<u>United Learning & Teaching Strategy</u> Success Indicators and Evidence Sources

(Date: 2020-07-14)

Encure n	Goal 1: Kura ako Ensure programmes and courses are designed to develop work-ready graduates that are life-long learners		
Objectives > Programme design	Success Indicators	Evidence Sources	
Ensure programmes and graduate outcomes are based on industry and community needs	 Documentation show clear evidence of consultation with industry (advisory groups, monitors reports, industry scans, lecturer engagement with industry) and how the evidence has been used to inform design and delivery Re accreditation with regulatory bodies (if applicable) Feedback from graduates indicates value of programme/ qualification and achievement of Graduate outcomes inclemployment or self-employment Feedback from employers/end users of graduates indicates value of programme/ qualification and the extent to which graduates were prepared for employment/further study APL processes ensures students with work experience are recognised for prior learning/experience Consistency Reviews indicate graduates outcomes achieved 	 Stakeholder engagement plan (endorsed by IAC) Stakeholder engagement log (confirmed by IAC) Minutes from Advisory Committee meetings Monitors Reports Programme Review documentation Graduate surveys Consistency Review documentation and results Alumni feedback APL Reports PEPs (KEQ 2 & 3) CEPs 	
2. Ensure programmes are designed to meet the Graduate Profile	 All programme documents include a matrix mapping courses to graduate profile AAC and NZQA approval indicate alignment Mapping matrices in programme documents are updated when Type 2 changes are made 	 Mapping matrix in programme document AAC & NZQA approval documentation 	

3. Employ the most appropriate mix of delivery modes (blended, online, face-to-face, work based) for the targeted group of learners	 AAC and NZQA approval indicate that delivery mode is appropriate Feedback from students indicate satisfaction with the way a programme has been designed and delivered (KEQ 3) Teacher CEP reflection confirms that design and delivery have contributed to students' success 	 Programme documents Course descriptors Student feedback (course evaluations, NPS, other) CEP PEP – KEQ3 Programme change and improvement documentation
4. Support parity targets and Priority Group Success Strategies by embedding appropriate content, content and pedagogy	 Consultation logs with relevant communities and key stakeholders indicates how feedback has been used to inform programme design There is progress towards priority group targets (KEQ 1, 2 and 3) Lecturers can explain how they have embedded Māori and pacific content and pedagogy All academic staff have attended I see me workshops (KEQ 1, 2, 3) All staff achieve a parity badge (KEQ 5) 	 School takitahi Monitoring reports SCC & qualification completion data Student NPS Course Evaluations Badge completion data CEP PEP
5. Ensure the wellbeing of students is factored in learning hours and scheduling	 Learning hours meet NZQA & TEC requirements Learner feedback indicates learning hours and scheduling meets their needs Programme teams review programme assessment schedules to minimise stress points for students Agreed guidelines and processes are adhered to in any decision to replace f-2-f hours with on-line learning 	 Programme Documents Course Descriptors AAC documentation Programme assessment plans Programme change and improvement documentation Course Evaluation results Student NPS (course structure; timetabling)

6. Ensure expectations of learners are clear from the outset (e.g. devices, connectivity, attendance, work placemen) and consideration is given to ensuring equitable access to learning	 Expectations are explicit in marketing documentation Funding opportunities for students and other support are clearly communicated and availed of 	 Marketing information (brochures, website) Offer letters Student Handbooks NPS (Access to Tech; Ease of finding info; Support service access) Records from TAFL and other funding sources
7. Ensure that pedagogically appropriate use of digital learning technologies is considered at the programme level to offer consistency	TBC – James Oldfield	TBC – James Oldfield
8. Ensure relevant programmes are research informed, with the majority 'green lit'	Relevant programmes are green lit for research	Research office dataRPTL report
9. Provide for recognition of prior learning through the operation of an effective, efficient, compliant APL system	 The number of APL enquiries and, therefore, successful outcomes, increases The number of complaints related to APL decreases Processing time decreases Review of APL system confirms full compliance. APL processes comply with all internal and external requirements 	 Tracking tool data (enquiries, applications, decisions) External moderation confirms validity of APL Process review documentation
10. Explore opportunities for innovative approaches to programme design, delivery and recognition	 Increased number of programmes offer multiple pathways to qualifications Increased number of short courses, training schemes and micro credentials offered Increased number of course and programmes offering highly blended, online and authentic work based learning Increased use of block delivery 	 AAC Approvals NZQA Approvals Programme Documentation Programme Regulations Course Descriptors

11. Seek opportunities for collaboration within NZIST for programme design and delivery, and contributions to the strategic direction of learning and teaching	 Programmes report collaborative discussions in PEPs Agreement between Unitec and MIT re collaboration on 5 common areas is implemented Course content sharing with MIT (and other ITPs) occurs where appropriate Opportunities taken to be represented in, contribute to, sector-wide L&T working groups, e.g. L&T 'Roadtrip' group 	 PEPs Reports from representatives of working groups MIT Unitec course sharing documentation Minutes from other collaborative discussions
Objectives > Course Design	Success indicators	Evidence sources
12. Explicitly connect learning outcomes, pedagogy and assessment	Explicitly connection between learning outcomes, pedagogy and assessment is confirmed through:	 Course descriptors Moderation reports Badge evidence submissions Course/Programme change and improvement documentation
13. Use and integrate modes of learning that are appropriate for learners, content and industry	 Student feedback confirms engagement Graduate feedback confirms satisfaction Course SCC meets or exceeds set targets Student NPS scores meet or exceed targets 	 SCC Course evaluations Evidence submissions for badging Graduate Survey
14. Embed authentic Māori and Pacific worldview, content and pedagogy	 Academic staff can explain how they are embedding authentic Māori and Pacific worldview, content and pedagogy Students confirm that Māori and Pacific worldview, content and pedagogy is embedded 	 CEP PEP Badge evidence Student Feedback (NPS, Course Surveys) Course plan/schedule
15. Plan to cater for the needs of diverse learners	CEP includes commentary on awareness of the needs of diverse learners and plans to provide for these	• CEP

16. Plan learning based on ako, applying learning to real work context where appropriate and requiring the active participation of learners	 Course SCC meets/ exceeds set targets Student NPS scores meets/exceed targets Other student feedback confirms engagement in the course 	 Course evaluation Student NPS CEPs Peer observation
17. Ensure online and highly blended courses and are designed according to a set of agreed guidelines	 Standards (based on TANZ e) developed, approved, and implemented Courses are developed according to the Unitec Blended Online Framework 	Blended Online framework development checklist
18. Integrate the use of industry relevant technologies to enhance the authenticity of the learning experience	 Student feedback confirms satisfaction with the course Graduate survey indicates satisfaction with the programme 	 Course evaluation results Graduate survey CEP PEP
Objectives	Success indicators	Evidence sources
Assessment design		
19. Ensure that assessments provide valid evidence of achievement of learning outcomes and are quality assured	 Moderation plans are submitted to, approved by, and monitored by PACQs Assessments are internally pre and post moderated following the Unitec moderation policies and processes and externally moderated every 3 years Pre-moderation confirms alignment between assessment and learning outcome from the courses descriptor Requests for type 1 change related to assessment are examined for alignment 	 PAQC approved moderation plans Moderation plan tracker Internal and external moderation reports, stored according to Unitec policy PACQ meeting minutes Moderation records and documentation Evidence submission for moderation badges Type 1 change documentation and processes

21. Employ authentic/real-
world assessments that
contribute to positive
learning and development of
relevant capabilities for the
workplace

- CEPs & PEPs include an evaluation of assessment practice
- Graduate survey results confirm relevance of knowledge and skills for work
- Consistency Review documentation confirms assessments provide evidence of appropriate graduate outcomes
- CEPs
- PEPs (KEQ3)
- Consistency Review documentation
- Evidence submission for Assessment and Moderation badges

Enhance the quality of facilitated teaching and learning		
Objectives 1. Enhance learning by building and maintaining respectful and reciprocal learning relationships	Success indicators Student NPS scores and course evaluation meets/exceed targets Other student feedback confirms engagement in the course SCC meets/ exceeds set targets	Evidence sources Course evaluation Q6 Student NPS CEPs
2. Employ strategies (e.g. I See Me (Focus 3)) to engage with diverse learners to develop success and confidence	 Student feedback confirms engagement Course SCC meets or exceeds set targets Student NPS scores meets or exceed targets Student progression and completion improves Teachers comment on strategies used their CEPs 	 SCC Progression data Qualification completion CEPs PEPs Course Survey NPS Evidence submission for TCD badges

3. Use a range of teaching techniques and activities to support chosen delivery modes (f-2-f, blended, online, work based), acknowledging ako and requiring the active engagement of students	 Course SCC meets or exceeds set targets Course evaluation and student NPS scores meets or exceed targets Student feedback confirms engagement in the course 	 SCC Student NPS Course evaluations Evidence submissions for relevant badges
Use pedagogically appropriate digital technologies to enhance learning	Courses with blended learning components utilise technologies appropriately for their level of blend	 Course Evaluation Q2 For highly blended and online courses use of the Blended Online Framework checklist
5. Engage students in feedback opportunities to support their learning	 Learner feedback indicates satisfaction with learning support and feedback provided by Kaiako Learners demonstrate ability to action feedback Learners are able to provide constructive peer feedback 	Course survey Q4Student NPSCEP
6. Maintain collaboration and partnerships between teaching and support teams	 Our teachers are aware of the range of support services and know when to partner with such services and/or refer students Our learners are aware of the support services available to them and use them regularly Our service areas are student learning partners Our learners succeed in their chosen program 	Usage data reports from:

Goal 3: Arotaki – Ensure there is continuous improvement through ongoing reflection and evaluation of programme and course design, and facilitation		
Objectives 1. Maintain effective governance oversight of Academic Quality Management Systems, including of an Academic Risk Register	Success indicators Academic Board directly, or via its subcommittees, has clear oversight of all key QA systems. There is regular evaluation of the effectiveness of key QA systems which demonstrates effectiveness of process and outcomes. Culture of active risk management; regular discussion and review of academic risk KPIs improve	Evidence sources QAB and Academic Board Risk reports PAQC Chairs' Quarterly reports Monthly RAG reports Annual Reports on key QA systems KPI data
2. Ensure Academic Quality Action Plan (AQAP) elements are achieved	 2018 EER recommendations are fully addressed Student Achievement Targets are met Staff capability requirements are met Success Strategy goals are being met Risk register ratings are reducing Higher EER category rating is achieved Excellent or Good ratings for self-assessment capability. 	 AQAP progress reports SCC and qualification completion data Success strategy progress reports Risk register ratings EER outcomes
3. Develop and implement robust evaluative practices and improvement at programme and course levels	 Full engagement in Course and Programme Evaluation and Planning processes by all staff. CEP and PEP reports are highly evaluative and inform change leading to positive outcomes Programme changes have strong evidence- based rationales Data is used to inform decision making related and to target support where it is most needed 	 Type 1 & 2 change documentation Evaluation of CEP and PEP processes and outcomes EER outcomes

4. Maintain a school-level system for monitoring and reporting on student academic and pastoral support needs, using the data for continuous improvement and targeted support	Increases to student success, retention, progression and satisfaction	 Review of the LOP tracker for each school BI portal NPS Course surveys
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Goal 4: Kaiako Ensure Kaiako (teachers) are engaged, inspired and equipped with the capability to support and facilitate students learning		
Objectives 1. Teachers continue to	Success indicators	Evidence sources
develop capability in all aspects of Unitec's teaching competency framework,	 Student evaluation of teaching increases Student outcomes improve Teachers meet or exceed badge completion requirements 	 NPS Course Evaluation Graduate Surveys SCC Qualification completion Teacher capability development reporting
2. Ensure Teacher Capability Development systems meet teachers' and institutional needs, and are continuously improved	 TCD is regularly evaluated based on robust evidence The evaluation report, including actions, is approved by academic committees. Actions are implemented 	 Participant feedback Participation and completion rates Records of badges up-dated, added, discontinued, replaced External feedback
3. Integrate the Teaching Competency Framework with recruitment and promotion processes	TCF criteria are consistently applied to teacher recruitment and promotion decisions	 Recruitment procedures and decisions Promotion procedures and decisions

4. Provide opportunities for teachers to have input into the development and up-dating of teaching related policies and practices	 Teachers have been given opportunity to provide feedback through clearly communicated consultation processes. Teachers have opportunity to participate in academic governance committees 	 Policy change consultation documentation Attendance & minutes from governance committee meetings
5. Provide opportunities for teachers to share good practice	 Number of presentations at internal and external conferences/ events Number of published articles related to teaching 	Approved PD recordsL&T Symposium attendancePublication data
6. Teachers continue to build partnerships and engage with industry and community	 Staff maintain industry and community engagement logs Industry/community are visible in teaching 	CEPsPEPsEngagement logs
7. Teachers continue to enhance student learning experiences by working collaboratively with a range of support services	Our teachers are aware of the range of support services, proactively partnering and/or referring students where appropriate successful completion of courses and programmes improves	Usage data reports from: