



Programme Document

Master of Applied Business

Postgraduate Diploma in Applied Business

Postgraduate Certificate in Applied Business

MAB, PGDAB, PGCAB

Level 9, 180 credits

February 2020, Draft 0.5

Contents

1 PROGRAMME FACTUAL SUMMARY	5
1.1 Factual Summary Sheet – Master of Applied Business	5
1.2 Factual Summary Sheet – Postgraduate Diploma in Applied Business.....	9
1.3 Factual Summary Sheet – Postgraduate Certificate in Applied Business.....	13
2 INTRODUCTION	17
2.1 Background.....	17
2.2 Proposed programme	18
2.3 Te Noho Kotahitanga.....	18
2.4 Unitec’s Living Curriculum.....	19
2.5 Manaakitia te Rito	19
3 PROGRAMME AIMS, OUTCOMES, AND STRUCTURE	21
3.1 Title.....	21
3.2 Strategic purpose statements	21
3.3 Graduate outcomes.....	21
3.4 Programme structure	23
3.5 Programme courses	25
3.6 Mapping course outcomes to the graduate profile	28
4 PROGRAMME DELIVERY	29
4.2 Delivery methods	30
4.3 Practical or work-based components.....	31
4.4 <i>The Living Curriculum in the Programme</i>	32
4.5 Te Noho Kotahitanga in Programme Delivery.....	33
5 ASSESSMENT AND MODERATION	38

5.1 Assessment in the Applied Business Programmes.....	38
5.2 Assessment methods	38
5.3 Assessment of work-based learning	40
5.4 Assessment of research.....	41
5.5 Feedback	41
5.6 Assessment planning.....	41
5.7 Assessment in Te Reo Māori	42
5.8 Assessment of Prior Learning (APL).....	42
5.9 Moderation of Assessment	42
6 PROGRAMME REGULATIONS	44
6.1 Master of Applied Business.....	44
6.2 Postgraduate Diploma in Applied Business.....	54
6.3 Postgraduate Certificate in Applied Business	63
7 PROGRAMME ACCEPTABILITY AND CONSULTATION	71
7.1 Introduction.....	71
7.2 Programme consultation.....	72
7.3 On-going consultation	77
8 RESOURCES.....	78
8.1 Staffing	78
8.2 Library services.....	82
8.3 Information management systems	83
8.4 Student guidance and support.....	84
9 SELF-ASSESSMENT, EXTERNAL EVALUATION, AND REVIEW	88
9.1 Academic and programme management.....	88
9.2 Programme changes.....	88
9.3 Evaluation and review	89

9.4 Student evaluation	90
9.5 Stakeholder engagement and feedback.....	91
10 RESEARCH	93
10.1 Research strategy	93
10.2 Research policies	94
10.3 Staff research.....	95
10.4 Student research.....	95
10.5 Research application.....	96
12 APPENDICES.....	97

1 PROGRAMME FACTUAL SUMMARY

1.1 Factual Summary Sheet – Master of Applied Business



Unitec Institute of Technology Programme Factual Summary

Programme Details

Programme title:	Master of Applied Business
With majors / specialisations/ pathways in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Programme abbreviation:	MAB
Level:	9
Total credits:	180
DAS (unit or achievement standards) credits:	0
Unitec credits:	180
Programme number:	
Programme owner:	Unitec Institute of Technology
Qualification:	Local Unitec qualification
Qualification award category:	11
NZSCED subject class:	080301
Nature of approval sought:	Degree Approval and Accreditation SAC Funding
Proposed start date:	26/07/2020
New programme or existing programme amended:	New Programme <input checked="" type="checkbox"/>
Brief summary of changes made (if appropriate):	Not applicable

Qualification Details

Qualification number:	N/A
Qualification title:	Master of Applied Business

With strands in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Version:	1.0
Qualification type:	Master's Degree
Level:	9
Credits:	180
Qualification developer:	Unitec Institute of Technology
Next review:	2025
Approval date:	

Outcome Statements:

Strategic purpose statement:	The Master of Applied Business will enable learners to apply an advanced body of knowledge in a chosen specialisation and confidently engage in significant research in an applied business context. Graduates will be able to apply advanced practices in the field of their chosen specialisation. This qualification prepares learners for further postgraduate study or to obtain employment, advance their careers or develop within their own organisation. The qualification will prepare and deliver capable and responsible business professionals into Aotearoa/New Zealand's economy and society.
Graduate profile:	<p>Graduates of the Applied Business postgraduate qualifications will have the knowledge, skills and capabilities to make highly effective contributions in business practice in both domestic and international contexts. This includes agile and critical thinkers, analytical, strategic thinking and decision-making skills, leadership and business advisory abilities, and advanced digital and research capabilities, to operate in structured and unstructured business situations.</p> <p>A graduate of the Master of Applied Business will be able to:</p> <ol style="list-style-type: none"> 1. Apply advanced knowledge of business theory and practice to enhance organisational outcomes. 2. Undertake applied research to critically evaluate business challenges and opportunities to inform decision making. 3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts. 4. Communicate effectively and professionally with a range of stakeholders. 5. Critically engage with ethically and socially responsible business practices.
Education pathway:	Graduates from the Master of Applied Business will be able to pathway into research degrees at the same or higher level, such as Master's with a high research component and / or Professional Doctorates.
Employment and/or community pathway:	Graduates will be able to obtain employment in a wide range of business positions and/or further their existing careers. For graduates of the Digital Marketing specialisation, roles include Digital Performance Consultant, Digital Marketing Manager and Digital & Search Specialist. Graduates in Supply Chain & Logistics will qualify for roles including Supply Chain Manager, Programme Manager – Supply Chain & Logistics and Logistics Specialist. Graduates in Business Analytics will be qualified for Business Analytics Manager, Head of Business Intelligence and Insights & Data Analytics Managers. Graduates of the Advanced HR specialization will be able to take up roles such as Human Resources

	Advisor and Senior HR Manager. Lastly, graduates of the Leadership specialisation are more likely to be able to move into management and leadership positions with their current employers or other employers including not-for-profit, NGOs and government organisation.
Content:	The Master of Applied Business offers students a post graduate qualification in business that includes an emphasis on applied learning. The programme includes several compulsory level 8 courses (including research methods), specialisation courses and an applied business project at Level 9.

Programme Specifications:

School:	Applied Business
Delivery mode:	Blended
Delivery methods:	<ul style="list-style-type: none"> • Interactive Lectures / Workshops • Case-studies/scenario-based learning • Flipped-classroom learning • Online learning • Group-based learning • Simulations • Project based learning • Practical learning • Self-directed learning
Delivery sites:	Mt Albert campus
Assessment methods:	<ul style="list-style-type: none"> • Literature reviews • Case studies • Practice demonstrations • Industry projects • Tests / quizzes
Assessment standards included: (if any)	N/A
Entry requirements for KIS:	Applicants must have a recognised Bachelor's degree (or higher) in a relevant discipline with merit achievement deemed to be a grade average of B- or higher; or a professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree or equivalent AND must meet the English Language Admission Requirements.
Entry requirements:	<p><u>General Admission Requirements</u></p> <p>Applicants must meet the following requirements:</p> <ol style="list-style-type: none"> a recognised Bachelor's degree (or higher) in a relevant discipline with merit achievement deemed to be a grade average of B- or higher; or a professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree or equivalent <p><u>English Language Admission Requirements</u></p> <p>Domestic applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing) or equivalent. International applicants must also meet the English Language Entry Requirements stated in Unitec's Admission Requirements Policy.</p>
Student Profile:	<input checked="" type="checkbox"/> Domestic & International
Student Destination:	<input checked="" type="checkbox"/> designed to lead directly to the labour market

Eligibility for student loans and allowances:	Access to: <input checked="" type="checkbox"/> loans <input checked="" type="checkbox"/> allowances
Nature of funding sought:	<input checked="" type="checkbox"/> SAC
Expected student intake:	20
EFTS	1.5
Programme duration (full-time):	1.5 years
Programme duration (part-time):	3 years
Programme duration (max):	5 years
Total programme weeks (incl. holiday weeks):	<i>State the total number of weeks for the programme, including holiday weeks</i>
Total teaching weeks (excl. holiday weeks):	<i>State the total numbers of weeks for the programme, excluding holiday weeks</i>
Total programme weeks per year (incl. holiday weeks):	<i>State number of weeks per year including holiday weeks</i>
Total teaching weeks per year (excl. holiday weeks):	<i>State the numbers of weeks per year excluding holiday weeks</i>
Average directed hours per week:	<i>State number of directed learning hours per week; this includes face to face or online teaching and any other "teacher-directed" activities</i>
Average work experience hours per week:	<i>State the number of average hours per week of work experience, clinical, practice-, field-, or work-based learning completed as part of the programme</i>
Average self-directed hours per week:	<i>State number of self-directed study hours per week; this includes time spent in studying, doing assignments, and undertaking practical tasks.</i>
Total study hours per week:	37.5
Total programme study hours:	1800

Contact details

Contacts:	Contact 1 Kerry Kirkland Head of School of Applied Business Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland 021 2289088. kirkland@unitec.ac.nz
	Contact 2 Simon Tries Manager – Te Korowai Kahurangi Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland (09) 849 4321. stries@unitec.ac.nz

Date: _____ [date of completion of the form - dd/mm/yyyy]

1.2 Factual Summary Sheet – Postgraduate Diploma in Applied Business



Unitec Institute of Technology Programme Factual Summary

Programme Details

Programme title:	Postgraduate Diploma in Applied Business
With majors / specialisations/ pathways in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Programme abbreviation:	PGDAB
Level:	8
Total credits:	120
DAS (unit or achievement standards) credits:	0
Unitec credits:	120
Programme number:	
Programme owner:	Unitec Institute of Technology
Qualification:	Local Unitec qualification
Qualification award category:	13
NZSCED subject class:	080301
Nature of approval sought:	Degree Approval and Accreditation SAC Funding
Proposed start date:	26/07/2020
New programme or existing programme amended:	New Programme <input checked="" type="checkbox"/>
Brief summary of changes made (if appropriate):	Not applicable

Qualification Details

Qualification number:	N/A
Qualification title:	Postgraduate Diploma in Applied Business
With strands in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Version:	1.0
Qualification type:	Postgraduate Diploma

Level:	8
Credits:	120
Qualification developer:	Unitec Institute of Technology
Next review:	2025
Approval date:	

Outcome Statements:

Strategic purpose statement:	The Postgraduate Diploma in Applied Business will extend and deepen learner's knowledge and capabilities in a specialised area of study through research and enquiry methods in an applied business context. Graduates will be able to apply advanced practices in the field of their chosen specialisation. This qualification prepares learners for further postgraduate study or to obtain employment, advance their careers or develop within their own organisation. The qualification will prepare and deliver capable and responsible business professionals into Aotearoa/New Zealand's economy and society.
Graduate profile:	<p>Graduates of the Applied Business postgraduate qualifications will have the knowledge, skills and capabilities to make highly effective contributions in business practice in both domestic and international contexts. This includes agile and critical thinkers, analytical, strategic thinking and decision-making skills, leadership and business advisory abilities, and advanced digital and research capabilities, to operate in structured and unstructured business situations.</p> <p>A graduate of the Postgraduate Diploma in Applied Business will be able to:</p> <ol style="list-style-type: none"> 1. Apply advanced knowledge of business theory and practice to enhance organisational outcomes. 2. Critically evaluate business challenges and opportunities to inform decision making. 3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts. 4. Communicate effectively and professionally with a range of stakeholders. 5. Critically engage with ethically and socially responsible business practices.
Education pathway:	Graduates from the Postgraduate Diploma in Applied Business will be able to pathway into further postgraduate study.
Employment and/or community pathway:	Graduates will be able to obtain employment in a wide range of business positions and/or further their existing careers. For graduates of the Digital Marketing specialisation, roles include Digital Performance Consultant, Digital Marketing Manager and Digital & Search Specialist. Graduates in Supply Chain & Logistics will qualify for roles including Supply Chain Manager, Programme Manager – Supply Chain & Logistics and Logistics Specialist. Graduates in Business Analytics will be qualified for Business Analytics Manager, Head of Business Intelligence and Insights & Data Analytics Managers. Graduates of the Advanced HR specialisation will be able to take up roles such as Human Resources Advisor and Senior HR Manager. Lastly, graduates of the Leadership specialisation are more likely to be able to move into management and leadership positions with their current employers or other employers including not-for-profit, NGOs and government organisations.
Content:	The Postgraduate Diploma in Applied Business offers students a post graduate qualification in business that includes an emphasis on applied learning. The programme includes several compulsory level 8 courses

(including research methods), specialisation courses and an internship.

Programme Specifications:

School:	Applied Business
Delivery mode:	Blended
Delivery methods:	<ul style="list-style-type: none"> • Interactive Lectures / Workshops • Case-studies/scenario-based learning • Flipped-classroom learning • Online learning • Group-based learning • Simulations • Project based learning • Practical learning • Self-directed learning
Delivery sites:	Mt Albert campus
Assessment methods:	<ul style="list-style-type: none"> • Literature reviews • Case studies • Practice demonstrations • Industry projects • Tests / quizzes
Assessment standards included: (if any)	N/A
Entry requirements for KIS:	<i>A description of programme entry requirements condensed into 255 characters (including spaces) for Level 5+ programmes only.</i>
Entry requirements:	
Student Profile:	<input checked="" type="checkbox"/> Domestic & International
Student Destination:	<input checked="" type="checkbox"/> designed to lead directly to the labour market
Eligibility for student loans and allowances:	Access to: <input checked="" type="checkbox"/> loans <input checked="" type="checkbox"/> allowances
Nature of funding sought:	<input checked="" type="checkbox"/> SAC
Expected student intake:	20
EFTS	1
Programme duration (full-time):	1 year
Programme duration (part-time):	2 years
Programme duration (max):	3 years
Total programme weeks (incl. holiday weeks):	<i>State the total number of weeks for the programme, including holiday weeks</i>
Total teaching weeks (excl. holiday weeks):	<i>State the total numbers of weeks for the programme, excluding holiday weeks</i>
Total programme weeks per year (incl. holiday weeks):	<i>State number of weeks per year including holiday weeks</i>
Total teaching weeks per year (excl. holiday weeks):	<i>State the numbers of weeks per year excluding holiday weeks</i>
Average directed hours per week:	<i>State number of directed learning hours per week; this includes face to face or online teaching and any other "teacher-directed" activities</i>

Average work experience hours per week:	<i>State the number of average hours per week of work experience, clinical, practice-, field-, or work-based learning completed as part of the programme</i>
Average self-directed hours per week:	<i>State number of self-directed study hours per week; this includes time spent in studying, doing assignments, and undertaking practical tasks.</i>
Total study hours per week:	37.5
Total programme study hours:	1200

Contact details

Contacts:	<p>Contact 1 Kerry Kirkland Head of School of Applied Business Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland 021 2289088. kirkland@unitec.ac.nz</p> <p>Contact 2 Simon Tries Manager – Te Korowai Kahurangi Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland (09) 849 4321. stries@unitec.ac.nz</p>
------------------	--

Date: _____ *[date of completion of the form - dd/mm/yyyy]*

1.3 Factual Summary Sheet – Postgraduate Certificate in Applied Business



Unitec Institute of Technology Programme Factual Summary

Programme Details

Programme title:	Postgraduate Certificate in Applied Business
With majors / specialisations/ pathways in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Programme abbreviation:	PGCAB
Level:	8
Total credits:	60
DAS (unit or achievement standards) credits:	0
Unitec credits:	60
Programme number:	
Programme owner:	Unitec Institute of Technology
Qualification:	Local Unitec qualification
Qualification award category:	14
NZSCED subject class:	080301
Nature of approval sought:	Degree Approval and Accreditation SAC Funding
Proposed start date:	26/07/2020
New programme or existing programme amended:	New Programme <input checked="" type="checkbox"/>
Brief summary of changes made (if appropriate):	Not applicable

Qualification Details

Qualification number:	N/A
Qualification title:	Postgraduate Certificate in Applied Business
With strands in (if applicable):	Business Analytics Digital Marketing Advanced HR Leadership Supply Chain & Logistics
Version:	1.0
Qualification type:	Postgraduate Certificate

Level:	8
Credits:	60
Qualification developer:	Unitec Institute of Technology
Next review:	2025
Approval date:	

Outcome Statements:

Strategic purpose statement:	The Postgraduate Certificate in Applied Business will extend and deepen learner's knowledge and capabilities of a specialised area of study in applied business contexts. This qualification prepares learners for further postgraduate study, or acquiring additional skills and knowledge for employment in a specialist role. The qualification will prepare and deliver capable and responsible business professionals into Aotearoa/New Zealand's economy and society.
Graduate profile:	<p>Graduates of the Applied Business postgraduate qualifications will have the knowledge, skills and capabilities to make highly effective contributions in business practice in both domestic and international contexts. This includes agile and critical thinkers, analytical, strategic thinking and decision-making skills, leadership and business advisory abilities, and advanced digital and research capabilities, to operate in structured and unstructured business situations.</p> <p>A graduate of the Postgraduate Certificate in Applied Business will be able to:</p> <ol style="list-style-type: none"> 1. Apply specialised knowledge of business theory and practice to enhance organisational outcomes. 2. Critically evaluate business challenges and opportunities to inform decision making. 3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts. 4. Communicate effectively and professionally with a range of stakeholders. 5. Critically engage with ethically and socially responsible business practices.
Education pathway:	Graduates from the Postgraduate Certificate in Applied Business will be able to pathway into further postgraduate study.
Employment and/or community pathway:	Graduates will be able to obtain employment in a wide range of business positions and/or further their existing careers. For graduates of the Digital Marketing specialisation, roles include Digital Performance Consultant, Digital Marketing Manager and Digital & Search Specialist. Graduates in Supply Chain & Logistics will qualify for roles including Supply Chain Manager, Programme Manager – Supply Chain & Logistics and Logistics Specialist. Graduates in Business Analytics will be qualified for Business Analytics Manager, Head of Business Intelligence and Insights & Data Analytics Managers. Graduates of the Advanced HR specialisation will be able to take up roles such as Human Resources Advisor and Senior HR Manager. Lastly, graduates of the Leadership specialisation are more likely to be able to move into management and leadership positions with their current employers or other employers including not-for-profit, NGOs and government organisations.
Content:	The Postgraduate Certificate in Applied Business offers students a post graduate qualification in business that includes an emphasis on applied learning. The programme includes several compulsory level 8 courses and specialisation courses.

Programme Specifications:

School:	Applied Business
Delivery mode:	Blended
Delivery methods:	<ul style="list-style-type: none"> • Interactive Lectures / Workshops • Case-studies/scenario-based learning • Flipped-classroom learning • Online learning • Group-based learning • Simulations • Project based learning • Practical learning • Self-directed learning
Delivery sites:	Mt Albert campus
Assessment methods:	<ul style="list-style-type: none"> • Literature reviews • Case studies • Practice demonstrations • Industry projects • Tests / quizzes
Assessment standards included: (if any)	N/A
Entry requirements for KIS:	<i>A description of programme entry requirements condensed into 255 characters (including spaces) for Level 5+ programmes only.</i>
Entry requirements:	
Student Profile:	<input checked="" type="checkbox"/> Domestic & International
Student Destination:	<input checked="" type="checkbox"/> designed to lead directly to the labour market
Eligibility for student loans and allowances:	Access to: <input checked="" type="checkbox"/> loans <input checked="" type="checkbox"/> allowances
Nature of funding sought:	<input checked="" type="checkbox"/> SAC
Expected student intake:	20
EFTS	0.5
Programme duration (full-time):	0.5 years
Programme duration (part-time):	1 year
Programme duration (max):	2 years (?)
Total programme weeks (incl. holiday weeks):	<i>State the total number of weeks for the programme, including holiday weeks</i>
Total teaching weeks (excl. holiday weeks):	<i>State the total numbers of weeks for the programme, excluding holiday weeks</i>
Total programme weeks per year (incl. holiday weeks):	<i>State number of weeks per year including holiday weeks</i>
Total teaching weeks per year (excl. holiday weeks):	<i>State the numbers of weeks per year excluding holiday weeks</i>
Average directed hours per week:	<i>State number of directed learning hours per week; this includes face to face or online teaching and any other "teacher-directed" activities</i>
Average work experience hours per week:	<i>State the number of average hours per week of work experience, clinical,</i>

	<i>practice-, field-, or work-based learning completed as part of the programme</i>
Average self-directed hours per week:	<i>State number of self-directed study hours per week; this includes time spent in studying, doing assignments, and undertaking practical tasks.</i>
Total study hours per week:	37.5
Total programme study hours:	600

Contact details

Contacts:	<p>Contact 1 Kerry Kirkland Head of School of Applied Business Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland 021 2289088. kkirkland@unitec.ac.nz</p> <p>Contact 2 Simon Tries Manager – Te Korowai Kahurangi Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland (09) 849 4321. stries@unitec.ac.nz</p>
------------------	--

Date: _____ *[date of completion of the form - dd/mm/yyyy]*

2 INTRODUCTION

This document presents a suite of postgraduate qualifications in Applied Business, including *the Master of Applied Business* (MAB, Level 9, 180 credits), *Postgraduate Diploma in Applied Business* (PGDAB, Level 8, 120 credits), and *Postgraduate Certificate in Applied Business* (PGCAB, Level 8, 60 credits), each with specialisations in *Business Analytics*, *Digital Marketing*, *Advanced Human Resource Management*, *Leadership*, and *Supply Chain & Logistics*.

2.1 Background

Te Whare Wānanga o Wairaka – Unitec Institute of Technology has offered a variety of programmes in the fields of Accounting, Finance, Management and Marketing since the 1990s. Postgraduate Business qualifications have been offered since 2003.

The School of Applied Business offers the Level 5 New Zealand Diploma of Business, a Bachelor of Business degree, with majors in Accountancy, Management and Marketing, Graduate Diplomas in Accounting, Accounting and Business, a 180 credit Master of Applied Practice (Professional Accounting) and a 240 credit Master of Business and an associated 120 credit Postgraduate Diploma in Business; The proposed qualifications replace the 240 credit Master of Business and 120 credit Postgraduate Diploma in Business.

The strength and expertise of teaching staff in the School, combined with an integrated, holistic approach to supporting students' learning, enables post-graduate students to obtain a sound understanding of advanced theory, principles and practices in real-world organisational settings, informed by current research and technologies in their chosen field of expertise. Lecturers have contacts with local and international organisations, so that students can benefit from applied learning and collaborate with industry stakeholders in addition to the necessary theoretical learning. The School's commitment to the Treaty of Waitangi / Te Tiriti o Waitangi is demonstrated in the application of the principles of [Te Noho Kotahitanga](#) and Unitec's Living Curriculum.

Evidence from course completion data and student feedback for the current business postgraduate qualifications are excellent. For 2018, the overall course completion rates for the Master of Business and Postgraduate Diploma in Business were 94% and 97.2% respectively, with course completions sitting at 100% for most courses and a high overall first-year retention rate of 90%. Success rates for under 25's and international students have exceeded 90% for both programmes. However, participation rates of domestic, Māori and Pacific students are low. Improving the attractiveness of the current offering is anticipated to appeal to these students and increase their participation.

Evidence from student course evaluations and graduate feedback indicate a high level of satisfaction with the postgraduate courses and staff support of students: the average course satisfaction rating (on a scale of 1 to 10) for 2018 for the Master of Business and Post Graduate Diploma in Business was 8.4 and 8.3 respectively, (as compared to Unitec average of 7.9). In terms of research, 89% (8 of 9 members) of the staff teaching on the Master and Postgraduate Diploma during 2018 were research active. Enrolments in the Master of Business have been steady over the last three years with a student head count of 22 to 23 students while the Postgraduate Diploma has grown from 61 to 78 student. The numbers show a steady demand, and also highlight an opportunity for growth by replacing the generic 240-credit Master degree with a contemporary, applied 180 credit Master degree, complemented by a 120 credit Postgraduate Diploma and a 60 credit Postgraduate Certificate. The new programmes will also offering specialisations that reflect current industry

practice and areas of high demand for employment.

2.2 Proposed programme

In recent times, much has been researched and written about the future of work and imminent challenges and possibilities faced by organisations – technological advances, disruptive innovation, shifts in the socio-economic environment, environmental challenges, demographic and generational shifts, transforming organisational landscapes, and changing consumer expectations. These are all factors leading to fundamental changes in the way people work, the way organisations design jobs and work environments, and the way businesses deliver value and address issues.^{1,2,3,4} As such, organisations and communities need a contemporary workforce that is capable of negotiating the new, complex and uncertain terrain formed by the transformative impact of these factors. The opportunities and challenges facing education in meeting the needs of the contemporary workforce are also well documented.^{5,6,7,8}

The proposed suite of qualifications has been developed in the context of this landscape, with a focus on real-world learning informed by contemporary business research. The development of the proposed programmes is in response to feedback from monitors, programme reviews and NZQA commentary, and has involved extensive consultation with industry and community stakeholders (See [Section 7](#)).

In accordance with the New Zealand Qualification Framework, the Master of Applied Business, as a level 9 qualification is designed to enable its graduates to gain highly specialised knowledge and a critical awareness of current practices and contemporary issues facing their chosen specialisation; graduates will be able to develop and apply new skills and techniques to existing and emerging problems at an advanced level, and the capability to undertake research within their chosen field of practice. The Postgraduate Diploma and the Postgraduate Certificate of Applied Business at level 8 are designed to enable professionals to gain advanced knowledge of business practices with a critical understanding of the underpinning key principles in their chosen specialisations. Graduates will be able to analyse complex problems, generate solutions through the evaluation and application of advanced knowledge, skills, and processes.

The principles of Te Noho Kotahitanga underpin the philosophy, development, teaching and learning in these programmes.

2.3 Te Noho Kotahitanga

Created in 2001, [Te Noho Kotahitanga](#) (Appendix 1.1) is Unitec's partnership between Māori and non-Māori; it expresses Unitec's commitment to the Treaty of Waitangi/Te Tiriti o Waitangi and underpins the values and kaupapa of the organisation. Te Noho Kotahitanga includes five principles of practice that underpin Unitec's

¹ *Forces of change: The Future of Work*. [Deloitte New Zealand](#), 2018.

² *'True Gen': Generation Z and its implications for companies*. [McKinsey and Company](#), 2018.

³ *Future of Work*. [Sustainable Business Council NZ](#), 2019.

⁴ *Workforce of the future: The competing forces shaping 2030*. [PWC](#), 2018.

⁵ *Future Of Education And Future Of Work - Do They Match?* [Forbes](#), 2019.

⁶ *The Future of Work - and the Future of Management Education*. [Inside Higher Ed](#), 2018.

⁷ *What Do Employers Want from Business Schools?* [AACSB](#), 2019.

⁸ *Tertiary education in a world of changing skill demands*. [Tertiary Education Commission NZ](#), 2019.

goals: Rangatiratanga (Authority and Responsibility); Wakaritenga (Legitimacy); Kaitiakitanga (Guardianship); Nohotahi (Co-operation); and Ngākau Māhaki (Respect). A commitment to these principles is evident in the philosophy, content, and approaches to teaching, learning and assessment of the proposed programmes. The embedding of mātauranga Māori in the programmes is actioned via a partnership with Unitec's Kaihautū and application of the Te Tipare Framework (Appendix 1.2). **Section 4.5** provides examples of how Te Noho Kotahitanga is expressed in the proposed programmes.

2.4 Unitec's Living Curriculum

Unitec's philosophy of teaching and learning is encapsulated in a research-informed philosophy called The Living Curriculum (Appendix 1.3). This philosophy emphasises students' active engagement with their learning ensuring that programmes provide learners with opportunities to develop capabilities required to deal with the complexities and uncertainty associated with the modern workplace. At the heart of this philosophy is the importance of learning as an active, dynamic process, which is owned by students and teachers, and which gives life to the notion of "ako" – the reciprocal relationship between teaching and learning. The School of Business programmes apply a range of teaching, learning, and assessment approaches through a combination of collaborative face-to-face teaching, blended learning and work-integrated learning. **Section 4.4** explores the ways in which the characteristics of the Living Curriculum are embedded across the proposed programmes.

2.5 Manaakitia te Rito

Te Noho Kotahitanga is the foundation of Manaakitia te Rito, Unitec's Renewal Strategy 2019-2022 (Appendix 1.4), which places students and communities at the heart of what we do. As an institution, Unitec caters to learners from a diverse range of cultures and backgrounds. A key strategic priority in Manaakitia te Rito is to improve the success of all students, achieving parity for student success of Māori, Pacific and Under 25s, and enhancing international student success. This priority is realised in the School of Applied Business through ensuring that programmes remain responsive to the needs of all students. In particular, teaching staff and students are encouraged to embrace the concepts of Rangatiratanga and Ngākau Mahaki in their roles as teachers and practitioners. The School has a documented Pastoral Care Process to support all students, with specific attention to the priority groups; this specifies responsibilities and support to enable the successful implementation of the process (See Appendix 1.10).

2.5.1 Responsiveness to Māori

Unitec's Māori Success Strategy (Appendix 1.5) provides a framework to give effect to Te Noho Kotahitanga. The strategy sets out a number of strategic areas, supported by detailed operational plans.

The involvement of key Māori stakeholders has been at the core of the development process for the proposed programmes from the start, ensuring the programmes are responsive to Māori (See **Section 7**).

Mātauranga Māori will be embedded across the programmes with support from the Kaihautū and the School Maori Student Success champion in various ways by:

- providing students with a range of opportunities to actively engage with te ao Māori in courses including, but not limited to:
 - developing students' understanding and appreciation of Māori culture and language;
 - inviting Māori to participate in the delivery of courses as guest lecturers; and

- using Māori-specific case-studies and scenarios.
- ensuring students are given opportunities to develop cultural-competence skills;
- building close working relationships with internal and external Māori stakeholders;
- adhering to Unitec's Assessment in Te Reo Māori Procedure; and
- including graduate outcomes and courses that reflect the importance of students' cultural-competence and their ability to embed principles of mātauranga Māori, te ao Māori, and tikanga Māori in their work.

2.5.2 Responsiveness to Pacific students

The Pacific Success Strategy (Appendix 1.6) is an important framework in which Unitec expresses its vision to be the world-leading institution for Pacific prosperity and the tertiary institution of choice for Pacific peoples. The goals in the strategy provide a framework for Schools to plan their responsiveness for Pacific students and communities. Key initiatives are underway to increase the progression of Pacific students into higher-level programmes, develop staff capability to empower and support Pacific students; and grow staff members' Pacific knowledge and awareness and to apply this in learning, and teaching activities.

In the School of Applied Business, staff use the IMPACT model (Appendix 1.7) to enable the success of Pacific students. School staff are supported by Unitec's Pacific Centre, as well as a School Pacific Student Success champion to build knowledge and capability to support and enhance student participation, progression and completion.

2.5.3 Responsiveness to Under 25 students

Unitec's Under 25s Success Strategy (Appendix 1.8) identifies three strategic focus areas of Transition, Reputation and Retention, and a series of actions for Unitec in this space.

The School of Applied Business is committed to this strategy, with the imminent appointment of a School Under 25 champion to look after the interests of students and enable staff capability in increasing the engagement, success, completion and participation rates for under-25 students at Unitec.

2.5.4 Responsiveness to International Students

Unitec's international students come from diverse communities across the globe, and the Unitec International Success strategy (Appendix 1.9) provides a framework to give effect to the International student voice and journey. At the outset, students are welcomed through Te Noho Kotahitanga Marae and become part of the Unitec whānau. Unitec is a signatory to [The Education \(Pastoral Care of International Students\) Code of Practice](#), and the code is recognised as the responsibility of all staff, not just the International team.

International students are a key percentage of the student body within the School of Applied Business, particularly at postgraduate level⁹, and are provided the expert guidance and support services to ensure they achieve their goals. School staff members work with the International student support staff and an identified School International champion to ensure that international students are welcomed and supported during their time at Unitec.

⁹ International Students comprised 87% of total enrolments in 2018 within Postgraduate Diploma in Business

3 PROGRAMME AIMS, OUTCOMES, AND STRUCTURE

3.1 Title

The titles of the programmes, Master of Applied Business (Level 9), Postgraduate Diploma in Applied Business (Level 8), and Postgraduate Certificate in Applied Business (Level 8), reflect the relevant postgraduate levels and the general focus of the subject area i.e. Applied Business. Each of the proposed 5 specialisations indicate the discipline area that will be selected by students as their principal area of study. These titles are consistent with requirements of the New Zealand Qualifications Framework regarding programme nomenclature.

3.2 Strategic purpose statements

The **Master of Applied Business** will enable learners to apply an advanced body of knowledge in a chosen specialisation and confidently engage in research in an applied business context. Graduates will be able to apply advanced practices in the field of their chosen specialisation. This qualification prepares learners for further postgraduate study or to obtain employment, advance their careers or develop within their own organisation. The qualification will develop capable and responsible business professionals for careers in local and international economies.

The **Postgraduate Diploma in Applied Business** will extend and deepen learners' knowledge and capabilities in a specialised area of study through research and enquiry methods in an applied business context. Graduates will be able to apply advanced practices in the field of their chosen specialisation. This qualification prepares learners for further postgraduate study or to obtain employment, advance their careers or develop within their own organisation. The qualification will develop capable and responsible business professionals for careers in local and international economies.

The **Postgraduate Certificate in Applied Business** will extend and deepen learner's knowledge and capabilities of a specialised area of study in applied business contexts. This qualification prepares learners for further postgraduate study, or acquiring additional skills and knowledge for employment in a specialist role. The qualification will develop capable and responsible business professionals for careers in Aotearoa/New Zealand's economy.

3.3 Graduate outcomes

Graduates of the Applied Business postgraduate qualifications will have the knowledge, skills and capabilities to make highly effective contributions to business practice in both domestic and international contexts. Specifically, they will be equipped to think and act strategically in changing environments, effectively lead and manage change, act responsibly in delivering value to stakeholders, and identify and seize opportunities for efficiency and innovation.

A graduate of the **Master of Applied Business** will be able to:

1. Apply advanced knowledge of business theory and practice to enhance organisational outcomes.
2. Undertake applied research to critically evaluate business challenges and opportunities to inform

decision making.

3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts.
4. Communicate effectively and professionally with a range of stakeholders.
5. Critically engage with ethically and socially responsible business practices.

A graduate of the **Postgraduate Diploma in Applied Business** will be able to:

1. Apply advanced knowledge of business theory and practice to enhance organisational outcomes.
2. Critically evaluate business challenges and opportunities to inform decision making.
3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts.
4. Communicate effectively and professionally with a range of stakeholders.
5. Critically engage with ethically and socially responsible business practices.

A graduate of the **Postgraduate Certificate in Applied Business** will be able to:

1. Apply specialised knowledge of business theory and practice to enhance organisational outcomes.
2. Critically evaluate business challenges and opportunities to inform decision making.
3. Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts.
4. Communicate effectively and professionally with a range of stakeholders.
5. Critically engage with ethically and socially responsible business practices.

3.3.1 Pathways

3.3.1.1 Education pathway

Graduates from the Master of Applied Business will be able to pathway into research degrees at the same or higher level, such as Master's with a high research component and / or Professional Doctorates.

Graduates from the Postgraduate Diploma in Applied Business and the Postgraduate Certificate in Applied Business will be able to pathway into further postgraduate study.

3.3.1.2 Employment pathway

Graduates will be able to obtain employment in a wide range of business positions and/or further their existing careers. For graduates of the Digital Marketing specialisation, roles include Digital Performance Consultant, Digital Marketing Manager and Digital & Search Specialist. Graduates in Supply Chain & Logistics will qualify for roles including Supply Chain Manager, Programme Manager – Supply Chain & Logistics and Logistics Specialist. Graduates in Business Analytics will be qualified for Business Analytics Manager, Head of Business Intelligence and Insights & Data Analytics Managers. Graduates of the Advanced HR specialization will be able to take up roles such as Human Resources Advisor and Senior HR Manager. Lastly, graduates of the Leadership specialisation are more likely to be able to move into

management and leadership positions with their current employers or other employers including not-for-profit, NGOs and government organisations.

3.4 Programme structure

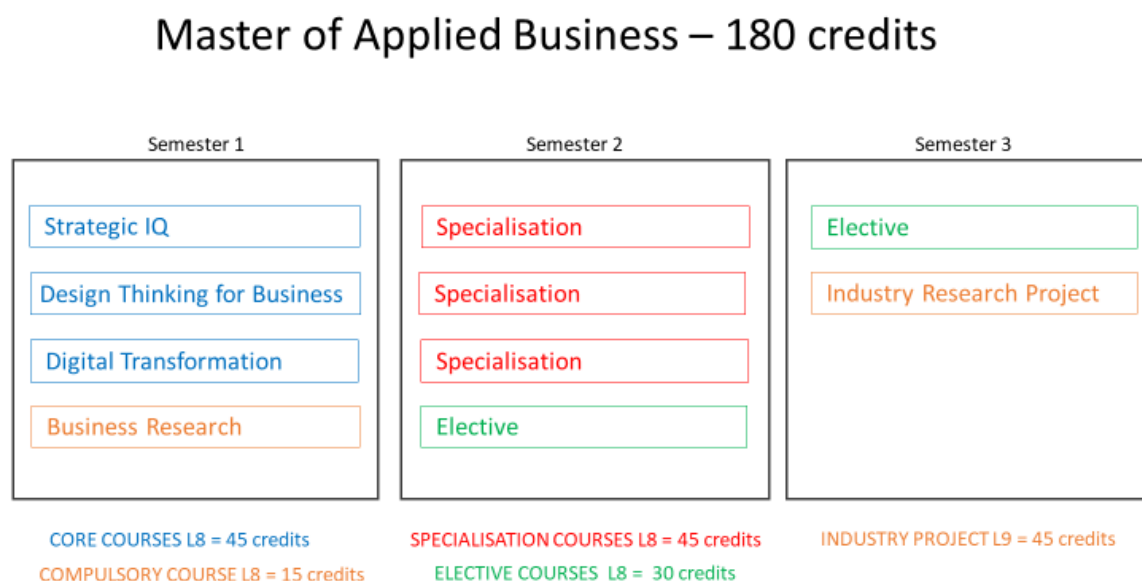
The structure of the Applied Business programmes comprises of a set of core compulsory courses, specialisation related courses, and level 8 electives. Elective courses can be selected from the other specialisations or, subject to Academic Programme Manager approval, other postgraduate programmes. For each of the three qualifications, the structures are explained through diagrammatic representations below.

3.4.1 Master of Applied Business Programme Structure

As shown in Figure 1 below, to achieve the Master of Applied Business with a specialisation, students must successfully complete 180 credits, with at least 45 credits at level 9 by completing the level 9 Industry Research Project. The programme includes:

1. 60 credits at level 8 in the form of three compulsory core courses (Strategic IQ, Design Thinking for Business and Digital Transformation and one compulsory course Business Research Methods)
2. 45 credits at level 8 in the form of three compulsory courses from one specialisation,
3. 30 credits at level 8 in the form of elective courses
4. A 45-credit level 9 Industry Research Project

Figure 1 Indicative Programme Structure Master of Applied Business



Please note that some courses are interchangeable between semesters.

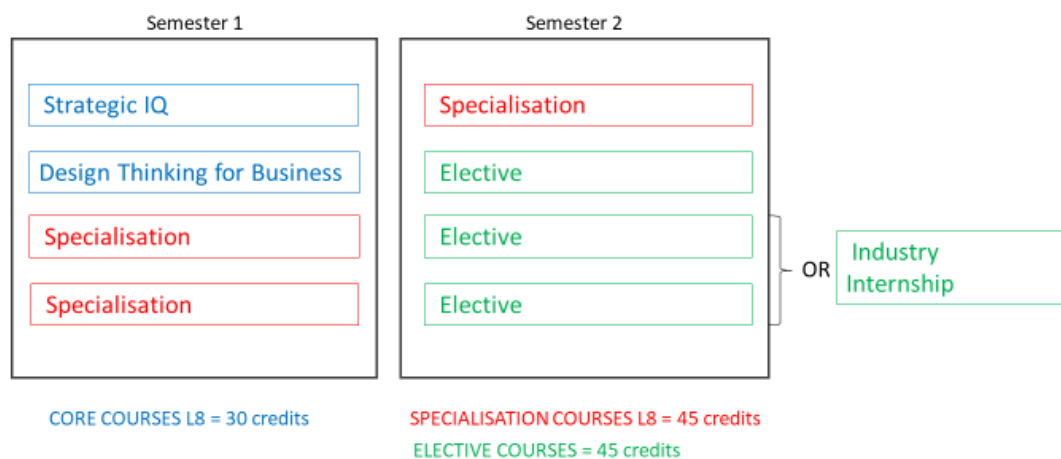
3.4.2 Postgraduate Diploma in Applied Business Programme Structure

As shown in Figure 2 below, to achieve the Postgraduate Diploma in Applied Business with a specialisation, students must successfully complete 120 credits at level 8. This includes:

1. 30 credits in the form of two compulsory core courses (Strategic IQ and Design Thinking for Business)
2. 45 credits in the form of three compulsory specialisation courses from one specialisation
3. 45 credits in the form of one of two options:
 - 3 elective courses of 15 credits each OR
 - A 30-credit Industry Internship and a 15-credit elective course

Figure 2 Indicative Programme Structure Postgraduate Diploma in Applied Business

PG Diploma in Applied Business – 120 credits



Please note that some courses are interchangeable between semesters.

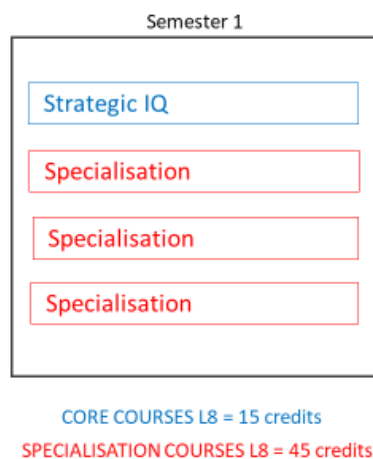
3.4.3 Postgraduate Certificate in Applied Business Programme Structure

As shown in Figure 3 below, to achieve the Postgraduate Certificate in Applied Business with a specialisation, students must successfully complete 60 credits at level 8. This includes:

1. 15 credits in the form of one compulsory core course (Strategic IQ)
2. 45 credits in the form of three compulsory specialisation courses from one specialisation

Figure 3 Indicative Programme Structure Postgraduate Certificate in Applied Business

PG Certificate in Applied Business – 60 credits



3.5 Programme courses

Individual course descriptors for all courses in the Applied Business Programmes are at **Appendix 2**.

3.5.1 Core Courses

1. **Strategic IQ:** Successful companies maintain their competitive edge by constantly innovating and adapting their strategies. Organisations that adhere to inflexible strategies and structures are ill-prepared to anticipate and adjust to change. Leaders who can diagnose the health of the organisation and set priorities for improvement will drive and sustain superior performance. Students of this course will build the critical and strategic thinking skills required to lead smarter and more nimble organisations able to adapt to new realities and build competitive advantages in highly competitive landscapes.
2. **Design Thinking for Business:** Design thinking is a human-centered approach that aids organisations to overcome complex challenges to create positive customer experiences. Rapid technological change and digital disruption are increasing the importance of design thinking for organisations who want to stay competitive and be truly customer centric. In this course, students will learn to apply this powerful problem-solving framework to confront complex issues and design new solutions that create value for customers and their organisations.
3. **Digital Transformation:** Information Technology (IT) is fast changing the world around us. This course enables students to understand the profound impact of leveraging digital technology to transform business, organisations and society, and how insightful executives leverage IT to create value and win competitive battles

3.5.2 Specialisation Courses – Business Analytics

1. **Data Analytics:** The course introduces students to the fundamental principles of data science and the techniques and tools in managing data and using it in decision-making. Student will apply analytical methods to solve -driven organisational problems.
2. **Data Mining and Industry Applications:** This course equips students with an in-depth understanding of concepts, procedures and computing techniques for enterprise data mining with applications to different industries.
3. **Analytics Storytelling:** This course explores storytelling in data analytics. Students will apply analytic techniques to communicate compelling business stories for improving organisational outcomes. Students will also achieve Analytics Industry Certification.

3.5.3 Specialisation Courses – Digital Marketing

1. **Inbound Marketing:** This course will enable students to understand inbound marketing strategy and use technology to implement inbound marketing initiatives in an organisation. Students will also achieve Industry Certification in Inbound Marketing and develop an inbound marketing campaign for an organisation.
2. **On-line Advertising:** This course will enable students to understand online advertising strategy and use technology to implement online advertising initiatives in an organisation. Students will also achieve Industry Certification in Online Advertising, gaining practical experience in developing an online advertising campaign for an organisation.
3. **Web Analytics:** This course will enable students to use and analyse web data to optimize digital marketing and to support organisational decision making. Students will also achieve Industry Certification in Web Analytics.

3.5.4 Specialisation Courses – Advanced HR

1. **EX Employee Experience:** This course covers the reinvention of employer HR practices to create cutting-edge employee experiences in the workplace. The course also includes the application of technology to analyse employee data to improve employee and organisational performance.
2. **Workforce Analytics:** This course covers the requirements of today's organisations to use employee and business data for more effective decision making to improve employee and organisational performance. The course explores key aspects of workforce analytics to enable students to implement data-driven people practices.
3. **Building Workplace Culture:** Building a positive and inclusive organisational culture means changing how people think about other cultures, how they communicate, and how they operate. Organisation structure, leadership and activities must reflect the many values, perspectives, styles and priorities of its people. In this course, students will learn about what causes an organisation's culture to develop and how to build an inclusive culture that enhances employee and organisational performance.

3.5.5 Specialisation Courses – Leadership

1. **Leading and Managing Change:** This course critically examines the practical skills and knowledge required to successfully lead and manage change. Students will learn from theory and case studies the principles and practices associated with change management, and apply those principles and practices in a case study environment.
2. **Developing Tomorrow's Leaders:** This course critically evaluates the skills, knowledge and abilities to be an effective leader. A critical analysis of Māori/Pacific and non-Māori/Pacific leadership approaches is a key component of this course.
3. **Building Workplace Culture:** Building a positive and inclusive organisational culture means changing how people think about other cultures, how they communicate, and how they operate. It means the structure, leadership and activities of an organisation must reflect the many values, perspectives, styles and priorities of its people. In this course, students will learn about how an organisation's culture develops and how to build an inclusive culture that enhances employee and organisational performance.

3.5.6 Specialisation Courses – Supply Chain & Logistics

1. **Procurement Management:** In this course students will learn how to develop procurement strategy, policies and processes to supply chain optimise performance. The course will include an industry group project to improve a supply chain for an organization.
2. **Supply Chain Design:** This course critically examines supply chain networks, and apply methodologies and technologies to design effective supply chains of organisations.
3. **Warehousing & Distribution:** The primary goal of this course is to help students understand warehousing and distribution operations. Drawing upon real-world business problems, students will apply theoretical principles and analytical techniques to optimise distribution logistics and warehouse operations.

3.5.7 Research/Capstone Courses

1. **Industry Research Project:** As the Level 9 45-credit research component in the Master of Applied Business, this course enables students to independently apply research methods to investigate a business research question. Students will undertake applied research, engage and communicate with stakeholders, and report on an industry research project identifying implications for business practice.
2. **Industry Internship:** This Level 8 course provides students in the Postgraduate Diploma with an opportunity to undertake a workplace project relevant to their specialisation. Students will develop an internship plan outlining a workplace project that meets agreed objectives, engage collaboratively with stakeholders to implement the project, and report on the project. An academic supervisor will be allocated to each student during the internship.
3. **Business Research Methods:** This course enables students to apply business research methods to prepare a research proposal; this includes the ability to formulate a business research question, using a range of qualitative and quantitative research methods, and justifying a

research proposal in a presentation to stakeholders. This course is compulsory in the Master of Applied Business and an elective for the Postgraduate Diploma and Certificate.

3.5.8 Elective Courses

1. **Te Ao Pakihi Māori (The World of Māori Business):** In this course, students will explore the nature and structure of Māori businesses and organisations and the significant contribution they make to the Aotearoa New Zealand economy. Students will explore the historical underpinnings of contemporary Māori business, Māori culture and values in organisational contexts, Māori governance models and their contribution to Māori economic development.
2. All specialisation courses are available for selection as electives for students in other specialisations.
3. Students are also able to select electives from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager.

3.6 Mapping course outcomes to the graduate profile

A detailed mapping of the Graduate Profile, course learning outcomes, and assessment events for compulsory core and specialisation courses is included at **Appendix 3**.

The mapping clearly shows the learning outcomes from each course link to the Graduate Profile outcomes. The programme design and development process combined with extensive stakeholder consultation have ensured that learning outcomes are specific, achievable and measurable and consistent with the programme's aims. Assessments are structured to encourage and reflect learners' development of knowledge, skills and attitudes.

4 PROGRAMME DELIVERY

Student learning in the Master of Applied Business programmes will be undertaken using blended delivery. The range of delivery methods will include facilitated workshops, face-to-face teaching, student presentations, class discussion, collaborative activities, work-related projects, case studies (with a strong emphasis on New Zealand material), and self-directed learning. Learning will be supported by Moodle resources including discussion forums, readings, exercises, online videos, quizzes and industry certification. Activities will include group-based and individual tasks, small group discussions, the examination of case studies, and online activities. Students will be encouraged to converse through peer group discussions and in-class conversations with lecturers. Group projects will facilitate conversations between students outside the classroom. Practical case studies, exercises and activities will be based on business situations.

Students' learning will be reinforced by formative assessment activities where they will be expected to research, and analyse materials, discuss and present their findings and formulate recommendations. Summative assessment activities will enable students to apply research skills, use analytical thinking and develop written and oral communication skills in the preparation and delivery of individual and group reports. Group presentations will require the students to communicate complex ideas. Research, analysis, critical thinking and communicating professionally will form an integral part of the learning experience.

A mixture of intensive and traditional semester-based delivery is proposed for the programme. It is anticipated that teaching for the core compulsory courses will be delivered in blocks while the specialisation courses will follow the traditional model.

Evidence suggests an intensive mode of delivery is preferred by students and has the potential to improve student performance (Karaksha et al. 2013)¹⁰. Students expect tertiary institutions to provide more education choices and for many students traditional day time teaching in the form of lectures and tutorials is no longer convenient or attractive. In this environment of rapid transformation, the School of Applied Business must also adopt new ways of delivering course content.

The intensive teaching approach is particularly suitable for the delivery of the core due to its rich content and the ability to immerse and engage students with the content. Anecdotally, staff report that students express high levels of satisfaction with the intensive block style of teaching e.g. the Master of Entrepreneurship programme at the University of Otago (previously led by the current HOS).

Karaksha et al (2013) found that students from intensive courses performed at the same levels to

¹⁰ Benefits of intensive mode teaching to improve student performance

https://www.researchgate.net/publication/260985847_Benefits_of_Intensive_Mode_Teaching_to_Improve_Student_Performance 2013

students engaged in traditional modes of delivery. Furthermore, there was evidence that indicated intensive teaching improved the performance of students with lower GPAs. This is relevant for Unitec context as this institution as many of our students do not have high GPA scores or strong academic backgrounds.

4.1 Delivery modes

The Applied Business programmes use a blended mode of delivery; this involves a combination of face-to-face teaching, online/e-learning modalities, self-directed, and practice- or work-based learning.

The individual delivery modes, methods and hours for programme courses is detailed in the course descriptors provided in Appendix 2.

4.2 Delivery methods

As illustrated on Table 1 below, the programme uses a range of teaching and learning methods, which support students' development towards Graduate Profile outcomes. The range of strategies adopted to implement and support the Living Curriculum and Te Noho Kotahitanga.

Table 1: Programme teaching and learning methods

Learning and Teaching Method	BSNS8000	BSNS8001	BSNS8002	BSNS8003	BSNS8004	BSNS8005	BSNS8010	BSNS8011	BSNS8012	BSNS8020	BSNS8021	BSNS8030	BSNS8031	BSNS8040	BSNS8041	BSNS8042	BSNS8050	BSNS8051	BSNS8052	BSNS9000
Interactive Lectures / Workshops	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Case-studies/scenario-based learning	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	
Flipped-classroom learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Online learning	✓				✓	✓	✓	✓	✓	✓	✓			✓		✓				
Group-based learning	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Simulations													✓						✓	
Project based learning													✓				✓	✓		
Practical learning																	✓	✓	✓	
Self-directed learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

4.2.1 Interactive lecture /workshops

Lectures are used to present course and/or topic-specific principles, theories, and concepts. These sessions include a high-level of class interaction and participation between the lecturer and the students and between students. This supports the flipped-learning approach, while promoting independence, communication skills, and attributes related to life-long learning skills. The use of guest lecturers from industry offers further opportunities to make theoretical content more meaningful for students.

4.2.2 Case-studies/scenario-based learning

Case-studies and/or scenario-based learning approaches are used for students to apply theory and skills to real-world situations. These methods are used in face-to-face classroom settings and online (for example, online certification) contexts. These methods are used to support the development of problem-solving and critical-thinking skills. They usually involve students working their way through a case or scenario, based around a situation or problem which they need to review or solve. In the process students apply subject knowledge, critical thinking and problem-solving skills in a real-world context. This approach also provides several feedback opportunities

to students, based on observations and / or decisions they make at each stage in the process.

4.2.3 Flipped-classroom learning

Using Moodle™, students will be exposed to new material outside of class, often through short lecture videos, readings and case studies related to specific knowledge and content. Class time can be used for problem-solving, discussion or debate. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.

4.2.4 Online learning

Students complete learning activities and assessments online. Moodle™ gives students access to relevant readings, multi-media resources, case studies and supporting materials, such as assessment and course information. Students are expected to access and use these before face-to-face learning experiences.

4.2.5 Project-based learning

Project-based learning organises student learning around projects or complex tasks, where students apply knowledge and skills to an in-depth question or problem. Projects within the Applied Business programme will include real projects within an organisation.

4.2.6 Practical learning and simulations

Practical learning opportunities provide students the chance to apply learning to practice in a supported and/or simulated business environment. This approach teaches relevant practical skills. Practical learning opportunities may involve applying technology and research to support decision-making, inform the development of strategy and to solve organisational problems.

4.2.7 Noho marae

Literally means to stay/sleep on the marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g. experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).

4.2.8 Self-directed learning (mahi-ā-ipurangi)

Primarily, students engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, and participation in peer discussions. This learning fosters students' research skills, as well as competencies needed for life-long learning, critical thinking and analysis, communication and collaborative skills.

4.3 Practical or work-based components

Practical learning opportunities provide students the chance to apply learning to practice in a supported environment. In the Applied Business programmes, there are a number of opportunities for practical and / work-based components such as in the projects that students undertake individually and with groups. Two key work-based learning courses are the Industry Internship and the Industry Research Project. In the Industry Internship students will develop a workplace project proposal in collaboration with an organization and agree on objectives and timelines for completion. In the Industry Research Project, students will undertake to apply research skills, using advanced knowledge, to investigate a business research question. Any engagement in the work place will be governed by a tripartite agreement between the student, Unitec and the external organisation to agree the project objectives and workplace requirements (See Appendix 4 Personal Learning Agreement).

4.4 The Living Curriculum in the Programme

The embedding of the characteristics of the Living Curriculum within the Applied Business programmes provides students an opportunity to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces. The application of the 11 characteristics of the Living Curriculum in the context of the Applied Business are described below.

1. Unitec's **programmes involve complex conversations** between teachers, students, relevant industry or community partners, and other key stakeholders. These conversations challenge ideas and provoke new thinking.
 - A number of opportunities for such conversations exist in the programmes, including group discussions and projects. For example, students will engage in complex, evaluative, conversations around current trends such as digital transformation on business practice.
2. Teaching staff work to **stimulate learners' curiosity**, while ensuring inquiry serves as the foundation of students' learning experience.
 - As demonstrated in the Graduate Profile, stimulating curiosity and inquiry is a key component of the Applied Business programmes. For example, students undertake project work, where they are required to demonstrate independent learning. research skills, critical thinking as well as skills around collaboration and relationship management of peers.
3. Unitec programmes **integrate learning with work**; workplace knowledge and practice is included as an implicit part of students' learning experience.
 - This approach is evident in the application of teaching and learning strategies across the Applied Business programmes such as the use of case studies and project-based learning. In addition, students have the opportunity for an Industry Internship in the Postgraduate Diploma and complete an Industry Research Project in the Masters.
4. **Knowledge is socially-constructed**; self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience.
 - Throughout the programme, students collaborate with teaching staff and peers to develop their skills and knowledge. Developing students' self-reliance and independence is a key focus in the programmes. For the Master of Applied Business this culminates in the students' independently applying research methods to investigate a business research question.
5. **Programmes embed mātauranga Māori**; Māori concepts and perspectives are woven into the holistic learning experience. In the Applied Business programme, this is achieved in a number of ways, as expressed in Section 4.5.3.
6. Programmes **blend face-to-face and online learning**, with each process offering a valuable contribution to the learning process.
 - As explained in Section 4.2, the delivery of courses in the Applied Business programmes combines a range of teaching modes and methods; this includes the use of online, class-based (akomanga) and self-directed (mahi-ā-ipurangi) delivery methods to support

students' learning.

7. **Programmes are research-informed and encourage research-engagement;** there is a reciprocal relationship between research, teaching, and learning.
 - Students have a number of opportunities to engage with the relevant body of research as well as to engage with research methods.
8. As contemporary workplaces require an ability to work within and across disciplinary boundaries, **programmes have a discipline-base and are inter-disciplinary.**
 - Students have opportunities to hone their skills in real-world case studies as well as practice environments; in such contexts, students engage with peers to achieve outcomes beyond disciplinary boundaries.
9. **Programmes develop literacies for life-long learning,** including digital, information, academic, and workplace literacies.
 - Assessment events encourage students to develop independent study and research skills they can apply, and continue to develop, as graduates. For example, in the design and execution of a research project or internship report based on their own interests.
10. **Programmes include embedded assessments** that are authentic and both inform and contribute to the learning process, and students benefit from timely feedback.
11. Authenticity is embedded in the assessments via the inclusion of work-integrated assessment methods, adherence to codes and standards of practice, and robust feedback practices that benefit students. **Programmes consider issues of sustainability,** including environmental, social, economic, and other relevant sustainability issues.
 - Topics related to issues of social and environmental sustainability are embedded in a number of courses.

4.5 Te Noho Kotahitanga in Programme Delivery

The application of the principles of Te Noho Kotahitanga through the Applied Business suite is evident in the programme philosophy as well as specific content and teaching practices. It can be seen in the collaborative way in which courses are developed, delivered, reviewed, and renewed, and the inclusion of mātauranga Māori as a fundamental concept in teaching and learning. Below are some specific examples of how TNK principles are applied in this suite of programmes:

1. **Rangatiratanga (authority and responsibility):** Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge. Within the School of Applied Business:
 - teaching staff work closely with Kaihautū and the School Māori Success champion to ascertain and define the ways in which mātauranga Māori is embedded;
 - where relevant, guest speakers contribute to the programme, strengthening students' understanding of Māori perspectives in business;
 - Masters and Postgraduate Diploma students carry out research project in an area of interest within business, empowering them to make recommendations that are evidence-based and consistent with current best practice.

2. **Wakaritenga (legitimacy):** all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all. Within the programmes:
 - students are encouraged to bring, share, and apply their unique perspectives, backgrounds, and resources to courses and course-work;
 - collaboration and resource-sharing are emphasized via the use of peer-based learning, work-based learning and assessment, group work, and the embedding of ako across teaching and learning contexts;
 - there is provision for students to submit assessments in Te Reo Māori.
3. **Kaitiakitanga (guardianship):** Unitec accepts responsibility as a critical guardian of knowledge. Within the programmes:
 - staff and students engage with kaitiakitanga in terms of sustainability in all forms;
 - teaching staff act as guardians of knowledge by undertaking professional development to keep up-to-date with business and teaching practice;
 - teachers act as guardians of the students themselves, taking on a range of pastoral care duties in support of students across the programme.
4. **Mahi kotahitanga (co-operation):** all actions are guided by a spirit of generosity and co-operation.
 - Teaching staff support and encourage students to collaborate with each other. Co-operation underpins the programmes alignment with industry in terms of research (for example, applied research projects); teaching and learning (for example, contributions from industry-based guest lecturers and work-based project); and programme development and continuous improvement (for example, consultation and engagement with industry stakeholders).
5. **Ngākau mahaki (respect):** the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.
 - Course delivery includes discussion and case studies that consider cultural perspectives. Students are exposed to and encouraged to critically review, Māori and Pākehā perspectives on business.

The principles of Te Noho Kotahitanga also underpin the Māori Success Strategy (Appendix 1.5) and Te Tipare Framework (Appendix 1.2), the mātauranga Māori expression of the Living Curriculum. These two documents have an important role in the delivery of these programmes, most significantly in the determination of content, pedagogy, and assessment.

4.5.1 Māori Success Strategy

The programme team is closely supported by the Ako Ahimura: Mātauranga Māori team to work towards the objectives of Unitec's Māori Success Strategy (Appendix 1.5).

- Kaihautū guide development of mātauranga Māori content and delivery, and support stakeholder engagement with Māori communities and organisations.
- Within the School of Applied Business, Kaihautū and a Māori Champion leads initiative to improve staff engagement, skills, and confidence.

Key initiatives for the programme team centre on reviewing and improving mātauranga Māori course content, improved usage of te reo Māori, and staff training.

4.5.2 Te Tipare Framework

The Te Tipare framework (Appendix 1.2) has been designed to support staff in the embedding of mātauranga Māori in their professional role at Unitec. This framework highlights the key values of ako (teaching and learning), aro (reflective practice) and whanaungatanga (relationships). The concepts of ako, aro and whanaungatanga underpin the design of this programme and the courses contained within it, including classroom delivery, teaching practices and assessment.

In te ao Māori, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. Aro, on the other hand, encourages thinking and reflection on past, present and future events or experiences and supports growth and transformation. In the Te Tipare framework aro encourages staff to adopt reflective practices and to design assessment approaches and tools that apply Māori knowledge, concepts and methodologies plus enable student preferred pedagogies.

Lastly, whanaungatanga is about relationships and whānau working together to make decisions and act in ways that support the betterment of the whānau. In the Te Tipare framework whanaungatanga supports teachers and programmes to engage with Māori whānau, stakeholders and communities and provide culturally safe learning environments.

To ensure student success, it is also important that staff can critically reflect on their professional practice using the Te Tipare framework. The 6 pou of the framework are focus areas where staff can impact and influence the success and holistic wellbeing of all Unitec students, especially Māori. Staff can use Te Tipare as an individual, and as part of their team. In the MPA:

- All courses will be reviewed annually using the framework, and action plans will be drawn up to deliver course improvements. These action plans are included in Programme Evaluation Plans reviewed at the Programme Action and Quality Committee (PAQC).
- Staff work with the Ako Ahimura: Mātauranga Māori team to review mātauranga Māori outcomes, content, pedagogy, relationships, and delivery.

4.5.3 Embedding mātauranga Māori

The programmes focus on strengthening students' understanding of mātauranga Māori in the context of Applied Business. This outcome is supported in a number of ways in the programme delivery.

- Basic understanding of tikanga Māori, Te Reo Māori, and the Treaty of Waitangi /Te Tiriti o

Waitangi is embedded within courses.

- Students participate in a pōwhiri and wānanga. The wānanga will comprise discussions about Te Ngākau Mahaki, a tour of culturally significant sites at Mt Albert Campus including the campus wharehau and whakawhanaungatanga-based activities to strengthen relationships between lecturers and students. This is to ensure that all students are connected to space, face and place at Unitec.
- Students' confidence in using Te Reo Māori is developed:
 - by introducing business-specific Māori words and concepts to students learning, the classroom and their environment. Unitec celebrates annually both Matariki and Te Wiki o Te Reo Māori which provides further opportunities to engage with Te Reo Māori, tikanga Māori, kaupapa Māori and mātauranga Māori.
 - through the use of specific content – pepeha (talking about your place of origin), mihi (acknowledging others through formal speechmaking), karakia (prayer) and waiata (songs).
- Students' confidence in applying Te Noho Kotahitanga (TNK) is developed via:
 - Providing Living Te Noho Kotahitanga workshops for students. Here they will have the opportunity to explore and apply the values of TNK within their learning and practice. It is also envisaged that students will continue to apply the values of TNK in their work and career.
 - the use of class-based (akomanga) and self-directed (mahi-ā-ipurangi) delivery methods
- Programme teaching staff are supported by 'Priority Group Success Champions' within the School, as well as by Kaihautu and Priority Group Academic Development Lecturers. Support from external Māori stakeholders is available if needed.

In addition:

- Specific content is provided by expert guest speakers and external mātauranga Māori experts;
- Unitec's Te Noho Kotahitanga marae is used as a teaching space.,
- concepts and methods such as leveraging tuākana-tēina relationships, mahi kotahitanga (group work) and āta (peer-review) are widely used in the programme; and
- the concept of ako (a reciprocal relationship between teaching and learning) is key to programme delivery

4.5.4 Tuākana/Tēina mentoring to support success of Māori and Pacific students

Literally translated, tuākana is a concept that refers to older siblings, or more senior in genealogical terms. Tēina refers to the younger siblings or less senior lines in genealogical terms. Tuākana and Tēina in an educational context provides a supportive framework for students, where tuākana are more expert in a particular area and provide help and guidance for the tēina who has less expertise. Tēina can become tuākana as their skill level increases.

The tuākana / tēina mentoring system is a new initiative for priority group success. The initiative will operate within the Peer Assisted Study Support (PASS) framework and includes weekly classes, controlled ratios of tuākana to tēina, and delivery methods to suit the need of the learners involved (individual lessons, small groups or workshops).

In the School of Applied Business, a set of courses has been identified where the installation of Tuākana / Tēina mentoring will support Māori and Pacific students to succeed in their chosen programme of study. School staff will identify students suitable for appointment as tuākana (note: tuākana are not necessarily Māori, but must have performed well in the course as a first-year student). Student Success teams will

train and support tuākana, and at later stages, evaluate and report on success of the programme.

5 ASSESSMENT AND MODERATION

5.1 Assessment in the Applied Business Programmes

Assessment practices in the programme adhere to Unitec's *Assessment, Moderation and Grades Policy*. This policy and its associated procedures outline Unitec's approach to assessment, moderation, and the awarding of course grades and credits towards courses, programmes, and qualifications. It ensures assessment activities are fair, reliable, valid, consistently-applied, and support learning and teaching. It also ensures grades are awarded on the basis of the valid assessment of outcomes. In addition to this policy, other policies and processes as part of Unitec's Quality Management System including the *Academic Statute, Academic Integrity Policy, Assessment and Grading Procedures and Regulations*, and the Programme Regulations (section 6) are used to guide and manage academic quality issues related to assessment practice.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- evaluate students' achievement and the demonstration of specified learning outcomes;
- assess students' capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning; and
- provide students with feedback regarding their own learning for and developmental purposes.

Assessments in the Applied Business programmes aim to effectively measure and promote students' learning. A range of formative and summative assessments are employed in the assessment process, to blend the teaching and learning process together. Assessments are designed to reflect course levels, learning outcomes, and, therefore, Graduate Profile Outcomes. Assessments also embrace the concept of ako, allowing for student voice and student experiences to have a valid place.

The assessments enable students to acquire the discipline specific knowledge, some assessments including industry certification, and then, working collaboratively, to apply new skills and techniques to existing and emerging problems/settings requiring analysis, evaluation, critical thinking and effective communication of the findings. Across courses in the programmes, there are individual and group assessments. At the completion of the Masters, student will undertake an individual industry project demonstrating of advanced knowledge of their major and research skills.

5.2 Assessment methods

As illustrated in Table 2 below, a variety of summative assessment activities/forms are used in the Applied Business programmes. The choice of assessment method is influenced by course learning outcomes, teaching and learning strategies, and the course level. In addition to summative assessment events, formative assessments are used as short tasks to measure students' progression towards summative assessment tasks and/or provide feedback to students in specific areas of development. These tasks include group activities, discussion questions and / or handing in or discussing parts of summative assessments.

Over time, it is anticipated that stakeholder feedback on the programme and course/student evaluations will result in refinements to assessment methods and events.

Table 2: Programme assessment methods

Course Number	Individual assessment	Group assessment	Literature review	Case study	Practice demonstrations	Industry project	Tests / quizzes
BSNS8000	✓	✓		✓	✓	✓	
BSNS8001	✓	✓		✓	✓	✓	
BSNS8002	✓	✓		✓			
BSNS8003	✓		✓		✓	✓	
BSNS8004	✓	✓	✓				✓
BSNS8005	✓	✓	✓	✓			
BSNS8010	✓	✓			✓	✓	
BSNS8011	✓		✓	✓	✓		
BSNS8012	✓	✓		✓	✓	✓	
BSNS8020	✓	✓			✓	✓	
BSNS8021	✓	✓		✓	✓	✓	
BSNS8030	✓	✓		✓	✓	✓	
BSNS8031	✓	✓		✓	✓		
BSNS8040	✓	✓			✓	✓	
BSNS8041	✓	✓		✓	✓	✓	
BSNS8050	✓	✓	✓		✓	✓	
BSNS8051	✓	✓		✓	✓		
BSNS8052	✓				✓	✓	
BSNS9000	✓		✓				
ISCG8042	✓	✓		✓	✓		✓

5.2.1 Literature Reviews

Assignments including literature reviews are used across the programme to give students the opportunity to acquire discipline knowledge and hone their research, critical analysis and evaluation, and communication skills.

5.2.2 Case-studies

Case studies are used to demonstrate important principles and to give students experience and logic, problem solving and identifying key concepts. They relate a story or situation which can be used to illustrate a broader truth. Business case studies summarize real-life business scenarios or fictitious accounts of a business situation or dilemma, illustrate business theory and show the application of such theory. Case studies assessment enables students to analyse business issues from a variety of perspectives and apply critical thinking and problem-solving skills that they have been developing in their study.^{11,12}

5.2.3 Practice demonstrations

Demonstration related assessments give students the opportunity to demonstrate their ability to complete a range of practical/clinical tasks. In the Business Programmes, students are expected to

¹¹ <https://www.library.auckland.ac.nz/guides/business/business-case-studies>

¹² <https://study.com/academy/lesson/using-case-studies-to-assess-student-learning.html>

effectively apply the subject matter knowledge and capabilities they have learned to a real-world task or role assignment, and communicate the results of their work in a medium that would be the norm for the project and profession. Some of the post graduate course assessments include industry certification.

13

5.2.4 Industry Projects

Within the applied Business programmes, projects are used to explore concepts and/or topics in detail and give students an opportunity to demonstrate a range of skills. An industry project is an authentic, project-based activity based on a real-world organizational situation or problem, that closely relates to professional work in the discipline and/or industry.¹⁴

5.2.5 Tests Quizzes

Tests are used to assess students' development of specific areas of knowledge; consequently, they are designed to motivate students to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of students' progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice, or short essay form; they may be delivered in-class or online.

5.2.6 Group/collaborative assessments

This method gives students the opportunity to demonstrate evidence of the development of 'soft skills', such as working with and leading a team, while also providing the opportunity to work with peers to demonstrate understanding of a specific area of practice. For example, group work includes applied projects such as students working together to design and develop a strategy or project to achieve a business outcome. Group assessments may include a peer-assessment component, to ensure authenticity of the work of various group members and to allow students to assess the level of input from their peers. Authenticity of student work may also be monitored by teaching staff, for example where group work is completed during class time and collaboration of students can be directly observed, or when group work is discussed by students online, using Moodle (or similar platform) and overseen by teaching staff.

5.2.7 Presentations

Presentations give students an opportunity to demonstrate depth of understanding of specific material, and their ability to respond to peer- and/or supervisor-review. Presentations may also assess communication or writing skills, and a range of research skills. These may be: formal verbal presentations; poster presentations; or multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies, or group projects.

5.3 Assessment of work-based learning

¹³ https://teaching.unsw.edu.au/sites/default/files/upload-files/assess-capstone_0.pdf

¹⁴ https://teaching.unsw.edu.au/sites/default/files/upload-files/assess-capstone_0.pdf

For learners who complete a workplace project in the Industry Internship, any engagement in the work place will be governed by a tripartite agreement between the student, Unitec and the external organisation to agree the project objectives and workplace requirements (See Appendix 4 Personal Learning Agreement). Students will be assessed according to pre-determined criteria, and the final report will be marked in accordance with the provisions set out in the programme regulations (Section 6).

5.4 Assessment of research

Industry Research Projects (45 credits) are examined internally. All level 9 research courses are subject to internal and external assessment and moderation as outlined by Unitec policies and procedures, and Programme Regulations at Section 6.

Students will have a research proposal completed as an assessment in the Business Research Methods course which will be suitable for the Industry Research Project.

5.5 Feedback

Feedback for assessment activities may be individual or collective, and may be provided in writing, verbally, or online. Feedback is given before the next formative assessment or before a summative assessment so that students may reflect on and use the feedback they have received. Formative assessments do not contribute to the final grade for a given course. As stipulated in the Assessment, Moderation and Grades Policy, assessment results will be confirmed through institutional processes; students will be notified of assessment results within the time-frame specified at the start of the relevant course. Course grades are ratified by the Programme Academic Quality Committee and published within 10 days of the course-completion date.

5.6 Assessment planning

5.6.1 Assessment workload and communication

Assessments are administered in accordance with existing Unitec policies, including the Programme Regulations (section 6). Students are informed of assessment requirements at the start of each course; relevant resources, such as marking guides, are made available via the relevant Moodle™ site.

As much as possible, teaching staff aim to ensure students' workload is spread evenly across a semester. This is coordinated by the Academic Programme Manager via the use of an assessment planner, completed at the start of the academic year as part of the moderation process. The assessment planner ensures assessments are spaced appropriately.

To ensure they can plan and prepare appropriately, students are provided in course information about the assessment requirements for each individual course at the start of the semester. This information explicitly identifies due dates for assessment events, as well as supporting details (for example, assessment schedules).

5.6.2 Authenticity and Academic Integrity

All written student work, including where this work has been done in a group, is submitted to Turnitin,

a plagiarism checking tool, to check work is authentic against other submitted student work and published material.

5.7 Assessment in Te Reo Māori

In accordance with the principle of Te Noho Kotahitanga, learners in the Applied Practice programmes are able to submit assessments in English or Te Reo Māori. This is administered in accordance with Unitec's Assessment in Te Reo Māori Policy. Students wishing to submit assessments in Te Reo must notify the course lecturer in writing at the beginning of the semester. The course lectures liaise with the Academic Programme Manager to arrange an appropriate examiner that is qualified in the subject area and is competent in Te Reo. The assessment will then be provided to the examiner who will mark the assessment in accordance with the assessment criteria. The marked assessment will be processed following Unitec's assessment policy and procedures.

5.8 Assessment of Prior Learning (APL)

In accordance with Unitec's *Assessment of Prior Learning Procedure*, current and/or prospective students may apply to complete the programme or individual courses under Assessment of Prior Learning (APL); this refers to the process of evaluating informal or non-formal learning or evaluating evidence of formal and informal learning.

APL is available for all courses in the programmes with the exception of the Industry Research Project and the Industry Internship. Students seeking to apply for APL may contact the Academic Programme Manager, who leads the APL process, for general or specific enquiries. Upon enquiry, prospective students will be provided information around the costs associated with the process, methods used during APL, including the type of evidence required and timelines. The process is described in the *Assessment of Prior Learning: Student Guidelines*.

5.9 Moderation of Assessment

Unitec's *Assessment, Moderation and Grades Policy* states that all assessment at Unitec is subject to ongoing internal and external moderation in accordance with approved moderation plans. The Moderation of Assessment Procedure outlines the evidence requirements and templates for the moderation of summative assessment.

Moderation is defined as a process of independent peer / stakeholder review to assure the quality of summative assessment material and judgements, with the purpose of providing learners and stakeholders assurances that assessment practices have produced credible results. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match to information provided to learners at the beginning of the course;
- items are consistent with the teaching, learning, and assessment philosophy of the programme;

- is based on the approved achievement criteria specified in the programme and described in the Programme Regulations; and
- procedures are managed effectively and applied fairly.

Moderation also adds value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

All assessments in the Applied Business programme, including any peer assessment component, are pre-moderated prior to being released to students. Moderation will be completed in accordance with internal and external Moderation Plans approved by the Programme Action and Quality Committee. The outcomes of moderation are reported in the annual Programme Evaluation Plan (see also section 9).

External moderation for the Applied Business programmes will be undertaken by appropriately qualified persons in the discipline area and the level of programme/courses. A draft External Moderation Plan is provided in Appendix 5.

6 PROGRAMME REGULATIONS



WAETURE HŌTAKA | PROGRAMME REGULATIONS

6.1 Master of Applied Business

To be read in conjunction with Unitec's *Academic Statute* and other relevant policies.

These programme regulations apply to the *Master of Applied Business (Level 9, 180 credits)* with specialisations in *Business Analytics, Digital Marketing, Advanced Human Resources, Leadership, and Supply Chain & Logistics*.

These regulations come into effect from Semester 2, 2020.

1. Ngā Ture Hei Whakaurunga | Admission Requirements

To be read in conjunction with Unitec's *Admission Requirements Policy*.

1.1 Whakaurunga Whānui | General Admission

To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form).

Applicants must meet the following requirements:

- a. a recognised Bachelor's degree (or higher) in a relevant discipline with merit achievement deemed to be a grade average of B- or higher; or
- b. A professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree or equivalent; or

1.2 Whakaurunga Motuhake | Special Admission

Applicants must have:

- a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to start; AND
- b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.

1.3 Whakaurunga Reo Pākehā | English Language Admission Requirements

Domestic applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing) or equivalent.

International applicants must also meet the English Language Entry Requirements stated in Unitec's Admission Requirements Policy.

2. Paearu Kōwhiri Tukanga | Selection Criteria and Process

2.1 Paearu Kōwhiri | Selection criteria

The following selection criteria will be applied to all applicants:

- exceeding the minimum entry requirements;
- relevant work experience;
- assurance of commitment to all aspects of the programme and to meeting learning outcomes.

These criteria are not ranked in any order. Applicants who meet the maximum number of listed criteria will be the preferred candidates

2.2 Tukanga Kōwhiri | Selection process

Selection will be made by the relevant academic authority with the delegated authority to offer places to applicants. Students will be selected on the basis of written information supplied on the enrolment form. A face-to-face or electronic interview may be required.

3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Qualification

3.1 Whakaemi Tūtukitanga | Credit Accumulation

To be awarded the Master of Applied Business with a relevant specialisation, students must successfully complete 180 credits (including a Level 9 research project of 45 credits), accumulated in the pattern set out in Table 1 from courses set out in Tables 2a to 2g below.

Table 1: Credit Requirements for Master of Applied Business

Course Level	Core Credits	Specialisation Credits	Elective Credits	Total Credits
Level 8	60	45	30	135
Level 9	45	-	-	45
Total				180 credits

Note: In the tables below, compulsory courses are shown in bold, electives are shown in italics. All specialisation courses are compulsory for the specified specialisation, and available as electives for other specialisations.

Table 2a: Core Courses for the Master of Applied Business (all specialisations)

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8000	Strategic IQ	8	15	
BSNS8001	Design Thinking for Business	8	15	
BSNS8002	Digital Transformation	8	15	
BSNS8004	Business Research Methods	8	15	
BSNS9000	Industry Research Project	9	45	

Table2b: Specialisation Courses for the Master of Applied Business – Business Analytics

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8030	Data Analytics	8	15	
BSNS8031	Analytics Storytelling	8	15	
ISCG8042	Data Mining and Industry Applications	8	15	
<i>Elective courses – 30 credits selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

Table 2c: Specialisation Courses for the Master of Applied Business – Digital Marketing

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8040	Inbound Marketing	8	15	
BSNS8041	Online Advertising	8	15	
BSNS8042	Web Analytics	8	15	
<i>Electives – 30 credits selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

Table 2d: Specialisation Courses for the Master of Applied Business – Advanced HR

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8020	EX Employee Experience	8	15	
BSNS8021	Workforce Analytics	8	15	
BSNS8012	Building Workplace Culture	8	15	
<i>Electives – 30 credits selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

Table 2e: Specialisation Courses for the Master of Applied Business – Leadership

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8010	Leading and Managing Change	8	15	
BSNS8011	Developing Tomorrow's Leaders	8	15	
BSNS8012	Building Workplace Culture	8	15	
<i>Electives – 30 credits selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

Table 2f Specialisation Courses for the Master of Applied Business – Supply Chain & Logistics

Course No	Course Name	Level	Credits	Pre-requisites
-----------	-------------	-------	---------	----------------

BSNS8050	Procurement Management	8	15	
BSNS8051	Supply Chain Design	8	15	
BSNS8052	Warehousing and Distribution	8	15	
<i>Electives – 30 credits selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

Table 2g: Elective Courses for the Master of Applied Business.

Course No	Course Name	Level	Credits	Pre-requisites	Co-requisites
BSNS8003	<i>Industry Internship</i>	8	30		
BSNS8005	<i>Te Ao Pakihi Māori</i>	8	15		

Master of Applied Business with Honours:

To be awarded the Master of Applied Business with Honours, a student must successfully complete a minimum of 180 credits which includes the completion of a research project of at least 45 credits at level 9 with the following conditions:

- The Master's degree shall be awarded with first-class honours if the following criteria are satisfied, within the time limits as defined in section 3.4.1 b, c, d and e of these regulations: achieved a cumulative Grade Point Average of 7.0 or better in all necessary courses, with no less than a B+ in any one course, and with no less than an A- for the research project and completion of the requirements within the time limits.
- The Master's degree shall be awarded with second-class honours if the following criteria are satisfied, within the time limits as defined in section 3.4.1 b, c, d and e of these regulations: achieved a cumulative Grade Point Average of 5.0 or better in all necessary courses, with no less than a B- in any one course and with no less than a B in the research project and completion of the requirements within the time limits.
- The Master's degree with honours shall be awarded if all courses and the research project achieve a passing grade, and all requirements are completed within the time limits.
- A student may repeat a course they have successfully completed in order to achieve a higher grade to be used in the calculation of honours.
- A student who has failed any course shall not be eligible for honours.

3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

The 45 credit Industry Research Project and the Industry Internship may be completed in the workplace with academic supervision provided by Unitec staff. In such instances, the project will be governed by a tripartite agreement between the student, Unitec and the external organisation. This agreement will specify the arrangements for academic supervision by Unitec staff, pastoral care and professional supervision by the workplace organisation and expectations for student compliance with relevant policies of Unitec and the external organisation.

3.3 Mahi Akoranga | A Wāhanga | Course-load per semester

The normal full-time course load is 60 credits per semester, or, with the approval of the relevant Academic Authority, 75 credits.

3.4 Whakaurunga Takiwā | Enrolment periods

- a. The normal enrolment period is 18 months (full-time study) or 36 months (part-time study).
- b. The maximum period to complete this qualification, with the approval of the relevant Academic Authority is 48 months.
- c. Students who are prevented by ill health, or other cause, from completing the programme requirements within the maximum period of enrolment, the relevant Academic Authority may approve suspension of enrolment for up to a maximum of 12 months.
- d. Enrolment will normally be continuous. The relevant Academic Authority may, on the receipt of an application from a candidate, approve a suspension of enrolment for up to a maximum of 6 months. In such cases, the period of suspension will not count towards the registration period of the degree.
- e. The maximum period of registration for a Master's degree will normally be 60 months from the date of the commencement of study.
- f. Where a candidate is enrolled full-time throughout the period of his/her registration, the maximum period of registration for the award of the degree with honours is 30 months.
- g. Where a candidate is undertaking the degree by part-time study, the maximum period of registration for the award of the degree with honours is 48 months, this period being reduced to account for periods of full-time study.
- h. The maximum period of registration to be eligible for the award of the degree with honours, as outlined in 3.1 above, shall be reduced in proportion to the number of cross-credits gained.

3.5 Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study

There are no modified programmes of study in this programme.

3.6 Whakawhiwhinga Puta | Exit or Milestone Awards

There are no formal exit or milestone awards for this programme. A student enrolled in the Master of Applied Business may choose to exit the programme before completion and seek to cross credit completed courses to another programme under the conditions described in the Programme Regulations of that programme.

4. Tūtukitanga Whakamihi | Credit Recognition

4.1 Whakawhiti Tūtukitanga | Cross-credit

- a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme.
- b. Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.
- c. Cross credit will not be awarded for the 45 credit Industry Research Project.
- d. Credit recognition may be:
 - a. Specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or
 - b. Unspecified, where the previous study has taken place in a programme with a similar philosophy, but there is no exact match in the programme's courses.

4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)

Assessment of Prior Learning (APL) is available for all courses in this programme, with the exception of the 45 credit Industry Research Project. APL decisions will be made on a case-by-case basis, in accordance with Unitec's Assessment of Prior Learning policy

4.3 Ngā whakawhitinga | Credit Transfer Arrangements

4.3.1 Transfer from Postgraduate Certificate and Postgraduate Diploma in Applied Business

- a. Graduates of the Postgraduate Certificate in Applied Business or Postgraduate Diploma in Applied Business may apply for a transfer of relevant credits towards the Master of Applied Business, provided that:
 - The period between completing the award of the postgraduate certificate or postgraduate diploma and applying for admission to the master's programme does not normally exceed three years; in exceptional circumstances, the relevant Academic Authority may approve the waiver of this requirement.
 - In order to calculate the registration period required in the assessment of eligibility for the award of honours, the student's registration in the Master's degree will be deemed to have commenced at the time of first enrolment in the Postgraduate Diploma or Postgraduate Certificate.
- b. Students who have not completed BSNS9000 Business Research Methods as part of the Postgraduate Diploma shall be required to complete this course, in addition to the Research Project, to be awarded the Master of Applied Business.

5. Waeture Aromatawai | Assessment Regulations

Assessment regulations comply with Unitec's Assessment and Grading Procedures and Regulations. Students will be notified of the due dates for all summative assessment work at the start of each course.

5.1 Paparahi Aromatawai | Assessment basis

Assessment in all courses in this programme is achievement-based, using an 11-point grading scale.

Students must obtain at least 50 per cent overall in any course in order to pass that course.

Assessment elements in each course are generally compulsory unless noted otherwise.

5.2 Ākoranga Taumata | Course grades

Course grades will be determined by the mathematical aggregation of weighted assessment marks, and reported according to the scale detailed in Table 4. Students must obtain at least 50 per cent overall score in order to pass achievement-based assessment.

Table 4: Achievement-based (11-point) assessment system

GRADE	MEANING	RESULT	PERCENTAGE
A+	Distinction	Credits Earned	90 – 100
A	Distinction	Credits Earned	85 – 89
A-	Distinction	Credits Earned	80 – 84
B+	Merit Pass	Credits Earned	75 – 79
B	Merit Pass	Credits Earned	70 – 74
B-	Merit Pass	Credits Earned	65 – 69
C+	Pass	Credits Earned	60 – 64
C	Pass	Credits Earned	55 – 59
C-	Pass	Credits Earned	50 – 54
D	Fail	No Credits Earned	40 – 49
E	Fail	No Credits Earned	0 – 39

5.3 Paearu Taumata | Grade criteria

As per the criteria detailed in Table 5, students may be awarded one of the following grades for a course

Table 5 Grade Criteria

GRADE	MEANING	CRITERIA
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification.
CTG	Continuing	The course runs for more than one semester and the final summative assessment has not yet occurred. No credits earned
DEF	Deferred	The student has approval to complete a piece of course assessment beyond the schedule date. Unless an exception has been approved, any deferred grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled. No credits earned.
DNC	Did Not Complete	The student has either withdrawn after 75% of the scheduled course duration; or has not attempted a compulsory item of assessment within a course. No credits earned.
ES	Student Exchange	The student has completed an approved inter-institutional exchange and it is not appropriate for another grade to be awarded. No credits earned.
NGA	No Grade Associated	Course assessment and reporting of results is carried out by an external agency. No credits earned

R	Restricted Pass	The student has been awarded a restricted pass subject to the relevant clause in these regulations. Credits earned.
W	Withdrawn	The student withdraws from a course after 10% of the scheduled course duration and up to, or at, the date at which 75% of the scheduled course has passed. No credits earned.
#	Estimated Grade	Any portion of summative assessment has been estimated.

5.4 Aromatawai Mahinga | Assessment Procedures

5.4.1 Aromatawai I Roto I Te Reo | Assessment in Te Reo

All students have the right to submit any summative assessment task in Te Reo Māori. The process for submission of summative assessment work in Te Reo Māori is detailed on programme Moodle™ pages and other course material. Assessment in Te Reo Māori is governed by Unitec's Assessment in Te Reo Māori Policy.

5.4.2 Tāpaetanga Tōmuri | Submission and late submission of work

- a. Applications for extensions must be made under the Affected Performance Considerations (APC) provisions (see 5.4.4 below).
- b. Any assessment that is submitted late (and does not have a prior approved extension or Affected Performance Considerations) will be penalised by a deduction of 10 per cent per day of the student's assessment mark, up to five calendar days.
- c. No assessments will be accepted five calendar days after the due date.
 - i. If the assessment is not compulsory, the student will receive a 'zero' grade for that assessment;
 - ii. if the assessment is compulsory, the student will receive a DNC grade for the entire course.
- d. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.

5.4.3 Whakamātautau Anō | Re-submission or Re-assessment

A student may apply to undertake a re-submission for a failed assessment within five calendar days of receiving their marked assessment, subject to the following:

- a. Students are entitled to one re-submission per course.
- b. All re-submissions will be carried out within a specified time period as agreed with the relevant Academic Authority.
- c. For all cases of re-submission, the original marked assessment will accompany re-submitted assessment. If re-submitted work is not accompanied by the original marked assessment, the re-submitted work will not be marked and the original grade will stand.
- d. The maximum grade for any re-submission of an assessment is the lowest pass grade, i.e. C-.

- e. Assessments that are handed in late are not eligible for re-submission.

5.4.4 Āhuatanga Aromatawai Motuhake | Affected Performance Considerations (APC)

Any student whose performance in a summative assessment is affected by factors beyond their control may apply for Affected Performance Considerations (APC) under the following conditions:

- a. The student was unable to complete the summative assessment item; or
- b. The student's ability to complete the summative assessment (preparation/performance) was impaired; or
- c. The student needs to request extra time to complete the summative assessment (see 5.4.3 above).

5.4.5 Pāhi Rāhui | Restricted passes

There are no restricted passes in this programme.

5.4.6 Akoranga Tuaruatanga | Repeating Courses

Re-enrolment in courses is governed by the Unitec Admission and Enrolment Procedures. Where a Student wishes to enrol into a Course that they have previously failed twice, the Student must request approval by completing and submitting an 'Application for Third Time Enrolment Form.'

5.4.7 Whakakorenga | Exclusions

Exclusion from courses is governed by the Unitec Admission and Enrolment Procedures. If a Student fails to achieve at least 50 per cent of the credits that they are enrolled in in any 12-month period then the Student cannot automatically re-enrol in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the Head of School. When calculating the 12-month period, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.

5.5 Whakaritenga whakamātautau | Examination Regulations

All examinations in this programme are governed by the Unitec Examinations Regulations Policy.

Research Project

- a. The 45 credit Research Project will be assessed by a person who has not acted as a candidate's supervisor or advisor and must be moderated by a person other than the assessor, or the candidate's supervisor or advisor.
- b. When a research project has been submitted by a candidate who is also a Unitec staff member, the assessor normally would be external to Unitec.
- c. An assessor of for a research project shall have substantial experience of examining postgraduate degree candidates.

5.6 Tono Pira | Appeals

Students may appeal the decisions made under these regulations in accordance with the Unitec Student Appeals Procedure.

6. Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

6.1 Transition from the Master of Business

Students from the Master of Business and Postgraduate Diploma in Business will be able to transition to the new programme under the conditions specified at Appendix A of these Regulations.

6.2 Transfer from one Specialisation to another

On application by a student, transfer from one specialisation of the Master of Applied Business to another specialisation may be approved by the relevant Academic Authority on a case by case basis.

7. Whakaritenga Whānui | General Provisions

7.1 Whakamāramatanga ā-kaupapa | Definition of Terms

In these regulations, unless the context otherwise requires, the following definitions shall apply:

- a. 'Affected' means influenced in some way. For time-constrained items such as tests, Examinations, and presentations this may include the inability to attend any or all of the Assessment events, or diminished performance. For other items it may be the inability to meet deadlines, or diminished performance within deadlines.
- b. 'Factors beyond the control of the Student' means any circumstance or situation the student could not have reasonably prevented, including, but not limited to, sickness or injury to the student, or bereavement.
- c. 'Relevant Academic Authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to decide within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the relevant Programme Action and Quality Committee.
- d. 'Research Project' means a record of a course of study in which a candidate undertakes a practice-based, applied scholarly investigation of an appropriate topic, deemed equivalent to at least 45 credits at Level 9.
- e. 'Supervisor' means a person who fulfils the role of adviser, mentor, and motivator, thereby guiding the academic progress of the candidate to reach their research potential.

8. Kupu Āpiti | Schedules or Appendices

8.1 Appendix A Transition from the Master and Postgraduate Diploma in Business

See Attached appendices A1 and A2



WAETURE HŌTAKA | PROGRAMME REGULATIONS

6.2 Postgraduate Diploma in Applied Business

To be read in conjunction with Unitec's *Academic Statute* and other relevant policies.

These programme regulations apply to the *Postgraduate Diploma in Applied Business (Level 8, 120 credits)* with specialisations in *Business Analytics, Digital Marketing, Advanced Human Resources, Leadership, and Supply Chain & Logistics*.

These regulations come into effect from Semester 2, 2020.

1. Ngā Ture Hei Whakaurunga | Admission Requirements

To be read in conjunction with Unitec's *Admission Requirements Policy*.

1.1 Whakaurunga Whānui | General Admission

To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form).

Applicants must meet the following requirements:

- a. a recognised Bachelor's degree (or higher) in a relevant discipline with merit achievement deemed to be a grade average of B- or higher; or
- b. A professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree or equivalent; or

1.2 Whakaurunga Motuhake | Special Admission

Applicants must have:

- a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to start; AND
- b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.

1.3 Whakaurunga Reo Pākehā | English Language Admission Requirements

Domestic applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing) or equivalent.

International applicants must also meet the English Language Entry Requirements stated in Unitec's Admission Requirements Policy.

2. Paearu Kōwhiri Tukanga | Selection Criteria and Process

2.1 Paearu Kōwhiri | Selection criteria

The following selection criteria will be applied to all applicants:

- exceeding the minimum entry requirements;
- relevant work experience;
- assurance of commitment to all aspects of the programme and to meeting learning outcomes.

These criteria are not ranked in any order. Applicants who meet the maximum number of listed criteria will be the preferred candidates

2.2 Tukanga Kōwhiri | Selection process

Selection will be made by the relevant academic authority with the delegated authority to offer places to applicants. Students will be selected on the basis of written information supplied on the enrolment form. A face-to-face or electronic interview may be required.

3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Qualification

3.1 Whakaemi Tūtukitanga | Credit Accumulation

To be awarded the Postgraduate Diploma in Applied Business with a relevant specialisation, students must successfully complete 120 credits accumulated in the pattern set out in Table 1 from courses set out in Tables 2a to 2g below.

Table 1: Credit Requirements for Postgraduate Diploma in Applied Business

Course Level	Core Credits	Specialisation Credits	Elective Credits	Total Credits
Level 8	30	45	45	120

Note: In the tables below, compulsory courses are shown in **bold**, electives are shown in *italics*. All specialisation courses are compulsory for the specified specialisation, and available as electives for other specialisations.

Table 2a: Core Courses for the Postgraduate Diploma in Applied Business (all specialisations)

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8000	Strategic IQ	8	15	
BSNS8001	Design Thinking for Business	8	15	

Table 2b: Specialisation Courses for the Postgraduate Diploma in Applied Business – Business Analytics

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8030	Data Analytics	8	15	
BSNS8031	Analytics Storytelling	8	15	
ISCG8042	Data Mining and Industry Applications	8	15	

Table 2c: Specialisation Courses for the Postgraduate Diploma in Applied Business – Digital Marketing

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8040	Inbound Marketing	8	15	
BSNS8041	Online Advertising	8	15	
BSNS8042	Web Analytics	8	15	

Table 2d: Specialisation Courses for the Postgraduate Diploma in Applied Business – Advanced HR

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8020	EX Employee Experience	8	15	
BSNS8021	Workforce Analytics	8	15	
BSNS8012	Building Workplace Culture	8	15	

Table 2e: Specialisation Courses for the Postgraduate Diploma in Applied Business – Leadership

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8010	Leading and Managing Change	8	15	
BSNS8011	Developing Tomorrow's Leaders	8	15	
BSNS8012	Building Workplace Culture	8	15	

Table 2f Specialisation Courses for the Postgraduate Diploma in Applied Business – Supply Chain & Logistics

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8050	Procurement Management	8	15	
BSNS8051	Supply Chain Design	8	15	
BSNS8052	Warehousing and Distribution	8	15	

Table 2g: Elective Courses for the Postgraduate Diploma in Applied Business.

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8002	Digital Transformation	8	15	
BSNS8004	Business Research Methods	8	15	
BSNS8003	Industry Internship	8	30	
BSNS8005	Te Ao Pākihi Māori	8	15	
<i>Electives can be selected from any of the other level 8 specialisation courses or level 8 courses from other postgraduate programmes, subject to meeting prerequisites and approval from the Academic Programme Manager</i>				

3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

The Industry Internship is completed in the workplace with academic supervision provided by Unitec staff. In such instances, the project will be governed by a tripartite agreement between the student, Unitec and the external organisation. This agreement will specify the arrangements for academic

supervision by Unitec staff, pastoral care and professional supervision by the workplace organisation and expectations for student compliance with relevant policies of Unitec and the external organisation.

3.3 Mahi Akoranga | A Wāhanga | Course-load per semester

The normal full-time course load is 60 credits per semester, or, with the approval of the relevant Academic Authority, 75 credits.

3.4 Whakaurunga Takiwā | Enrolment periods

- i. The normal enrolment period is 12 months (full-time study) or 24 months (part-time study).
- j. The maximum period to complete this qualification, with the approval of the relevant Academic Authority is 36 months.
- k. Students who are prevented by ill health, or other cause, from completing the programme requirements within the maximum period of enrolment, the relevant Academic Authority may approve suspension of enrolment for up to a maximum of six months.
- l. Enrolment will normally be continuous. The relevant Academic Authority may, on the receipt of an application from a candidate, approve a suspension of enrolment for up to a maximum of six months. In such cases, the period of suspension will not count towards the registration period of the postgraduate diploma.

3.5 Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study

There are no modified programmes of study in this programme.

3.6 Whakawhiwhinga Puta | Exit or Milestone Awards

There are no formal exit or milestone awards for this programme. A student enrolled in the Postgraduate Diploma in Applied Business may choose to exit the programme before completion and seek to cross credit completed courses to another programme under the conditions described in the Programme Regulations of that programme.

4. Tūtukitanga Whakamihi | Credit Recognition

4.1 Whakawhiti Tūtukitanga | Cross-credit

- a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme.
- b. Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.
- c. Credit recognition may be:
 - a. Specified, where there is direct equivalence of the learning outcomes of a completed

course and a course in the programme; or

- b. Unspecified, where the previous study has taken place in a programme with a similar philosophy, but there is no exact match in the programme's courses.

4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)

Assessment of Prior Learning (APL) is available for all courses in this programme. APL decisions will be made on a case-by-case basis, in accordance with Unitec's Assessment of Prior Learning policy

4.3 Ngā whakawhitinga | Credit Transfer Arrangements

4.3.1 Transfer from Postgraduate Certificate and Postgraduate Diploma in Applied Business

Graduates of the Postgraduate Certificate in Applied Business may apply for a transfer of relevant credits towards the Postgraduate Diploma in Applied Business, provided that:

- The period between completing the award of the postgraduate certificate and applying for admission to the postgraduate diploma programme does not normally exceed three years; in exceptional circumstances, the relevant Academic Authority may approve the waiver of this requirement.
- In order to calculate the registration period required in the assessment of eligibility for the award of honours, the student's registration in the Postgraduate Diploma will be deemed to have commenced at the time of first enrolment in the Postgraduate Certificate.

5. Waeture Aromatawai | Assessment Regulations

Assessment regulations comply with Unitec's Assessment and Grading Procedures and Regulations. Students will be notified of the due dates for all summative assessment work at the start of each course.

5.1 Paparahi Aromatawai | Assessment basis

Assessment in all courses in this programme is achievement-based, using an 11-point grading scale. Students must obtain at least 50 per cent overall in any course in order to pass that course.

Assessment elements in each course are generally compulsory unless noted otherwise.

5.2 Ākoranga Taumata | Course grades

Course grades will be determined by the mathematical aggregation of weighted assessment marks, and reported according to the scale detailed in Table 4. Students must obtain at least 50 per cent overall score in order to pass achievement-based assessment.

Table 4: Achievement-based (11-point) assessment system

GRADE	MEANING	RESULT	PERCENTAGE
A+	Distinction	Credits Earned	90 – 100
A	Distinction	Credits Earned	85 – 89
A-	Distinction	Credits Earned	80 – 84

B+	Merit Pass	Credits Earned	75 – 79
B	Merit Pass	Credits Earned	70 – 74
B-	Merit Pass	Credits Earned	65 – 69
C+	Pass	Credits Earned	60 – 64
C	Pass	Credits Earned	55 – 59
C-	Pass	Credits Earned	50 – 54
D	Fail	No Credits Earned	40 – 49
E	Fail	No Credits Earned	0 – 39

5.3 Paearu Taumata | Grade criteria

As per the criteria detailed in Table 5, students may be awarded one of the following grades for a course

Table 5 Grade Criteria

GRADE	MEANING	CRITERIA
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification.
CTG	Continuing	The course runs for more than one semester and the final summative assessment has not yet occurred. No credits earned
DEF	Deferred	The student has approval to complete a piece of course assessment beyond the schedule date. Unless an exception has been approved, any deferred grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled. No credits earned.
DNC	Did Not Complete	The student has either withdrawn after 75% of the scheduled course duration; or has not attempted a compulsory item of assessment within a course. No credits earned.
ES	Student Exchange	The student has completed an approved inter-institutional exchange and it is not appropriate for another grade to be awarded. No credits earned.
NGA	No Grade Associated	Course assessment and reporting of results is carried out by an external agency. No credits earned
R	Restricted Pass	The student has been awarded a restricted pass subject to the relevant clause in these regulations. Credits earned.
W	Withdrawn	The student withdraws from a course after 10% of the scheduled course duration and up to, or at, the date at which 75% of the scheduled course has passed. No credits earned.
#	Estimated Grade	Any portion of summative assessment has been estimated.

5.4 Aromatawai Mahinga | Assessment Procedures

5.4.1 Aromatawai I Roto I Te Reo | Assessment in Te Reo

All students have the right to submit any summative assessment task in Te Reo Māori. The process for submission of summative assessment work in Te Reo Māori is detailed on programme Moodle™ pages and other course material. Assessment in Te Reo Māori is governed by Unitec's Assessment in Te Reo Māori Policy.

5.4.2 Tāpaetanga Tōmuri | Submission and late submission of work

- e. Applications for extensions must be made under the Affected Performance Considerations (APC) provisions (see 5.4.4 below).
- f. Any assessment that is submitted late (and does not have a prior approved extension or Affected Performance Considerations) will be penalised by a deduction of 10 per cent per day of the student's assessment mark, up to five calendar days.
- g. No assessments will be accepted five calendar days after the due date.
 - i. If the assessment is not compulsory, the student will receive a 'zero' grade for that assessment;
 - ii. if the assessment is compulsory, the student will receive a DNC grade for the entire course.
- h. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.

5.4.3 Whakamātautau Anō | Re-submission or Re-assessment

A student may apply to undertake a re-submission for a failed assessment within five calendar days of receiving their marked assessment, subject to the following:

- f. Students are entitled to one re-submission per course.
- g. All re-submissions will be carried out within a specified time period as agreed with the relevant Academic Authority.
- h. For all cases of re-submission, the original marked assessment will accompany re-submitted assessment. If re-submitted work is not accompanied by the original marked assessment, the re-submitted work will not be marked and the original grade will stand.
- i. The maximum grade for any re-submission of an assessment is the lowest pass grade, i.e. C-.
- j. Assessments that are handed in late are not eligible for re-submission.

5.4.4 Āhuatanga Aromatawai Motuhake | Affected Performance Considerations (APC)

Any student whose performance in a summative assessment is affected by factors beyond their control may apply for Affected Performance Considerations (APC) under the following conditions:

- d. The student was unable to complete the summative assessment item; or
- e. The student's ability to complete the summative assessment (preparation/performance) was impaired; or
- f. The student needs to request extra time to complete the summative assessment (see 5.4.3 above).

5.4.5 Pāhi Rāhui | Restricted passes

There are no restricted passes in this programme.

5.4.6 Akoranga Tuaruatanga | Repeating Courses

Re-enrolment in courses is governed by the Unitec Admission and Enrolment Procedures. Where a Student wishes to enrol into a Course that they have previously failed twice, the Student must request approval by completing and submitting an 'Application for Third Time Enrolment Form.'

5.4.7 Whakakorenga | Exclusions

Exclusion from courses is governed by the Unitec Admission and Enrolment Procedures. If a Student fails to achieve at least 50 per cent of the credits that they are enrolled in in any 12-month period then the Student cannot automatically re-enrol in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the Head of School. When calculating the 12-month period, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.

5.5 Whakaritenga whakamātautau | Examination Regulations

All examinations in this programme are governed by the Unitec Examinations Regulations Policy.

5.6 Tono Pira | Appeals

Students may appeal the decisions made under these regulations in accordance with the Unitec Student Appeals Procedure.

6. Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

6.1 Transition from the Postgraduate Diploma in Business

Students from the Postgraduate Diploma in Business will be able to transition to the new programme under the conditions specified at Appendix A of these regulations.

6.2 Transfer from one Specialisation to another

On application by a student, transfer from one specialisation of the Postgraduate Diploma in Applied Business to another specialisation may be approved by the relevant Academic Authority on a case by case basis.

7. Whakaritenga Whānui | General Provisions

7.1 Whakamāramatanga ā-kaupapa | Definition of Terms

In these regulations, unless the context otherwise requires, the following definitions shall apply:

- f. 'Affected' means influenced in some way. For time-constrained items such as tests, Examinations, and presentations this may include the inability to attend any or all of the Assessment events, or diminished performance. For other items it may be the inability to meet

deadlines, or diminished performance within deadlines.

- g. 'Factors beyond the control of the Student' means any circumstance or situation the student could not have reasonably prevented, including, but not limited to, sickness or injury to the student, or bereavement.
- h. 'Relevant Academic Authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to decide within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the relevant Programme Action and Quality Committee.

8. Kupu Āpiti | Schedules or Appendices

8.1 Appendix A Transition from the Master and Postgraduate Diploma in Business

See Attached appendices A1 and A2



WAETURE HŌTAKA | PROGRAMME REGULATIONS

6.3 Postgraduate Certificate in Applied Business

To be read in conjunction with Unitec's *Academic Statute* and other relevant policies.

These programme regulations apply to the *Postgraduate Certificate in Applied Business (Level 8, 60 credits)* with specialisations in *Business Analytics, Digital Marketing, Advanced Human Resources, Leadership, and Supply Chain & Logistics*.

These regulations come into effect from Semester 2, 2020.

1. Ngā Ture Hei Whakaurunga | Admission Requirements

To be read in conjunction with Unitec's *Admission Requirements Policy*.

1.1 Whakaurunga Whānui | General Admission

To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form).

Applicants must meet the following requirements:

- a. a recognised Bachelor's degree (or higher) in a relevant discipline with merit achievement deemed to be a grade average of B- or higher; or
- b. A professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree or equivalent; or

1.2 Whakaurunga Motuhake | Special Admission

Applicants must have:

- a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to start; AND
- b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.

1.3 Whakaurunga Reo Pākehā | English Language Admission Requirements

Domestic applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing) or equivalent.

International applicants must also meet the English Language Entry Requirements stated in Unitec's Admission Requirements Policy.

2. Paearu Kōwhiri Tukanga | Selection Criteria and Process

2.1 Paearu Kōwhiri | Selection criteria

The following selection criteria will be applied to all applicants:

- a. exceeding the minimum entry requirements;
- b. relevant work experience;
- c. assurance of commitment to all aspects of the programme and to meeting learning outcomes.

These criteria are not ranked in any order. Applicants who meet the maximum number of listed criteria will be the preferred candidates

2.2 Tukanga Kōwhiri | Selection process

Selection will be made by the relevant academic authority with the delegated authority to offer places to applicants. Students will be selected on the basis of written information supplied on the enrolment form. A face-to-face or electronic interview may be required.

3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Qualification

3.1 Whakaemi Tūtukitanga | Credit Accumulation

To be awarded the Postgraduate Certificate in Applied Business with a relevant specialisation, students must successfully complete 60 credits accumulated in the pattern set out in Table 1 from courses set out in Tables 2a to 2g below.

Table 1: Credit Requirements for Postgraduate Certificate in Applied Business

Course Level	Core Credits	Specialisation Credits	Total Credits
Level 8	15	45	60

Note: There is a common core course for all specialisations. All specialisation courses are compulsory for the specified specialisation.

Table 2a: Core Course for the Postgraduate Certificate in Applied Business (all specialisations)

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8000	Strategic IQ	8	15	

Table 2b: Specialisation Courses for the Postgraduate Certificate in Applied Business – Business Analytics

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8030	Data Analytics	8	15	
BSNS8031	Analytics Storytelling	8	15	
ISCG8042	Data Mining and Industry Applications	8	15	

Table 2c: Specialisation Courses for the Postgraduate Certificate in Applied Business – Digital Marketing

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8040	Inbound Marketing	8	15	
BSNS8041	Online Advertising	8	15	
BSNS8042	Web Analytics	8	15	

Table 2d: Specialisation Courses for the Postgraduate Certificate in Applied Business – Advanced HR

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8020	EX Employee Experience	8	15	
BSNS8021	Workforce Analytics	8	15	
BSNS8012	Building Workplace Culture	8	15	

Table 2e: Specialisation Courses for the Postgraduate Certificate in Applied Business – Leadership

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8010	Leading and Managing Change	8	15	
BSNS8011	Developing Tomorrow's Leaders	8	15	
BSNS8012	Building Workplace Culture	8	15	

Table 2f Specialisation Courses for the Postgraduate Certificate in Applied Business – Supply Chain & Logistics

Course No	Course Name	Level	Credits	Pre-requisites
BSNS8050	Procurement Management	8	15	
BSNS8051	Supply Chain Design	8	15	
BSNS8052	Warehousing and Distribution	8	15	

3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

There are no work-based components in this programme.

3.3 Mahi Akoranga | A Wāhanga | Course-load per semester

The normal full-time course load is 60 credits per semester.

3.4 Whakaurunga Takiwā | Enrolment periods

- The normal enrolment period is six months (full-time study) or 12 months (part-time study).
- The maximum period to complete this qualification, with the approval of the relevant Academic Authority is 18 months.
- Students who are prevented by ill health, or other cause, from completing the programme requirements within the maximum period of enrolment, the relevant Academic Authority may approve suspension of enrolment for up to a maximum of six months.

- d. Enrolment will normally be continuous. The relevant Academic Authority may, on the receipt of an application from a candidate, approve a suspension of enrolment for up to a maximum of six months. In such cases, the period of suspension will not count towards the registration period of the certificate.

3.5 Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study

There are no modified programmes of study in this programme.

3.6 Whakawhiwhinga Puta | Exit or Milestone Awards

There are no formal exit or milestone awards for this programme. A student enrolled in the Postgraduate Certificate in Applied Business may choose to exit the programme before completion and seek to cross credit completed courses to another programme under the conditions described in the Programme Regulations of that programme.

4. Tūtukitanga Whakamihi | Credit Recognition

4.1 Whakawhiti Tūtukitanga | Cross-credit

- a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme.
- b. Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.
- c. Credit recognition may be:
 - a. Specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or
 - b. Unspecified, where the previous study has taken place in a programme with a similar philosophy, but there is no exact match in the programme's courses.

4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)

Assessment of Prior Learning (APL) is available for all courses in this programme. APL decisions will be made on a case-by-case basis, in accordance with Unitec's Assessment of Prior Learning policy

4.3 Ngā whakawhitinga | Credit Transfer Arrangements

There are no credit transfer arrangements for this programme.

5. Waeture Aromatawai | Assessment Regulations

Assessment regulations comply with Unitec's Assessment and Grading Procedures and Regulations. Students will be notified of the due dates for all summative assessment work at the start of each course.

5.1 Paparahi Aromatawai | Assessment basis

Assessment in all courses in this programme is achievement-based, using an 11-point grading scale. Students must obtain at least 50 per cent overall in any course in order to pass that course.

Assessment elements in each course are generally compulsory unless noted otherwise.

5.2 Ākoranga Taumata | Course grades

Course grades will be determined by the mathematical aggregation of weighted assessment marks, and reported according to the scale detailed in Table 4. Students must obtain at least 50 per cent overall score in order to pass achievement-based assessment.

Table 4: Achievement-based (11-point) assessment system

GRADE	MEANING	RESULT	PERCENTAGE
A+	Distinction	Credits Earned	90 – 100
A	Distinction	Credits Earned	85 – 89
A-	Distinction	Credits Earned	80 – 84
B+	Merit Pass	Credits Earned	75 – 79
B	Merit Pass	Credits Earned	70 – 74
B-	Merit Pass	Credits Earned	65 – 69
C+	Pass	Credits Earned	60 – 64
C	Pass	Credits Earned	55 – 59
C-	Pass	Credits Earned	50 – 54
D	Fail	No Credits Earned	40 – 49
E	Fail	No Credits Earned	0 – 39

5.3 Paearu Taumata | Grade criteria

As per the criteria detailed in Table 5, students may be awarded one of the following grades for a course

Table 5 Grade Criteria

GRADE	MEANING	CRITERIA
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification.
CTG	Continuing	The course runs for more than one semester and the final summative assessment has not yet occurred. No credits earned
DEF	Deferred	The student has approval to complete a piece of course assessment beyond the schedule date. Unless an exception has been approved, any deferred grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled. No credits earned.
DNC	Did Not Complete	The student has either withdrawn after 75% of the scheduled course duration; or has not attempted a compulsory item of assessment within a course. No credits earned.
ES	Student Exchange	The student has completed an approved inter-institutional exchange and it is not appropriate for another grade to be awarded. No credits earned.

NGA	No Grade Associated	Course assessment and reporting of results is carried out by an external agency. No credits earned
R	Restricted Pass	The student has been awarded a restricted pass subject to the relevant clause in these regulations. Credits earned.
W	Withdrawn	The student withdraws from a course after 10% of the scheduled course duration and up to, or at, the date at which 75% of the scheduled course has passed. No credits earned.
#	Estimated Grade	Any portion of summative assessment has been estimated.

5.4 Aromatawai Mahinga | Assessment Procedures

5.4.1 Aromatawai I Roto I Te Reo | Assessment in Te Reo

All students have the right to submit any summative assessment task in Te Reo Māori. The process for submission of summative assessment work in Te Reo Māori is detailed on programme Moodle™ pages and other course material. Assessment in Te Reo Māori is governed by Unitec's Assessment in Te Reo Māori Policy.

5.4.2 Tāpaetanga Tōmuri | Submission and late submission of work

- i. Applications for extensions must be made under the Affected Performance Considerations (APC) provisions (see 5.4.4 below).
- j. Any assessment that is submitted late (and does not have a prior approved extension or Affected Performance Considerations) will be penalised by a deduction of 10 per cent per day of the student's assessment mark, up to five calendar days.
- k. No assessments will be accepted five calendar days after the due date.
 - i. If the assessment is not compulsory, the student will receive a 'zero' grade for that assessment;
 - ii. if the assessment is compulsory, the student will receive a DNC grade for the entire course.
- l. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.

5.4.3 Whakamātautau Anō | Re-submission or Re-assessment

A student may apply to undertake a re-submission for a failed assessment within five calendar days of receiving their marked assessment, subject to the following:

- a. Students are entitled to one re-submission per course.
- b. All re-submissions will be carried out within a specified time period as agreed with the relevant Academic Authority.
- c. For all cases of re-submission, the original marked assessment will accompany re-submitted assessment. If re-submitted work is not accompanied by the original marked assessment, the re-submitted work will not be marked and the original grade will stand.

- d. The maximum grade for any re-submission of an assessment is the lowest pass grade, i.e. C-.
- e. Assessments that are handed in late are not eligible for re-submission.

5.4.4 Āhuatanga Aromatawai Motuhake | Affected Performance Considerations (APC)

Any student whose performance in a summative assessment is affected by factors beyond their control may apply for Affected Performance Considerations (APC) under the following conditions:

- a. The student was unable to complete the summative assessment item; or
- b. The student's ability to complete the summative assessment (preparation/performance) was impaired; or
- c. The student needs to request extra time to complete the summative assessment (see 5.4.3 above).

5.4.5 Pāhi Rāhui | Restricted passes

There are no restricted passes in this programme.

5.4.6 Akoranga Tuaruatanga | Repeating Courses

Re-enrolment in courses is governed by the Unitec Admission and Enrolment Procedures. Where a Student wishes to enrol into a Course that they have previously failed twice, the Student must request approval by completing and submitting an 'Application for Third Time Enrolment Form.'

5.4.7 Whakakorenga | Exclusions

Exclusion from courses is governed by the Unitec Admission and Enrolment Procedures. If a Student fails to achieve at least 50 per cent of the credits that they are enrolled in in any 12-month period then the Student cannot automatically re-enrol in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the Head of School. When calculating the 12-month period, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.

5.5 Whakaritenga whakamātautau | Examination Regulations

All examinations in this programme are governed by the Unitec Examinations Regulations Policy.

5.6 Tono Pira | Appeals

Students may appeal the decisions made under these regulations in accordance with the Unitec Student Appeals Procedure.

6. Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

6.1 Transfer from one Specialisation to another

On application by a student, transfer from one specialisation of the Postgraduate Certificate in Applied Business to another specialisation may be approved by the relevant Academic Authority on a case by case basis.

7. Whakaritenga Whānui | General Provisions

7.1 Whakamāramatanga ā-kaupapa | Definition of Terms

In these regulations, unless the context otherwise requires, the following definitions shall apply:

- i. 'Affected' means influenced in some way. For time-constrained items such as tests, Examinations, and presentations this may include the inability to attend any or all of the Assessment events, or diminished performance. For other items it may be the inability to meet deadlines, or diminished performance within deadlines.
- j. 'Factors beyond the control of the Student' means any circumstance or situation the student could not have reasonably prevented, including, but not limited to, sickness or injury to the student, or bereavement.
- k. 'Relevant Academic Authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to decide within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the relevant Programme Action and Quality Committee.

7 PROGRAMME ACCEPTABILITY AND CONSULTATION

This section describes the stakeholder consultation associated with the design and development of the Applied Business programmes.

7.1 Introduction

The development of a new set of Applied Business postgraduate qualifications addresses the identified need to perform a major review of the design and curriculum for Unitec's current postgraduate offering in Business (Master of Business and Postgraduate Diploma in Business), highlighted in recent degree monitoring reports, meetings of the School of Applied Business Industry Advisory Committee, and the NZQA External Evaluation and Review Report 2018.

The consultation process included a wide range of stakeholders (see section 7.2.1), who provided strong support and direction for this development. Stakeholder input informed the design and development process of the programmes from the initial draft to their final form. Clear and consistent themes emerged from the consultation, including the need for a 180 credit Master degree, the importance of specialised skills for industry, the necessity for graduates to possess practical work experience and skills, the vital role strategy and design plays in business, the need for graduates able to operate in Maori and non-Maori business contexts, the importance of people in business, and the need for graduates to understand and anticipate rapidly changing business environments.

Feedback received at various stages during the development and was used to develop the structure and content of the programmes. The consultation process validated the suggested changes to the current postgraduate programmes with specific reference the needs of employers, industry and communities within Aotearoa New Zealand. Stakeholders, in general, endorsed the move from a 240 to 180 credit programme and endorsed the specialisations.

Through the consultation process, various elements of the programme design were tested with groups of stakeholders at different stages of the development. The initial structure and proposed specialisations were based on the experience of School staff and the postgraduate team; this was then refined through:

- Further discussion with staff within the School of Applied Business
- discussions with the Industry Advisory Committee;
- consultation with and recommendations from the current degree Monitor;
- stakeholder consultation events and conversations focused on the design, structure and content;
- consultation of academic staff with industry representatives for their specialisations
- consultation with Māori and Pacific stakeholders, both internal and external; and
- consultation with students and graduates of the current Master of Business

A full log of consultation is provided at Appendix 6. A timeline for the consultation process is included at Appendix 7.

7.2 Programme consultation

7.1.1 Stakeholders

Consultation on the need for change and the design of the proposed qualifications has taken place with over 60 stakeholders. This includes individuals and organisations representing a wide range of expertise, experience and interest across industries, communities and ethnic groups, and specific consultation for the proposed specialisations sectors. Several of New Zealand's largest employers, representatives from small and medium-sized organisations, Māori and Pacific business and community stakeholders, academic representatives from Universities and Polytechnics, as well as students and graduates of the currently offered Business qualifications have been consulted through the development process. Table 3 below shows a list of key stakeholder groups:

Table 3 Key Stakeholders in development of the Applied Business Postgraduate qualifications

Stakeholder group	Organisation Representatives consulted
Academic	Auckland University of Technology (AUT) Manukau Institute of Technology (MIT) Otago Polytechnic University of Otago
Accounting and Business Services	Johnston Associates Chartered Accountants Ltd. (JACAL) Ocher Business Solutions WE Accounting & Business Solutions
Aviation/Transport	Air New Zealand NZ Bus
Design, Digital and Document Services	Marque Fuji Xerox
Construction and Infrastructure	Fletcher Building Higgins Measure & Draw Architectural Design & Consultancy
Government	Auckland City Council Auckland Tourism, Events and Economic Development (ATEED) Inland Revenue (IRD)
Healthcare and Medical Services	Danone Nutricia NZ Ltd

	Health Alliance
Insurance and Underwriting	AIA IAG New Zealand
Māori Business	Ochre Business Solutions Pūhā & Pākehā (F&B business) WE Accounting & Business Solutions
Māori and Iwi Stakeholders	Auckland City Council (People and Capability) Ngāpuhi Te Kura Kaupapa o Hoani Waititi Marae Te Rūnanganui o Ngāti Porou Tupu Toa Internal Māori stakeholders
Pacific businesses	MENA – Contemporary Pacific Fashion TAMĀ - Pacific Scriptor Word Art Business WE Accounting & Business Solutions
Pacific organisations	Pacific Business Trust Tupu Toa Unitec Pacific Centre
Recruitment and Human Resources	Drake International Lila Taulapiu (Independent HR Contractor)
Technology, Data and Digital Analytics	Datamars Ltd Sparkline NZ Google NZ Tableau Software
Telecommunications	Spark NZ
Wholesale and Retail Trade	Foodstuffs Ltd Reduced to Clear The Warehouse Group

A full log of consultation is provided at Appendix 6.

7.1.2 Consultation processes

Development of the Graduate Profile

In 2018, the external monitor for the Master of Business recommended the move to a 180-credit programme - this was an issue pending from the previous monitor's report of 2013, but it was acknowledged that development was halted by Unitec's transformation and change processes in ensuing years. The monitor highlighted the need to develop assurance of learning processes, including the alignment of the graduate profile, learning outcomes and assessment; and the need to review programme level planning to provide consistency in content, structure and delivery.

Following the 2018 visit, the School of Applied Business formed a programme development team which reviewed the existing Master of Business graduate profile and undertook initial conversations with internal and external stakeholders. Based on these initial discussions a new graduate profile was drafted and presented to the School of Applied Business Industry Advisory Committee (IAC) in May 2019 for their feedback.

During this meeting the IAC members and School staff undertook an interactive exercise to identify the ideal attributes of a Master of Applied Business graduate. Feedback was received from members about the current Master of Business graduate profile and the proposed Master of Applied Business graduate profile. This information informed the next iteration of the graduate profile. There was a general consensus that graduates should possess creative thinking and communication skills, innovation and problem-solving skills and teamwork ability.

Also considered important was social, ethical and cultural responsibility and the "practical ability to get things done". These attributes (communication skills, problem solving, teamwork, ethical and social responsibility) were included in the new graduate profile, while others, for example creative thinking and innovation, are integrated in the compulsory core courses i.e. Design Thinking for Business. The new version of the graduate profile was then reviewed by the MAB programme development team and internal stakeholders including members of the Te Puna Ako. Insights gained from these discussions further refined the number and form of the graduate outcome statements.

Over the following 6 months Applied Business staff presented the proposed graduate profile to industry partners for their feedback. While feedback confirmed the overall relevance of the outcome statements, a number of suggestions were made, for example the need for graduates to have applied skills and practical experience. Small refinements to the graduate profile statements were made over several months in response to this ongoing feedback.

Version 8 of the graduate profile was then presented to stakeholders at the 5-year review of the Master of Business in August 2019 (See Appendix 8 Master of Business Review Report Aug 19). The review consisted of three broad phases; an initial programme analysis, a stakeholder engagement event and a final report that consolidated the findings of the review and provided a list of recommendations. The 5-year review meeting focused on the design and structure of the new Master of Applied Business programme. Stakeholders gave feedback on the latest version of the proposed graduate profile, programme structure, core compulsory courses, and specialisation courses.

Sessions included a gap analysis exercise for the proposed graduate profile and feedback from this event was summarised and evaluated by the programme development team to further inform the graduate profile. A number of refinements were made to the outcome statements including a change to the statement *Engage collaboratively to lead and work effectively in diverse teams and contexts* to *Engage collaboratively in diverse teams, cultures and contexts*. Stakeholders felt this better reflected the need for graduates to operate in both local and global contexts and in a variety of cultural contexts.

Furthermore, the outcome statement *Use technology to enhance organisational outcomes for stakeholders* was removed. Stakeholders felt that this was too simplistic and didn't need to be included in the graduate profile.

Following the 5-year review meeting the programme team developed version 9 of the graduate profile. This was then presented to our Māori partners at a wānanga on 14 November 2019 (See Appendix 9 Summary of Consultation Maori Advisory Committee). Members of the wānanga felt strongly that graduates and future employers would benefit greatly from graduates possessing the skills and knowledge necessary to span Māori and non-Māori business worlds. They reported that graduates with knowledge of Te Ao Maori and Te Reo are in hot demand and this is only expected to increase over time. Feedback from our Māori partners also inspired and informed the inclusion of an elective course Te Ao Pakihi Māori (The World of Māori Business).

The wānanga also thought that Maori students may not see themselves in the graduate profile. This feedback resulted in changes to the graduate outcome statement *Engage collaboratively in diverse teams, cultures and contexts*. This statement was consequently changed to *Engage collaboratively with diverse teams and cultures in Aotearoa New Zealand and global contexts*. This embeds graduates in a specific Aotearoa New Zealand context whilst widening the scope globally. This recognises that many of our Māori graduates will have international careers, as indeed will other groups including international students.

A final review of stakeholder feedback in November was held by the programme team and the final refinements to the graduate profile (version 11) made. These included changing *Demonstrate advanced knowledge of business theory and practice to enhance organisational outcomes* to *Apply advanced knowledge of business theory and practice to enhance organisational outcomes*. Feedback from external stakeholders had strongly emphasised the need for graduates to be able 'to do stuff', to be practical and applied. The team felt this change better reflected the requirements of industry for graduates with applied skills.

The second change built on stakeholder feedback that graduates needed to be proactive and innovative. External stakeholders had emphasized graduates should be able to look at a situation and identify opportunities for growth/change. Thus, *Undertake applied research to critically evaluate business problems* became *Undertake applied research to critically evaluate business challenges and opportunities to inform decision making*.

The next change included the addition of the word effectively to the statement *Communicate professionally with stakeholders*. Feedback from the beginning of the consultation process had emphasized the importance of good communication skills and it was felt by the team that communication must be both professional and effective – communicating professionally was no guarantee that the communication was therefore effective. The scope of the statement was also widened to include a range of stakeholders - *Communicate effectively and professionally with a range of stakeholders*.

Lastly, the statement *Demonstrate ethical and socially responsible practices* was changed to *Critically engage with ethically and socially responsible business practices*. This change emphasized the importance of critical thinking and genuine deep engagement in business practices. The team considered the graduate profile to be finalised when stakeholders, both internal and external, expressed overall satisfaction and had no further substantive feedback.

Development of the programme structure and courses

Development of the proposed structure of the programme commenced in 2018 with a competitor analysis and a review of the existing Master of Business. The competitor analysis confirmed that our 240 Master degree was unusual in the marketplace and uncompetitive compared with offerings from other tertiary institutions. Contemporary Master degrees had moved to 180 credits a number of years ago and Unitec was well behind other institutions in this respect. Master degrees from other institutions also offer a number of attractive specialisations while our current 240 credit Master of Business is generic offering with no specialisations.

An initial meeting was held in April 2019 by the Head of School with undergraduate and postgraduate student representatives to propose the change to 180 credits and the initial ideas regarding programme structure and design. The students were unanimously in favour of the proposed changes including 180 credit size, a core and a range of specialisations. Current undergraduate students indicated that they were not interested in undertaking the current 240 credit Masters but considered the proposed programmes and associated courses to be much attractive and relevant to their career aspirations. Current postgraduate students also expressed interest in transferring from the current degree (PGDip and Master) to the proposed programme.

The programme development team met on a weekly basis throughout 2019 to progress ideas about possible structure and design of the new programme. Conversations with internal stakeholders and a significant amount of secondary research (undertaken to ascertain trends in industry and future demand for business education) informed an initial programme design. This initial design featured a 4-course core comprising Strategic IQ/EQ, Digital & Data Innovation, The Future Organisation and Design Thinking for Business. At this stage the proposed specialisations were Accounting, Business Analytics, Digital Marketing, Advanced Human Resources, Leadership, International Business, Innovation and Entrepreneurship and Logistics & Supply Chain Management. Subsequent conversations with MIT revealed that they were developing a postgraduate diploma in Global Business so in the spirit of RoVE it was decided to remove this specialisation while Innovation and Entrepreneurship was removed as previous entrepreneurship courses/programmes in this past have not been viable due to low student numbers.

The resultant programme structure and design was presented to the Industry Advisory Committee meeting in May 2019. Extensive feedback regarding the structure and content of the programme was received from members and resulted in a refinement of the core to 3 courses, identifying the courses to be included in each specialisation and the nature of their content. The core course *The Future Organisation* was removed and relevant content distributed between the remaining core courses and courses in the Advanced HR specialisation. The Accounting specialisation was also removed as a clear target market(s) could not be identified for this specialisation. Feedback from external and internal stakeholders suggested that Accounting students seek to obtain jobs and professional certification after finishing the Bachelor of Business in Accounting. They are typically not interested in studying Accounting at Master level (excepting those non-accounting students who undertake a conversion master such as the MPA). It was suggested that more appropriate offerings for Accounting graduates could include short courses in specific topics such as taxation. This can be explored in the future.

Over the following 6 months Applied Business staff presented the proposed programmes to industry partners for their feedback. Individual and collective responses were received through these conversations, and the feedback was used to further enhance the structure and content of the proposed

programmes. In particular, industry expressed a desire for graduates to have work experience upon graduation. Likewise, conversations with postgraduate students revealed their desire for internships and experience working in New Zealand firms. This feedback informed the development of Industry Internship and Industry Project courses for the Diploma and Master programmes respectively. These courses are aligned to the applied nature of the programmes and importantly, the needs of our stakeholders.

Consultation with Māori and Pacific stakeholders revealed good support for the proposed specialisations and their respective courses. In particular, stakeholders considered that the Leadership specialisation was important for their people and would enable Māori and Pacific graduates to gain the skills and knowledge to move into leadership positions in their current or future organisations.

In August 2019, the 5-year review event focused on the proposed final design and structure of the new programme. A number of key internal stakeholders, including academic staff from the Applied Business School and Unitec's Director of Pacific Success also participated in this review. Feedback from this event was summarised and evaluated by the programme development team to further refine the programme structure and design. Staff also held discussions with stakeholders regarding the proposed specialisations, feedback from this can be found in the Master of Business Review Report (Appendix 8) and the separate People and Culture Specialisation report (Appendix 10).

Consultation with the Māori Advisory Committee in November 2019 (Appendix 9) focused on proposed qualification outcomes, specialisations and courses, in particular their relevance to Māori. With participation from both external and internal Māori partners, the consultation highlighted a particular need to plug gaps in graduates' understanding of the Treaty of Waitangi/Te Tiriti o Waitangi and Tikanga Māori. Stakeholders also emphasised the importance of graduates being able to operate in Māori contexts and Māori organisations – being able to understand te Reo and Māori cultural practices.

A key learning from the hui was that graduates with the ability to span both Māori and non-Māori worlds are highly sought after in New Zealand. Enabling students to develop this ability is a real opportunity for the programme and will provide the Aotearoa New Zealand economy with the skills and capabilities needed in both Māori and non-Māori organisations.

This consultation led to further refinement of the graduate outcomes and the addition of a Te Ao Pakihi Māori (the World of Māori Business) course to the pool of elective courses.

7.3 On-going consultation

Ongoing feedback and consultation will be facilitated through existing Unitec processes and procedures. Ongoing consultation includes engagement with the Industry Advisory Committee (section 9.5.2), invitations to industry representatives for guest speaker sessions with students, participation by School of Applied Business staff members in relevant academic and industry forums and research, student evaluation of courses and teaching, and graduate surveys, which is an integral and critical component of evaluation.

8 RESOURCES

8.1 Staffing

8.1.1 Relevant policies

8.1.1.1 *Staff recruitment, selection and appointment*

Unitec's policy on *Recruitment, Selection and Appointment of Staff* sets out the guiding principles and processes to recruit and select the best possible candidate for employment. The policy aligns Unitec's recruitment process with current New Zealand employment legislation, requirements of the State Sector Act (1988) and its obligations under various collective employment agreements.

8.1.1.2 *Senior academic staff appointments and promotion*

Unitec recognises and rewards academic accomplishments that further its strategy and vision. In line with this commitment, Unitec appoints academic staff at a level that recognises their achievements and provides staff with the opportunity to be promoted. Such actions are taken in accordance with Unitec's *Senior Academic Staff Appointments and Promotion Policy*.

8.1.1.3 *Academic staff development*

Unitec's *Vision for a Decade* identifies that one of its primary strategic initiatives is to "ensure that the quality of teaching and learning at Unitec is continuously enhanced, by: promoting currency and excellence in teaching practice through mandatory educational development for all academic staff, with appropriate incentives [sic]". To achieve this strategic initiative, the *Academic Staff Development Policy* outlines the requirements for academic staff in terms of enhancing the quality of their teaching throughout their time at Unitec.

8.1.1.4 *Performance and development management*

Performance and development on an individual level is recognised by Unitec as being vital to the achievements of both organisational and personal goals and objectives. The [*Performance and Development Management Policy*](#) sets out the objectives, structure, processes, and procedures governing Unitec's performance and development management system. Unitec policies and practice generate professional development plans for all staff involved with programme teaching. These developments include capability in blended learning, and mātauranga Māori.

The School of Applied Business is committed to Unitec-wide Development Priorities as outlined in Manaakitia Te Rito, Unitec's Renewal Strategy 2019-2022 (Appendix 1.4). In particular, Priority 1 focuses on improving the success of all learners, achieving parity for Māori, Pacific and Under 25s, enhancing international success, and serving the educational needs of the West, Central and North Auckland communities. To support the achievement of this goal, all Unitec staff are required to undertake professional development relating to the achievement of parity for Māori and Pacific learners.

In particular, academic staff in the School of Applied Business are required to undertake professional development in the form of two teacher capability 'badges'; one of which must relate to supporting the achievement of parity for Māori and Pacific learners.

Badges (alternatively called digital credentials) are an alternative to traditional certificates as a way of providing recognition for achievements or competencies. Each badge completed represents a level of capability, based on the evidence provided and a robust assessment. In late 2019 the entire School undertook the Living Te Noho Kotahitanga workshop and all academic staff have completed this badge. In February 2020 the entire school undertook a Moodle Standards badge while the Introduction to Te Reo badge is scheduled for delivery in March 2020.

The requirement for academic staff to undertake professional development is embedded in the Performance Partnering process at Unitec. Each year staff are required to develop a personal ADEP plan that aligns to the School's operational plan. Priorities and goals are set with each staff member in consultation with line managers and progress is monitored on a regular basis and formally reviewed annually. Professional development at Unitec follows a 70:20:10 model – Staff are encouraged to identify opportunities for formal learning (10%), to learn from others (20%) through engagement in the workplace and to demonstrate how they are applying that learning back in the workplace (70%). Academic staff in disciplines such as Accounting may also be required to participate in Continuing professional development (CPD). CPD plays an important role in maintaining the professional competency of academics and ensures staff can build skills and knowledge as their careers progress.

The School also holds weekly meetings or workshops throughout the year and these are used as a forum to engage with and professionally develop staff. The workshops in particular are designed to build skills and competencies in areas identified for development, including teaching and learning, research and ethics, student success, and working with priority group students. Staff are also encouraged to join the various workshops and development opportunities run by Te Puna Ako and other Unitec departments.

8.1.2 Programme staffing

The Applied Business programmes will be delivered by academic staff within the School of Applied Business. In addition, students will be supported by support staff comprised of work-place supervisors, tutors, learning advisors, priority group champions, Kaihautū, Pacific navigators, and administrative / support personnel. Table 4 below outlines current staff capability within the School that will be drawn on for the delivery of the Applied Business programmes. Full CVs for the staff members are included at Appendix 11.

Table 4: Programme teaching staff

Name	Qualifications	Teaching responsibilities	Research Interests
Elizabeth Rainsbury	<ul style="list-style-type: none"> • Doctor of Philosophy in Accounting, University of Auckland • Master of Management Studies, University of Waikato • Bachelor of Management Studies (Honours), University of Waikato 	Industry research project	Financial reporting

Mitra Etemaddar	<ul style="list-style-type: none"> • Ph.D. Tourism, University of Otago- New Zealand • Masters of Business, University of Lulea- Sweden • 2001: Bachelor of Statistics, University of Shiraz- Iran 	Digital Transformation Business research methods, Industry research project	Entrepreneurship, Sustainability, indigenous culture
Maryam Mirzaei	<ul style="list-style-type: none"> • PhD - School of Management, Victoria University of Wellington • Research Commercialization training, Queensland University of Technology, Australia. • MPhil - Faculty of Engineering, University of Peradeniya, Sri Lanka • BSc in Industrial Engineering - Planning and System Analysis - Amirkabir University, Tehran, Iran 	Supply chain and Logistics specialisation	Operations management, supply chain, project management, change management, teaching and learning
David Airehrour	<ul style="list-style-type: none"> • Fellow, Higher Education Academy (FHEA), UK • PhD Computing and Information Science, Auckland University of Technology, Auckland • MSc Computer Science, Bayero University, Kano • BSc (Hons) Computer Science, University of Benin, Benin City 	Business Analytics specialisation	Security, trust and recommendation systems in Internet of Things (IoT), Big data analytics in healthcare, Carbon footprint analytics and Data mining
Craig Robertson	<ul style="list-style-type: none"> • Master's in Business Administration (Executive), MT Eliza Executive Education, Melbourne • Diploma in Industrial Relations, Victoria University of Wellington • Diploma in Corporate Management, New Zealand Institute of Chartered Secretaries and Administrators (Governance New Zealand) and Victoria University of Wellington 	Advanced human resource specialisation	Human Resources
Alan Lockyer	<ul style="list-style-type: none"> • Graduate Certificate in Higher Level Education from Unitec Institute of Technology, Auckland • Master's Degree in Management from Massey 	Leadership specialisation	Not for Profit management

	<p>University, Auckland</p> <ul style="list-style-type: none"> • Post Graduate Diploma in Business Administration and Management from Massey University, Auckland • Bachelor of Business Double Major in Management (HRM) and Marketing from Unitec Institute of Technology, Auckland • New Zealand Diploma in Business from The Open Polytechnic of New Zealand, Lower Hutt 		
Patrick Dodd	<ul style="list-style-type: none"> • Master of Business Administration - Thunderbird School of Global Management, Arizona USA • BSc Psychology University of Utah, USA 	Digital Marketing specialisation	Improving group project outcomes and developing career readiness competencies; Cross-disciplinary authentic assessments.
Ngaire Molyneux	<ul style="list-style-type: none"> • Master of Philosophy currently completing 2020 (research thesis on Marae Based Eco-Tourism, AUT) • Accredited Professional Business Consultant, Institute of Accredited Business Consultants, AUT. • Bachelor of Business / Management, Auckland University of Technology (AUT). • NZ Dip in Business, Unitec. • NZ Dip in Management, Unitec. 		Māori Entrepreneurship
James Stewart	<ul style="list-style-type: none"> • MCom (Hons) Economics, University of Auckland • DipTchg, Teacher's Training College Auckland. • BCom Economics, University of Auckland 	Supervision of industry project	Fisheries economics
James Prescott	<ul style="list-style-type: none"> • PhD (Accounting), Auckland University of Technology • MCom (Hons), University of Auckland • BComm, University of Auckland • Certificate in Tertiary Teaching, Auckland University of Technology • COP in Research Methods, Auckland University of 	Supervision of industry project	Small Business, Business and Culture, Pacific Island Business

	Technology • CPA		
Sanjeev Ranganathan	<ul style="list-style-type: none"> • Master in Logistics Management, The University of Sydney, Australia • Post Graduate Diploma of Management, (Major – Marketing) Siva Sivani Institute of Management, India • Bachelor of Commerce (Honours), Indian Institute of Management and Commerce, India 	Industry practicum	Operations Management, Change Management
Wajira Dassanayake	<ul style="list-style-type: none"> • Master of Finance, Massey University NZ • Master of Arts (Economics), University of Colombo, Sri Lanka • Postgraduate Diploma, London School of Economics, UK • Bachelor of Arts (Economics), University of Colombo, Sri Lanka 	Business research methods	Cross-disciplinary field of financial engineering where financial theory, mathematical and computational tools are integrated in market micro-structure research.
Glen Simmons	<ul style="list-style-type: none"> • PhD, International Business, University of Auckland • Master of Management, Management and International Business, University of Auckland. • Master of Business Administration (MBA), Management, University of Auckland 	Strategy and Leadership	Sustainability, Innovation and value creation in the seafood industry.
Denisa Hebblethwaite		Digital Marketing specialisation and Industry Internship	
Malama Saifoloi		Research methods	
Sam Marley		Digital Marketing	

8.2 Library services

All students have access to Unitec's [physical and online libraries](#), which support the teaching, learning, and research needs of the Unitec community, through its collection and resources and its librarians, including dedicated postgraduate librarians.

8.2.1 Facilities

Unitec Library includes two physical libraries, as well as the online library. Each library provides access to individual and group study spaces, photocopiers, scanners, desktop computers and laptops.

- Te Puna Library (Mt Albert) houses central library services and provides collections and services for a wide range of subjects. As part of a cutting-edge student hub, there are a wide variety of individual and group study areas, a teaching space, computers and laptops, and student printing services.
- The Waitākere Library (Waitākere) provides collections and services for subjects taught at this campus, including health, medical imaging, nursing, and social practice. This library provides study spaces, computers and laptops, and student printing services.

8.2.2 Collection

The print collection is made up of over 100,000 books and 252 current journal subscriptions; the online collection provides access to over 300,000 e-books and full-text electronic journals. The library's website provides access to:

- the library catalogue;
- bibliographic and full-text databases;
- information on research methods and guidance;
- subject pages for each specific subject area taught at Unitec, which directs students to find the most relevant databases and websites easily;
- the Study Toolbox, an area of the website which supports assignment writing and study skills; and
- the Unitec Research Bank, an online open access digital repository for Unitec-produced research and theses.

Links to databases and/or specific articles can be embedded into Moodle™ courses or other learning platforms; all electronic resources the library subscribes to can be accessed by staff and students using their PeopleSoft login.

8.2.3 Applied Business collection

See Appendix 12 Library Impact Statement

8.3 Information management systems

[Information Technology \(IT\)](#) offers a range of technology services and support to all staff and students of Unitec. All Unitec students have access to a range of computers, more commonly found in library commons and social commons areas. Students can connect to free Wi-Fi hotspots on campus using their own wireless devices. The IT Help Desk assists students with Troubleshooting, Training and computer orientation support materials on the IT website, Computer login support and connecting personal devices to Unitec systems, Moodle login support, My Portal support and Wireless assistance.

Unitec is also a member of Eduroam, an international roaming service developed for the international research and education community. Eduroam enables visitors from Eduroam partners free access to

Unitec's Eduroam wireless network and Unitec students and staff can also access wireless networks at Eduroam partners in New Zealand and overseas.

Unitec's Free4U Computing offers free introductory self-directed courses for the community. These courses give students the opportunity to develop computer skills and offer a great introduction to the most common Microsoft applications.

Unitec's [*Electronic Devices and Systems Policy*](#) explains student responsibilities for using their electronic devices and systems, to make sure information technology use at Unitec is as secure and risk-free as possible, while still allowing people access to software and devices.

8.4 Student guidance and support

Unitec provides a number of [*learner guidance, support systems, and facilities*](#).

8.4.1 Student experience team

The Student Experience Team is comprised of four student support services detailed below.

8.4.1.1 Learning and achievement

The **Access4Success Disability Service** works in partnership with students with disabilities to identify strengths and potential barriers to learning and participation at Unitec. They provide resources including note-takers; NZ Sign Language interpreters; digital recorders; reader/writers for exams; processing of exam accommodation requests such as extra time and/or separate rooms; and Access Co-ordinators who can advocate on behalf of students and liaise with academic staff and other internal and external support networks.

Academic Development Lecturers (General, Māori, and Pacific) provide academic support to students in Te Puna (the centralised student hub), Puukenga, and the Pacific Centre.

This team provides services to students to strengthen a wide range of academic study skills, including:

- academic writing;
- language development;
- maths calculations and statistics;
- physics and chemistry;
- referencing;
- critical thinking;
- time management;
- spelling and punctuation; and
- specialised post-graduate skills.

Services can be accessed via: self-help resources on the Study tool box, small group and/or one-to-one appointments in person or via Skype™, e-mail, or phone, scheduled workshops, and workshops- on-demand.

8.4.1.2 Student development

The **Career Development Team** provides a service to help students develop good employability skills, become job-ready, and develop the skills needed to effectively manage their careers. These services are available while students' study (to help them take advantage of opportunities throughout the study year), when they graduate, and as they transition into employment.

They run workshops throughout the year on topics including CV development, interview preparation, and personal brand, and also provide one-to-one career guidance appointments.

To supplement these services, a range of career resources are available online for students via the career's website, Moodle™, and social media platforms.

8.4.1.3 Student well-being

Multi-faith **Chaplaincy Services** provide spiritual reflection, prayer, and personal support.

Confidential support and counselling services support learners with concerns about their study and/or personal matters. Accessed through the Mt Albert campus at Te Puna Waioa or at the Waitākere campus by appointment.

The **Student Health Centre** provides access to affordable and comprehensive health, well-being, and medical services for learners, accessed through the Mt Albert campus at Te Puna Waioa.

Student Support Advisers are a key connection point for students to the range of support services available to them. They are available for social support and pastoral care for students managing the demands of study alongside other commitments. This team has responsibility for the delivery of the Youth Guarantee programme and also administer financial support to students in the form of hardship assistance, scholarships, and study grants.

8.4.1.4 Student engagement

These services cover:

- Unitec scholarships and awards;
- the Student Complaints Resolution;
- the Graduation Team; and
- co-ordination of Student Advocacy Services delivered through Kāhui Tū Kaha.

Unitec promotes and supports positive and pro-active student engagement through student clubs, societies, and sports groups, as well as Experience NZ activities tailored to International students. In addition, Unitec funds student-led initiatives and Student Job Search Services via the Unitec Student Council.

An independent student advocacy service is provided by Kāhui Tū Kaha, a Ngāti Whātua organisation that provides mental health/social support services in the Auckland region. Student advocates provide a safe place for Unitec students to discuss and find resolution to any concerns, complaints, or issues that are impacting their studies.

8.4.2 Māori student services

Provided for Māori students, these services promote and maintain an awareness of Unitec's Māori Strategy and Te Noho Kotahitanga. The services provided are embedded in Unitec's Student Experience Services and are delivered from the Te Puna Student Centre, Puukenga building, and Te Noho Kotahitanga Marae. Services include:

- providing general information;
- academic learning support, including one-to-one, small-group, and workshop sessions;
- specific social and cultural support for Māori learners and their whānau;
- study space, computer support, and kai space;
- course advice for new and prospective learners;
- enrolment advice for new learners;
- the Whai Ake Māori mentoring programme;
- assistance with the acknowledgement of prior learning applications;
- financial advice, including assistance with student loans and allowances, and Māori grants and scholarships; and
- advocacy services and administration (including advice and referrals to all Unitec support services).

The Māori Student Services team works closely with Unitec's Schools and operational support services. While Māori Student Services are particularly oriented toward Māori, the philosophy is integrated into the wider Student Experience service provision strategy.

8.4.3 Pacific Centre

This centre provides a number of services at Unitec, including:

- a Pacific Orientation for first-year Pacific learners;
- a Fanau Evening that encourages learners to bring their families onto campus to meet staff and learn more about their family member's course of study;
- an end-of-year celebratory dinner for graduates and their families; and
- computers and study spaces which can be used by learners for self-directed study and learning.

The Pacific Centre works closely with the Student Experience team and, in particular, the Pacific Academic Development Lecturers and Student Support Advisors. Both teams can be made available at the Pacific Centre if required.

8.4.4 International

Unitec's International office has a 'one-stop-shop' model that includes:

- marketing and recruitment of international learners;
- developing and maintaining institutional partner and agent relationships;

- running a student-exchange programme;
- handling enquiries and assessing applications for entry;
- setting international tuition fees;
- processing student visas and, where applicable, post-study work visas;
- advising on insurance; and
- running a bi-annual international orientation.

This team is also a signatory to the [*Education \(Pastoral Care of International Students\) Code of Practice*](#)

8.4.5 Student Central

Student Central shop fronts are located across both Unitec campuses and are there to assist prospective and current learners with their enquiries – from first enquiry to graduation and beyond. Each centre issues ID cards; cashiering facilities are available at the Mt Albert campus.

9 SELF-ASSESSMENT, EXTERNAL EVALUATION, AND REVIEW

9.1 Academic and programme management

Unitec has an Academic Board and a number of other Academic Governance Committees (AGCs) which oversee all its programmes. This model follows guidance from the Tertiary Education Commission. The AGCs compose a structured system of rangatiratanga and kaitiakitanga which gives governance and oversight of matters related to academic quality and research at Unitec. A list of the AGCs and the way they work together is shown in the Organisational Chart of Unitec Academic Governance Committees (Appendix 1.11).

Together, these committees are responsible for setting the academic direction for Unitec, maintaining educational performance; ensuring effective quality management systems, supporting continuous improvement in learning, teaching, and research; and student outcomes including success, retention, and academic progression. Oversight and ensuring an effective QMS is an important role of the Academic Board. There is also a strategic element that includes setting Unitec's academic directions.

The Master of Applied Business, Postgraduate Diploma in Applied Business, and Postgraduate Certificate in Applied Business programmes sit within the School of Applied Business; the programmes are led by an Academic Programme Manager, who reports to the Head of School. The two key AGCs directly relating to the programmes include the Programme Academic Quality Committee (PAQC) and the Quality Alignment Board (QAB).

The programmes are governed by the Applied Business Programme Academic Quality Committee (PAQC). The Applied Business PAQC includes all diploma, undergraduate and postgraduate programmes within the school. The PAQC focuses on monitoring and improving student support and achievement, maintaining quality assurance processes, improving teaching learning and assessment and ensuring that programme design and delivery are meeting stakeholder needs. Membership of this committee includes the Head of School, Academic Programme Managers, academic staff and student representatives.

PAQCs report to Te Poari Whai Kounga | Quality Alignment Board (QAB). The QAB has delegated authority from Academic Board for oversight and improvements to academic quality systems. A key role is an oversight of the PAQCs to identify areas of good practice and academic issues that need to be addressed through the review of Programme Evaluation Plans (PEPs) and external monitoring of programmes. Members of the QAB include the Directors of Research and Priority Student Success areas, the Student President, two Heads of School, one senior academic from each School and the Manager of Te Korowai Kahurangi – Academic Quality (TKK).

Other committees key to these programmes are the Unitec Research Committee (providing thought leadership in the research aspect of Unitec's core purpose, operating through the Conduct of Research Policy, overseeing the research strategy and policy) and the Post Graduate Research and Scholarship Committee (responsible for overseeing the institute's postgraduate Level 9 and 10 quality systems).

9.2 Programme changes

Programme changes and improvements at Unitec are formally approved by the Portfolio Rōpu | Programme Improvement Committee, which monitors and reviews all new and ongoing developments of the academic portfolio. Such approval is based on stakeholder support for change, as well as considerations of the impact on other programmes, broader Unitec practices, and on Unitec's

responsibilities to external agencies. Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant external stakeholders often feed into the programme improvements or change process.

9.3 Evaluation and review

Effective evaluation is integral to ensuring what we deliver is as good as it can be, and aligned to stakeholder needs. [Āta-kōrero](#) : Evaluative Conversation (Appendix 1.12) is the process used as careful deliberation and reflective conversation is integral to evaluation.

9.3.1 Course Evaluation and Planning

Course Evaluation and Planning (CEP) is an active reflective and continuous improvement process that begins before a course is taught, continues through its delivery, and is completed at its end as lecturers note what lessons in design, teaching, student engagement and learning have been discovered and what changes will benefit a course into the future. The CEP offers a more formal way for lecturers, as the Kaitiaki (guardian) of the knowledge that is taught in a course, to record evaluation and improvements, which can be discussed with their Academic Programme Manager (APM) and programme team at the Āta-kōrero: Evaluative Conversation and feed valuable information into the teaching team's understanding of the programme overall.

9.3.2 Programme Evaluation Plans

Every year Unitec undertakes a Programme Evaluation and Planning (PEP) process which evaluates the extent to which programmes are meeting their intended purposes, using the NZQA's Key Evaluation Questions (KEQs) as a framework for evaluation. The expectation is that programme teams will gather together in a facilitated Āta-kōrero: Evaluative Conversation, where they review the results of the programme. It is important that all teaching staff are familiar with the how students are achieving, how the programme is meeting the needs of students and stakeholders and what actions are being taken in the form of SMART goals to improve the programme.

9.3.3 Degree monitoring

All Unitec degrees and postgraduate programmes are subject to annual, external, independent monitoring in accordance with NZQA requirements. Monitors have qualifications and experience that enable them to relate the needs and expectations of external academic and employer stakeholders to ensure the ongoing quality and relevance of programmes. Inviting their evaluative insight helps embed the principle of Whakaritenga (legitimacy).

The feedback from the monitoring process adds into the Āta-kōrero: Evaluative conversations.

Individual monitors:

- are demonstrably independent of Unitec and of programme staff;
- have current discipline/practice knowledge, strategy/management capability, and proven research/ investigation skills;
- understand the roles and expectations of the ITP sector; and

- are familiar with the global trends in tertiary education and in business/community development.

For the Applied Business suite, a monitor will be appointed by NZQA at the time of approval.

9.3.4 Programme review

All programmes at Unitec are subject to an independent review every five years. Programme review is an important component of the self-assessment, evaluation, and improvement process and recognises that stakeholders are critical to the success of Unitec graduates and programmes. A Programme Review is the result of self-assessment and stakeholder feedback, with the aim to ensure that the programmes are relevant, current and fit for purpose and identify opportunities for development and improvement that will meet the needs of all stakeholders.

Stakeholders who contribute to the review process include students, graduates, teachers, researchers, and professional staff.

Three major phases occur in the programme review process:

- Āta-kōrero facilitation with the school and TKK to analyse programme
- A stakeholder engagement event
- Self-assessment report is written by the school in collaboration with TKK.

The Applied Business programmes will be subject to programme review on a cycle designed to meet Unitec's and NZQA's requirements.

9.4 Student evaluation

Student evaluation is a critical component of learners' coherent educational experience and is a critical part of Unitec's evaluative questioning processes.

9.4.1 Student Course Evaluation Surveys

Student course evaluation surveys are a key requirement for self-evaluation and an enabler to improve course and programme delivery. The principle of Ngākau mahaki is practiced through the survey, creating space for students to speak of their experiences and current needs in regards to teaching and learning, enabling staff to prepare for students who follow. The survey is designed to provide a robust and consistent approach of measuring course performance across all of Unitec. The survey questions were informed by NZQA's Key Evaluative Questions and Tertiary Education Indicators.

Through the course survey, students are asked to provide feedback on course structure, content, assessment, teaching and practice (if applicable) through an online survey sent directly by an email to students. There is a 3-week period for student responses to be received. Teachers inform students about the survey in class, on Moodle pages as well as in other class communications. Individual class results are reported back to teachers. A summary of course feedback is provided to students along with proposed course improvements the next time the course is delivered. A summary of the results and actions are also summarised by lectures in the CEP. Class, course, programme and school-level results are available to Head of Schools and Academic Programme Leaders and academic staff through EPI reports provided by TKK Insights. The information is used in CEP and PEP reports and as part of the Āta-

kōrero Evaluative Conversation process.

9.4.2 Interim Course Evaluation

The School of Applied Business has an interim course evaluation in week 3 or 4 of each semester, to monitor how courses are going. Staff can use a survey instrument that has been prepared using Google docs or use an evaluation tool of their choice. The feedback is summarised and communicated to the students along with any actions. APMs review the course summary feedback to identify if there are any issues.

9.5 Stakeholder engagement and feedback

Periodically, Unitec conducts surveys of students, graduates, employers, and staff. Findings are reported to the Executive Leadership Team and relevant Boards and Committees, and disseminated to staff members.

Surveys of students and graduates feed into the PEP data prepared by TKK which is evaluated by programme teams in the Āta-kōrero conversations that form part of the Programme Evaluation Planning. Pulse surveys of staff inform the executive leadership and Heads of Schools. The results are discussed with staff in staff meetings. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

Institutional support for programme development and improvement come from a number of institutional services. These services are also stakeholders in that they help ensure institutional commitments are honoured. For example, Te Puna Ako supports the development of teacher practice; Kaihautū support the embedding of mātauranga Māori; and Te Korowai Kahurangi provides advice on quality and other process matters.

9.5.1 Graduate Surveys

Graduate Surveys are conducted to collect information about graduate destination in terms of employment and further study, and the relevance of Unitec programmes to their employment. This provides important information on KEQ 2 of the PEP on how well do programmes meet stakeholder needs.

The Surveys occur twice a year, soon after the graduation ceremonies in April and September. Results of Graduate Surveys are shared with staff, reported at relevant Boards and Committees. The results are displayed in a Graduate Surveys Dashboard and form part of the performance data reviewed by programmes as part of the Āta-kōrero process.

9.5.2 Advisory Committee

In keeping with Unitec's institutional Guidelines for Industry Advisory Committees, the Applied Business School has an established Industry Advisory Committee (IAC). Comprised of a number of stakeholder representatives, this group has a key role in ensuring the Applied Business programmes are developed in accordance with the needs of relevant industries and key stakeholder groups.

In 2019, the Industry Advisory committee met two times to provide input into programme developments within the School. One instance in particular was the Programme Review held in August 2019; this was

focused on the design and structure of the new Masters, Postgraduate Diploma and Postgraduate Certificate in Applied Business.

Going forward, the IAC will meet twice a year as required by advisory committees, and will focus on their key function of providing input to ensure programmes are up to date and meet the needs of employers and stakeholders.

The current membership of the Industry Advisory Committee consists of people listed on Table 5 below; membership is fluid and changes from time to time.

Table 5: Applied Business Industry Advisory Committee

Name	Title/Organisation	Stakeholder Representation
Andrew Lister	Operations & Change Manager – Foodstuffs	Operations
Chris Grimshaw	Operations Manager – Measure & Draw	Operations
Navjot Gulati	Sales & Marketing Analyst – Methven	Operations
Kirsten Jones	People & Culture – Competenz NZ	People and HR
Justin Durocher	Auckland Council	People and HR
Sylvie Thrush Marsh	Chief HRO – MyHR	People and HR
Forsythe Thompson	Digital Marketing	Digital Marketing
Richard Conway	CEO – SEO Author, Digi Entrepreneur	Digital Marketing
Angela Farrelly	Strategy, Brand, Digital	Digital Marketing
Wendy Thompson	Social Media Marketing CEO	Digital Marketing
Peter Hall	Consumer Marketing Head – IAG	Marketing
William Johnston	Accounting (CA) – Jacal	Accounting
Stuart Bilbrough	Accounting – Tamaki Health	Accounting
Gordon Tian	Accounting	Accounting
Jeremy Greenbrook-Held	Data Analysis Mgr – NZ companies Office, MBIE	Data Analytics
Nishanta Medagoda	AI and ML Engineer – insite.ai	Data Analytics
Dr Andrew Robertson	Group Lead, Customer Insight & Evaluation – IRD	Data Analytics
Paulo Gottgroy	Senior Manager, Data Sciences – Air New Zealand	Data Analytics

10 RESEARCH

10.1 Research strategy

Research at Unitec is applied, practical, collaborative and industry-based. It gives staff and students the opportunity to be creative and innovative, while making positive and powerful changes in industries and communities. Research at Unitec refers to a wide variety of activities conducted by both staff and students. This activity involves the:

- generation of new knowledge;
- application of existing knowledge in novel or useful ways; and
- the integration of knowledge through inter-disciplinary work.

Research activity may be undertaken as:

- researcher-driven academic research;
- research funded by external stakeholders in the form of grants or projects;
- postgraduate or undergraduate student research projects; and
- other research where the outcome is either quality assured publication, performance or exhibition.

Unitec's research strategy has been developed in the context of the New Zealand Government's *Tertiary Education Strategy 2014-2019*, which places a particular emphasis on partnership with industry and producing research outputs that have greater "relevance...to industry and wider society"¹⁵. As outlined in the *Unitec Research and Enterprise Strategy 2015-2020* (Appendix 1.13), the strategy focuses on two main aims, which are informed by six key actions. The School of Applied Business Research Strategy is informed by this key institutional document.

All staff teaching on a degree are required to be research active, and the School of Applied Business is currently meeting this requirement. Please see **Appendix 13** School of Applied Business Research Strategy 2020.

10.1.1 Tūāpapa Rangahau / Research and Enterprise Office

Unitec's Tūāpapa Rangahau/Research and Enterprise Office (REO) combines the management and administration of staff and student research at Unitec, under the leadership of the Dean of Research and Enterprise. The activities of the unit focus on the following main areas:

- **Connecting Researchers:** Research partners work with the Dean Research and Enterprise to support Schools, and to provide specialist expertise across the institute in private and public sector partnerships, contracts and funding as well as Māori research and research performance/management.
- **Research Outputs and PBRF:** This includes collecting and reporting of all Unitec's research related activity and research outputs, and managing Unitec's Performance Based Research Fund (PBRF) activities.
- **Project Management, Research Administrators and Support:** Tūāpapa Rangahau assists staff to

¹⁵ 2 Ministry of Education, Ministry of Business, Innovation and Employment (2014, p.17). Tertiary Education Strategy: 2014-2019. Wellington, New Zealand: Ministry of Education, Ministry of Business, Innovation and Employment

deliver on their externally funded research and consultancy contracts by providing information and assistance with, for example, hiring research assistants, procurement, invoicing etc.

- **External Grants and Funding:** The Senior Grants Advisor helps staff seek and win external funding for research projects and in consultancy activity. Tūāpapa Rangahau also serve as a point of contact for external stakeholders wishing to engage with Unitec and the expertise of its staff. Tūāpapa Rangahau is responsible for commercialisation activity, technology transfer and the management of intellectual property, and also manage various internal funding schemes that act as a seed fund to support staff research.
- **Research Professional Development:** Tūāpapa Rangahau supports researchers achieving their professional development goals. Researchers are invited to participate in workshops, master classes, writing retreats and a variety of other professional development offerings.
- **Postgraduate Student Research:** This includes the administration and management of several aspects of student research. The unit administers some Postgraduate Scholarships and is responsible for administrative support for the Postgraduate Research and Scholarships Committee.
- **Ethics:** Tūāpapa Rangahau is responsible for administrative support for the Unitec Research Ethics Committee (UREC), an accredited institutional ethics committee.
- **Māori Research at Unitec:** The purpose is to coordinate the development and sustaining of long-term institutional relationships with iwi, the public sector, Government agencies, and Māori/iwi research institutes; to champion increasing external research funding by overseeing the planning and writing of research grants, and the negotiation of externally funded scholarships and grants especially where Māori are the focus; and to support the establishment and operation of externally-funded cross-institutional research projects.
- **Publishing:** Tūāpapa Rangahau runs a peer-reviewed creative commons electronic publishing services in which research are able to publish their work.

10.2 Research policies

10.2.1 Conduct of research

Unitec staff and learners must adhere to the national and international standards in research and scholarship, such that their activity contributes to the fulfilment of Unitec's objectives and enhances and protects researchers', participants' and Unitec's reputation and standing. These standards are set out in Unitec's *Conduct of Research Policy*.

10.2.2 Conduct of student research

Unitec's *Conduct of Student Research Policy* stipulates that learners will be supported, through robust academic processes and a collegial academic environment, to achieve high standards in their research. The policy sets out responsibilities for each of the stages of the student research 'lifecycle', including, but not limited to: supervision; development and approval of research proposals; research presentation; examination; and publication.

The policy is supported by Supervision of Student Research Guidelines, Proposal Approval of Student

Research Guidelines and forms plus supervision agreements.

10.2.3 Research ethics

Research at Unitec is undertaken in accordance with its Research Ethics Policy. This states that all staff, and students have the responsibility to ensure all research that involves humans as participants complies with this policy and those standards and processes meet ethical requirements. The Unitec Research Ethics committee is responsible for reviewing all staff and student research applications that involve human participants.

10.3 Staff research

Research planning for staff at Unitec follows a partnering model; Tūāpapa Rangahau partners, the Head of School, School Research Champions, and Academic Programme Leaders partner with individual staff members to assist with supporting their research and achieving Unitec's research goals. A critical part of the Research Planning process is ensuring that all research eligible staff with time allocations for research have completed an annual Individual Research Plan, and that their main research goals for the year are included in their ADEP so line managers can support their research activity across the year (with assistance from the School Research Champions and others as needed).

The MAB, PGDAB and PG CAB courses will be taught by research-active staff drawn from the business disciplines at Unitec. All academic staff publish their research in a range of peer-reviewed journals and present at domestic and international conferences; a number of staff act as referees for journals and conference submissions and/or as examiners for Masters' and doctoral theses.

The research profile of the School of Applied Business lies in a range of areas as outlined in the School Research Strategy at Appendix 13. A complete list of recent, relevant staff research outputs for individual staff expected to teach on this programme is included at Table 4 in Section 8.1.2 and in individual CVs at Appendix 11 Staff CVs; this gives an indication of the breadth of research interests of staff teaching on the proposed programme. Appendix 14 includes individual staff member Research Plans for the year 2020.

10.4 Student research

Students are exposed to research across the Applied Business programmes, and are given opportunities to engage with research more actively.

- During *Research Methods*, students will be introduced to research methods and associated skills. The students will prepare a Research Proposal which will be presented to the class and academic staff. Feedback will be provided to help student improve the research proposal before the commencement of the Industry Research Project.
- The *Industry Research Project* involves students undertaking applied research in a project focusing on a specific business question. The projects will often be generated at organisations where students are employed. Students receive supervision from a staff member with expertise in the research project's topic or area.
- In addition, students are able to present and discuss their research at an annual Unitec Research Symposium.

Appendix 15 shows a list of completed student theses from the Master of Business from years 2015 to 2019.

10.5 Research application

Research generated by staff is presented to staff at a Research Seminar on a regular basis. Students enrolled in the Applied Business programmes, especially the Master of Applied Business, will be invited to the seminars.

12 APPENDICES

Appendix 1	Unitec Strategy, Policy and Procedure Documents
	Appendix 1.1
	Appendix 1.2
	Appendix 1.3
	Appendix 1.4
	Appendix 1.5
	Appendix 1.6
	Appendix 1.7
	Appendix 1.8
	Appendix 1.9
	Appendix 1.10
	Appendix 1.11
	Appendix 1.12
Appendix 2	Course Descriptors
Appendix 3	Mapping of Graduate Profile, Learning Outcomes and Assessments
Appendix 4	Personal Learning Agreement Draft Template
Appendix 5	Draft External Moderation Plan
Appendix 6	Consultation Log
Appendix 7	MAB Development Timeline
Appendix 8	Master of Business Review Report August 2019
Appendix 9	Summary of Maori Consultation at Maori Advisory Committee
Appendix 10	People and Culture Specialisation report
Appendix 11	Teaching staff CVs
Appendix 12	Library Impact Statement
Appendix 13	School of Applied Business Research Strategy 2020
Appendix 14	Individual Staff member Research Plans
Appendix 15	Completed MBus Student Theses 2015-2019