC semester 1 ends, Friday 9 July)		10	10
29	12-Jul-21							
30	19-Jul-21							
31	26-Jul-21	1	Semester 2 - 2021	Semester 2 - 2021	26 Jul 2021 Semester 2 begins		1	1
32	2-Aug-21	2					2	2
33	9-Aug-21	3					3	3
34	16-Aug-21	4					4	4
35	23-Aug-21	5					5	5
36	30-Aug-21	6					6	6
37	6-Sep-21	7					7	7
38	13-Sep-21	8			Graduation 15 September		8	8
39	20-Sep-21	9					9	9
40	27-Sep-21	10					10	10
41	4-Oct-21				Semester 2 - mid semester break			
42	11-Oct-21							
43	18-Oct-21	11	Semester 2 - 2021	Semester 2 - 2021	18 Oct 2021 Semester 2 resumes		1	1
44	25-Oct-21	12				Labour Day, Mon. 25 October	2	2
45	1-Nov-21	13					3	3
46	8-Nov-21	14			Study Week		4	4
47	15-Nov-21	15			Exam wk 1		5	5
48	22-Nov-21	16			28 Nov 2021 Semester 2 ends Exam wk 2		6	6
49	29-Nov-21						7	7
50	6-Dec-21	1	Summer sem. wks 1-3	Summer sem. wks 1-3	6 Dec Nov, 2021/22 Summer Semester begins		8	8
51	13-Dec-21	2					9	9
52	20-Dec-21	3					10	10
53	27-Dec-21				Summer Semester break			
1	3-Jan-22							
2	10-Jan-22	4	2021/22 Summer Semester	2021/22 Summer Semester	10 Jan 2022 Summer Semester resumes			
3	17-Jan-22	5						
4	24-Jan-22	6					TBA	TBA
5	31-Jan-22	7				Auckland Anniv., Mon. 31 Jan	TBA	TBA
6	7-Feb-22	8			13 Feb 2022 Summer School ends	Observed-Waitangi Day Mon 7 Feb	TBA	TBA

UNITEC PRINCIPAL ACADEMIC CALENDAR

Inhouse UNITEC use only — School Teaching Weeks

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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;

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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
	Senior Academic – 2	Anne McKay
Co-opted	Manager, UPC	Andrea Thumath

Staff in Attendance (Frequent)

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

POARI MĀTAURANGA | ACADEMIC BOARD

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

MEETING OPENED: 0900h

SECTION 1 – NGĀ KUPU ARATAKI | PRELIMINARIES

Item 1.01   Opening Karakia

Manawa mai te mauri nuku	Embrace the power of the earth
Manawa mai te mauri rangi	Embrace the power of the sky
Ko te mauri kai au	The power I have
he mauri tipua	Is mystical
Ka pakaru mai te pō	And shatters all darkness
Tau mai te mauri	Cometh the light
Haumi e, hui e, taiki e!	Join it, gather it, it is done!

Item 1.02   Welcome from the Chair

- Words *in absentia* and apologies from Murray Strong (Commissioner). (Tabled item)
  - Permission-Full: Members are encouraged to exercise the mandate and responsibilities of the Committee. They have the full permission and endorsement of the Commissioner to do so. The Chair supports this and noted that it will take time for Members to become accustomed to doing so.
- New agenda structure and reports. Discussion and suggestions.
- Commencement of Self-Assessment Practice at the close of proceedings.
- Further deferral of items from the regular meeting of 2019-06-12.
  - Academic Integrity Training for Students (Item 4.01)
  - Teacher Capability Development Evaluation (Item 5.02)
  - NZQA Statutory Declaration (Item 5.03)

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. Falaniko Tominiko
3. Glenn McKay
4. Katie Bruffy
5. Marcus Williams – Arrived 1047h
6. Nick Sheppard (Proxy for Chris King)
7. **Simon Nash (Chair)**
8. Simon Tries
9. Toni Rewiri
10. Tracy Chapman

Apologies

1. Annette Pitovao
2. Chris King (Nick Sheppard nominated as proxy)
3. Helen Vea
4. Lee Baglow
5. Merran Davis

MOTION

That the Committee accept the apologies for the meeting.

Moved: Simon Tries
Seconded: Falaniko Tominiko

MOTION CARRIED

Absences

(None)

Quorate Status

A minimum of 7 representatives was required; the meeting was determined to be quorate.

Hunga Mahi | Staff in Attendance

1. Daniel Weinholz (Secretary)
2. Steve Marshall
3. Heather Stonyer – Arrived 0912h

Item 2.02   Mahia Atu | Matters Arising

2.02.1 Incoming Member – Lee Baglow

The Committee noted that, as per the Terms of Reference, Lee Baglow has been nominated and appointed to Academic Board as a Senior Academic. No motion required.

2.02.1 Change of Member – Chair of Quality Alignment Board

The Committee noted that Debra Robertson-Welsh has left the role of Chair of Quality Alignment Board, and Simon Tries fills the role as Interim Chair. No motion required.

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

Related to:

- Section 7 Appendices, Item 7.01 ~ Item 7.03

MOTION

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**

Moved: Tracy Chapman
Seconded: Andrea Thumath

MOTION CARRIED

Item 2.04   Committee Work Plan (2019)

Noted. Still under development and refinement through the TKK stocktake of QMS reporting requirements.

Item 2.05   Ngā Tautapu Arotake | Actions For Review

2.05.1 Finite Action Items

Date Created	Item Identifier 2019.AB	Description	Responsibility	Target Delivery Date	Status / Date Completed
2019-03-13	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. 2019-07-10: Follow up with Chair of Ako Ahimura to present a report back to AB.	Simon Nash (Chair, Ako Ahimura)	-	**ACTIVE**
2019-04-03	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. 2019-07-10: Complete → Item 3.05.1	Simon Tries	2019-05-08	**COMPLETED 2019-07-10**
2019-05-08	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. 2019-07-10: Complete → Item 3.03.2	Simon Nash (Chair, AB) Simon Tries (Manager, TKK)	TBC	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: Consultation within Te Korowai Kahurangi has concluded to pause this work, pending the announcement on RoVE. As RoVE rolls out, it could mean that this item becomes a non-issue. There have been no student complaints on the matter, it was only raised by internal Unitec self-review work.	Simon Tries	TBC	**PAUSED until October**

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2019-06-12	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. 2019-07-10: Complete → Item 2.04. Further work shall occur on improving the quality and completeness of the Work Plan; for now, it is functional.	Simon Nash	2019-07-10	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: The meeting concluded that Unitec's employment achievements could already be peaking, given that our current rate is very near the local data maximum of 86%. Input to raising this level could result in a low return on investment. It was noted that the surveys only have a 20~30% response rate and that some programmes only have a 1% response rate. Instead of raising this target, it would be better to focus on increasing the number of graduate (programme completion) and improving their value (graduate outcomes / profiles). Simon Tries shall report back to Academic Board 2019-08-14 with more detailed advice / recommendations.	Simon Tries	2019-06-19	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: Communications sent.	Simon Tries	2019-07-10	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: Presented to the Special Meeting of Academic Board 20190619. (Simon Tries, with the Priority Group Directors and Glenn McKay, shall investigate why some Māori and Pacific success is already ahead of target, then combine it with the Employment Targets into a comprehensive report back to Academic Board 2019-08-14.)	Andrea Thumath	2019-07-10	**COMPLETED 2019-07-10**
2019-06-12	Action-029	**Academic Integrity Training – Feedback** Provide feedback to James Oldfield and Steve Marshall by COB 2019-06-21. 2019-07-10: Feedback received.	Committee Members	2019-06-21	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: Feedback indicated that the scope of the pilot recommendation was too large and that this may not be a feasible time in the institute's development to roll out such a disruptive and mandated change. Given that the module already exists, it could be offered to courses, programmes or groups which have a particular concern over Academic Integrity. For example, the International Student Orientation will include and present it	James Oldfield Steve Marshall Simon Nash	TBC	**ACTIVE**

		in-depth. The Working Group shall report back to Academic Board in a month or two with revised recommendations, taking note to include feedback from Student Success.			
2019-06-12	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. 2019-07-10: Complete → Item 4.03	Simon Tries	2019-07-10	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: A paper was written and presented to ELT. Their response was a request for further information on the current status of business cases, the process and requirements of composing business cases and what role AB does / should have in the signoff process that ELT ultimately oversees. Simon Tries and Simon Nash shall consult broadly, including Marketing and Commercial Services, for feedback on the adequacy of the current process. Simon Tries shall report back to Academic Board 2019-08-14 on the a) business case threshold, and b) business case process map.	Simon Tries	~~2019-07-10~~ 2019-08-14	**ACTIVE**
2019-06-12	Action-033	**Programme Development – Review of Pipeline Items** 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. 2019-07-10: Everything of significance shall go through the Portfolio Presentation Process occurring in July. The Heads have been notified of this.	Simon Nash	TBC	**COMPLETED 2019-07-10**
2019-06-12	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. 2019-07-10: (Simon Tries) Heads and PAQCs have been made aware of the importance of prioritizing the Interim PEP work.	Simon Nash	2019-07-10	**COMPLETED 2019-07-10**
2019-07-10	Action-035	**Reporting to ELT of Resources Needed to Achieve EPI Targets** The greater outputs of higher EPI Targets will require greater input of resources, especially for the parity targets for Māori and Pacific. ELT needs awareness of resources needed, in order to make decisions on resource allocation. (Related to Action-041.) 2019-07-10: Pacific – Falaniko Tominiko to work with Glenn McKay on a report back to Academic Board and ELT on what resourcing is required for the Pacific Success Strategy.	Glenn McKay Falaniko Tominiko	TBC	New

2019-07-10	Action-036	**Raising Staff Awareness of Academic Board** Draft communications to the whole institute workforce, to be reviewed by the Committee, regarding the purpose and function of Academic Board and how an issue could / should travel from a staff member up through to Academic Board.	Simon Nash	2019-08-14	New
2019-07-10	Action-037	**Utilization of NPS Verbatim Data** Report back to the Committee on how Verbatim Data from the Student NPS Survey can be used to inform Academic Board. Possibilities include that Academic Board could direct all Heads and Support managers to review the verbatim data and report back on their responses to that data, possibly through the PAQCs.	Simon Nash Simon Tries	TBC	New
2019-07-10	Action-038	**Remediation of Student Debt** Develop a proposal and scope for further investigation to identify proactive strategies to remedy and / or prevent outstanding student debts in partnership with Champions and Service Leads, and to identify how to incorporate it into the Academic Quality Action Plan.	Andrea Thumath Marcus Williams	TBC	New
2019-07-10	Action-039	**IAC Relationship with Priority Groups** Glenn McKay shall discuss with Heather Stonyer suitable mechanisms for raising the profile of Priority Group related issues at IACs.	Glenn McKay Heather Stonyer	2019-08-14	New
2019-07-10	Action-040	**Proposed Allocation of Industry Engagement Activities** Heather shall present a report to the Committee which proposes a view of the responsibilities of PAQCs, individual Academics, other identified parties and herself in relation to reporting to Academic Board on industry engagement activities.	Heather Stonyer	2019-08-14	New
2019-07-10	Action-041	**EPI Target Resource Need Reporting from Academic Board to ELT** Simon Nash shall work with Glenn McKay to develop an approach / mechanism through which Academic Board can communicate with ELT regarding resources needed to achieve the EPI Targets, especially parity of outcomes for Māori and Pacific students. Urgency is added due to Heads needing time to plan, implement, execute and report on specific actions to achieve the outcomes. (Related to Action-035.)	Simon Nash Glenn McKay	TBC	New
2019-07-10	Action-042	**IAC for Architecture** The report constituting Item 3.05.1 (2019-07-10) mentions "Architecture – a separate memo from HoS/PAQC regarding existing industry engagement meeting requirements of IAC and all accreditation requirements will be reviewed by AB." Steve Marshall shall follow up with Architecture as to the status of the memo, background context and the most appropriate committee for it to be addressed to.	Steve Marshall	TBC	New

2.05.2 Standing Action Items

Date Added	Item Identifier 2019.AB	Description	Responsibility	Status / Priority / Date Removed
2018-07-03	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. 2019-07-10: The Committee agreed to keep this item alive, pending until the RoVE announcement in a few weeks.	Simon Nash	**Low priority**
2018-07-31	Standing-003	**NZQF Proposal / Review** The NZQF Review commenced in February 2018 and targeted a number of focus groups (employers, Māori, Pasifika, professional and regulatory bodies, qualification developers and learners). The emphasis of this review questioned whether the NZQF were still fit for purpose, flexible and adaptive to stakeholders needs. The feedback from these groups informed the areas for consultation, of which there were four. In April, 2019 the NZQF Consultative Group met and delivered the following draft comments that have been amalgamated with discussion (Smart, 2019) occurring at the meeting: 1. Wider range of education products where NZ quality assured and highly regarded overseas publications appeared on the website in a 'Recognition Framework'. 2. Embed transferable competencies that support life long learning, employment with debate continuing around 'citizenship'. 3. Update level descriptors and address technical issues: a) Enabling degree apprenticeships and commentary around Level 7 descriptors covering the skills and attributes of a graduate apprenticeship b) VET: at time of qualifications renewal they are looked at objectively and not within the parameters of Level 2 – Level 4/5 for trades c) Suggestion of all Level 7 Diplomas be put through a TROQ d) Wide discussion on Level 8 Bachelor Degree with honours (Universities also in discussion) 4. Make NZQF user friendly and relevant by giving strong support for greater recognition of Mātauranga Māori and making NZQA more accessible through interactive portals with TEO and students views. Future: The NZQF Consultative Group, in recognition of current sector reform (ROVE, NCEA and Tomorrow's Schools), will get final feedback and move to publish the final results in September. 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. 2019-07-10: No news from NZQA yet. Nothing expected until September.	Simon Tries	**ACTIVE**
2019-05-08	Standing-005	**Renewal Plan** *Renewal Strategy* 2019-05-08: Draft to be presented to Academic Board 2019-06-12. 2019-06-12: No update 2019-07-10: The Strategy shall soon go for checking to ELT and the Commissioner, before presentation as a draft to all staff at Tū-Arotake	Checkpoint.	Merran Davis	**ACTIVE**

| | | *Waitakere Strategy*
"Investigate equity of student experience across the Mt Albert and Waitakere campuses, and face-to-face and online, and instigate improvement initiatives, particularly in regard to access to study spaces, classroom resourcing, support services and the library."
2019-05-08: Waitakere Success Strategy in progress with David Glover and Linda Aumua. They are opening 3 weeks of consultation with West Auckland community stakeholders, utilising data from Auckland Tourism, Events & Economic Development (ATEED). RoVE is not expected to impact this work, as it aligns with the Minister's aims.
2019-06-12: No update
2019-07-10: No significant update. Item renamed from "Waitakere Success Strategy" to "Waitakere Strategy. | | |

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.
Completed.

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.
Completed. Regular monthly memos and also as needed / directed by AB for Chair to do.

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.
Completed. Same solution as Action 2.

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.
Completed. A meeting was conducted on Tuesday, 2019-07-09. Coming out of the meeting was a move to try and set aside a whiteboard / project room to map out the QMS oversight and other work mentioned in this Action.

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.
Yet to do. Transformed into 2019.AB.Action-036 Raising Staff Awareness of Academic Board

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.
Completed. Merged into Action 7.

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.)
Completed. Item 2.07.1 Summary of Consultation

Item 2.06   AQAP – Scope: Unitec

Link noted.

Presenter/s: Simon Nash

The first full AQAP report is to be produced by the end of July. It will then come to inform Academic Board and simultaneously to NZQA. A summary of the report shall be communicated to all staff, possibly through The Nest.

Other points of note include:

- The report aims to leverage existing work as AQAP evidence rather than creating more work.
- Heads will take the AQAP to undertake a revision of their Annual Plans.
- Support Teams will also take the AQAP to undertake a revision of their Annual Plans.
- Progress reports are to come to Academic Board each month from Simon Nash.

Item 2.07   AQAP – Scope: Academic Board

(Tabled paper)

Presenter/s: Simon Nash

The definition and presentation of relevant items is under development, including:

1. QMS (Quality Management System) 'stocktake' by TKK
2. Committee amalgamations discussion
3. PAQC review
4. Regular end of AB meeting evaluations
5. AB Agenda restructure
6. AB Work Plan draft
7. General work on a "Permission-Full" environment for AB.

2.07.1 Summary of Consultation on Amalgamation of QAB and AA

(Tabled paper)

Presenter/s: Simon Nash

Discussion noted that a Head of School representative should be included in this work.

MOTION

That the Committee approve the following recommendations.

1. **Delay a decision on amalgamation while the Chair works with Subcommittee Chairs and TKK to:**

   a. **Better determine Academic Board needs for Subcommittees**

   b. **Test the issue of duplication of committee agendas by applying some decision-making scenarios and determining which committee they should go to and why.**

2. **Immediately go back to the Heads to seek commitment for academic attendance (and nominations where applicable) at Ako Ahimura and QAB in the interim**

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3. Continue to work on improved Subcommittee functioning as matter for all committees, particularly given EER feedback.

Moved: Marcus Williams
Seconded: Glenn McKay

MOTION CARRIED

SECTION 3   ITEMS TO RECEIVE

Item 3.01   Priority Group Director Reports

3.01.1 Māori

Written report noted.

Presenter/s: Toni Rewiri

Discussion

Discussion agreed to form the following Action.

ACTION – Simon Nash; Simon Tries

Utilization of NPS Verbatim Data
Report back to the Committee on how Verbatim Data from the Student NPS Survey can be used to inform Academic Board. Possibilities include that Academic Board could direct all Heads and Support managers to review the verbatim data and report back on their responses to that data, possibly through the PAQCs.

2019.AB.Action-037

3.01.2 Pacific

Written report noted.

Presenter/s: Falaniko Tominiko

A second version of the report is to be distributed to the committee that contains the same content, but with a structure aligned with the Māori Report.

Discussion

Strategy Outcome 3 – Falaniko shall collaborate with the Heads on how and when to embed Pacific content into their programmes / courses.

Strategy Outcome 4 – When needing a staff member to support community engagement, Falaniko / Pacific shall communicate with the Schools through the Pacific Success Champions.

Discussion on resourcing also contributed to the creation of *2019.AB.Action-035* and *2019.AB.Action-041*.

3.01.3 International

Written report noted.

Presenter/s: Tracy Chapman

Compliance > Assessment of Prior Learning (APL)
Work is underway with Quentin Williams on the mechanics of APL compliance. He will feed it into his next report on APL to the Quality Alignment Board.

Resourcing
The Student NPS has seen positive change. However, work is very constrained, especially regarding activity at Waitakere.

The matter of Resourcing shall form part of broader discussion that ELT needs to know what resource is needed in order to achieve the EPI Targets, currently driving *2019.AB.Action-035* and *2019.AB.Action-041*.

3.01.4 Under-25s

Written report noted.

Presenter/s: Andrea Thumath

Discussion agreed to form the following Action.

ACTION – Andrea Thumath; Marcus Williams

Remediation of Student Debt
Develop a proposal and scope for further investigation to identify proactive strategies to remedy and / or prevent outstanding student debts in partnership with Champions and Service Leads, and to identify how to incorporate it into the Academic Quality Action Plan.

2019.AB.Action-038

MOTION

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

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

Moved: Katie Bruffy
Seconded: Simon Tries

MOTION CARRIED

Item 3.02   Subcommittee Chair Reports

The following item/s were deferred due to time constraints.

3.02.1 Unitec Research Committee (URC)

3.02.2 Unitec Research Ethics Committee (UREC)

3.02.3 Postgraduate Research & Scholarships Committee (PGRSC)

3.02.4 Academic Approvals Committee (AAC)

3.02.5 Ako Ahimura (AA)

3.02.5.a.   Teacher Capability Development Report

3.02.6 Quality Alignment Board (QAB)

3.02.6.a.   PAQC Updates

3.02.5.b.   Quality of Teaching and Learning Report

To be removed from the agenda indefinitely.

Item 3.03   Quality Management System Reports

The following item/s were deferred due to time constraints.

3.03.1 Programme Management Update

3.03.1.a.   Programme Development

3.03.1.b.   Programme Reviews (5-year Reviews)

3.03.1.c.   Expiring and Discontinued Programmes

3.03.2 Degree Monitoring Report

3.03.3 Student Success Update

Not addressed due to time constraints.

3.03.4 Industry Engagement Report

Presenter/s: Heather Stonyer

The Committee discussed the report and agreed to the following Actions.

ACTION – Glenn McKay; Heather Stonyer

IAC Relationship with Priority Groups
Glenn McKay shall discuss with Heather Stonyer suitable mechanisms for raising the profile of Priority Group related issues at IACs.

2019.AB.Action-039

ACTION – Heather Stonyer

Proposed Allocation of Industry Engagement Activities
Heather shall present a report to the Committee which proposes a view of the responsibilities of PAQCs, individual Academics, other identified parties and herself in relation to reporting to Academic Board on industry engagement activities.

2019.AB.Action-040

The following item/s were not confirmed or addressed due to time constraints.

3.03.5 Self-Assessment Report

3.03.6 Risk Register Report

3.03.7 Head of School Reports

3.03.8 Student President Report

Item 3.04   Other Reports – Regular

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

Deferred due to time constraints.

3.04.2 Minutes of the Academic Board Standing Committee (ABSC)

Presenter: Simon Nash

This item had nothing to report at this time, but it shall remain in the Agenda structure.

3.04.2 Academic Appeal Committee Report

To be removed from the agenda indefinitely.

Item 3.05   Other Reports – Occasional

3.05.1 Industry Advisory Groups

Presenter/s: Heather Stonyer

IACs do not deal with course completion and success. IACs are external bodies that advise programmes on their relevance to the industry. Where an industry has a significant presence of Māori and Pacific, the IAC does have Māori and Pacific representatives, but they are primarily representative of the industry.   If the industry has dedicated activity toward Māori and Pacific, then that should be reflected by the IAC representation.

The IACs are still maturing. They give feedback on the graduate profiles and changes in the sector, skill shortages, trends, registration and more. Some IACs function extremely well; some not so well. Discussion recommended that they be held steady for now and avoid changes while the continue to mature.

All staff can attend IACs, but they have no voting rights. Only the Industry Representatives have voting rights. The appointments to membership last for 3 years to provide continuity and support discussion of long-term issues / perspectives.

ACTION – Steve Marshall

IAC for Architecture
The report constituting Item 3.05.1 mentions "Architecture – a separate memo from HoS/PAQC regarding existing industry engagement meeting requirements of IAC and all accreditation requirements will be reviewed by AB." Steve Marshall shall follow up with Architecture as to the status of the memo, background context and the most appropriate committee for it to be addressed to.

2019.AB.Action-042

MOTION

That the Committee receive the memo on Industry Advisory Groups.

Moved: Toni Rewiri
Seconded: Katie Bruffy

MOTION CARRIED

3.05.2 Consistency Reviews

Deferred due to time constraints.

SECTION 4   ITEMS TO APPROVE

Item 4.01   Research Annual Report 2018

Presenter: Marcus Williams

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.

MOTION

That the Academic Board endorses the 2018 Research Annual Report.

Moved: Toni Rewiri
Seconded: Katie Bruffy

MOTION CARRIED

Item 4.02   Review of Programme Academic Quality Committees

Presenter: Simon Tries

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.

Discussion

It was noted that this review could possibly include the quality of minutes, agenda and archiving.

MOTION

That the Committee approve the proposed terms of reference for the review of the Programme Academic Quality Committees.

Moved: Marcus Williams
Seconded: Simon Tries

MOTION CARRIED

Item 4.03   Interim PEP Timeframes for 2019

Presenter: Simon Tries

To provide the timeframes for the 2019 Interim Programme Evaluation and Planning process. They have already been communicated across the Schools.

MOTION

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

Moved: Simon Tries
Seconded: Katie Bruffy

MOTION CARRIED

Item 4.04   Research Productivity Traffic Light (RPTL) Report 2019

Deferred due to time constraints.

Item 4.05   Rule 18 Update

Presenter: Simon Tries / Steve Marshall

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.

MOTION

That the Committee 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 Sector Update to Te Poari Mātauranga | Academic Board in June 2019.

Moved: Andrea Thumath
Seconded: Tracy Chapman

MOTION CARRIED

SECTION 5   WHAKAWHITI KŌRERO | ITEMS TO DISCUSS

The following item/s were deferred due to time constraints.

Item 5.01   Analysis of 2018 End of Year PEP Reports

Item 5.02   2018 Student Performance Reports

Item 5.03   2018 Performance Based Research Fund (PBRF) – Quality Evaluation Report

Originally submitted to the meeting of 2019-06-12, and subsequently deferred.

Presenter: Marcus Williams

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

MOTION

That the Committee:

- **Review this report in order to discuss any pertinent content during the Academic Board meeting.**
- **Give endorsement to Tuapapa Rangahau for this Report.**

Moved: Marcus Williams
Seconded: Andrea Thumath

MOTION CARRIED

Item 5.04   Research Ethics Application Process

Originally submitted to the meeting of 2019-06-12, and subsequently deferred.

Presenter: Marcus Williams

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

Deferred due to time constraints, noting that it deserves proper discussion.

MOTION

That the Committee receives this review, approves the actions and considers the recommendations.

Moved: --
Seconded: --

MOTION deferred

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.

Reflections from Committee Members

- The meeting time of 3 hours was not enough to cover the agenda.

- The size of the agenda was not favourable for verbal discussion.

- The inclusion of the Subcommittee memos was great.

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Item 6.03   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

Item 7.01   Minutes of the Previous Meeting

Noted.

- Minutes of Meeting 2019-06-12 (Draft)

Item 7.02   Minutes of the Special Meeting – EPI Targets

Noted.

- Minutes of Meeting 2019-06-19 (Draft)

Item 7.03   Minutes of the Special Meeting – Academic Board Governance

Noted.

- Minutes of Meeting 2019-06-26 (Draft)

MEETING CLOSED: 1159h

READ & CONFIRMED

Chair: ……………………………………………………………   Date: _____ / _____ / _____

POARI MĀTAURANGA | ACADEMIC BOARD
E-Meeting
Online Meeting
Start: 1600h, 2019-07-11
End: 1400h, 2019-07-19

Respondents

1.   Merran Davis
2.   Simon Nash
3.   Marcus Williams
4.   Falaniko Tominiko
5.   Toni Rewiri
6.   Annette Pitovao
7.   Tracy Chapman
8.   Simon Tries
9.   Glenn McKay
10. Katie Bruffy
11. Lee Baglow
12. Andrea Thumath

Non-Respondents

1. Helen Vea
2. Chris King

SUMMARY

Motions 1 ~ 6

All in favour. Motions carried.

Motion 7 (Academic Calendar for 2021)

Concerns raised for investigation.

1. April Graduation → Falls during the mid-semester break at which time many staff take leave, possibly resulting in poor staff attendance at the ceremony.
2. September Graduation → May possibly be cancelled.

Decision postponed to Meeting of 2019-08-14.

MOTION 1

That the Committee receive the Subcommittee Chair Report/s. (Item 3.02)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 2

That the Committee receive the Programme Management Update. (Item 3.03.1 and sub-items)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 3

That the Committee receive the Degree Monitoring Report. (Item 3.03.2)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 4

That the Committee receive the Sector Update - NZQA and ITPs. (Item 3.04.1)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 5

That the Committee receive the Consistency Reviews Update. (Item 3.05.2)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 6

That the Committee accept and approve the Research Productivity Traffic Light (RPTL) 2019 Report. (Item 4.04)

Yes: 12   **No: 0**

MOTION CARRIED

MOTION 7

That the Committee approve the Academic Calendar for 2021.

Yes: 11   **No: 1**

MOTION DEFERRED to Meeting of 2019-08-14

POARI MĀTAURANGA | ACADEMIC BOARD
Standing Committee
Online Meeting
Start: 1200h, 2019-07-16
End: 1200h, 2019-07-18
Extension: 0946h, 2019-07-19

SUMMARY of MINUTES
All motion/s carried.

Item 1   Approval of Graduation List/s

Refer to location:

> H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2019\0716_ABSC

MOTION

That the Committee approve the Graduation List/s linked in this item.

MOTION CARRIED

** End of Minutes **

minutes

POARI MĀTAURANGA | ACADEMIC BOARD
Standing Committee
Online Meeting
Start: 1230h, 2019-07-23
End: 1230h, 2019-07-25
Extension: -

SUMMARY of MINUTES
Signed requests approved.
Unsigned requests not approved, but sent back to be signed and resubmitted to the next meeting, scheduled to begin on 2019-07-30.

Item 1   Approval of Graduation List/s

Refer to location:

H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2019\0716_ABSC

Some requests did not bear a HOS / Delegate signature. These requests have not been approved.

MOTION

That the Committee approve the *signed* Graduation List/s linked in this item.
That any *unsigned* Request are not approved, but shall be signed and resubmitted to a future meeting.

MOTION CARRIED

** End of Minutes **

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POARI MĀTAURANGA | ACADEMIC BOARD
Standing Committee
Online Meeting
Start: 1230h, 2019-07-30
End: 1230h, 2019-08-01
Extension: -

SUMMARY of MINUTES
All motion/s carried.

Item 1   Approval of Graduation List/s

Refer to location:

> H:\4. Non-Academic Services\Business and Marketing\Graduation Office\Reference Lists\Lists for Academic Board\2019\0730_ABSC

MOTION

That the Committee approve the Graduation List/s linked in this item.

MOTION CARRIED

** End of Minutes **