
To	QAB	From	Heather Stonyer
Title	Industry Engagement Strategic Framework	Date	2020 / 08 / 11

Recommendations

That the QAB approves

1. the Draft Industry Engagement Framework (Table 1) including recommended evidence to be collected and reported, with agreed accountabilities
2. Development of alignment between academic risk register (industry engagement) and the draft industry engagement framework (Table 1) and use this framework to inform/validate level of academic risk and appropriate mitigation/management.
3. Align industry engagement reporting with School's end of semester 'evaluative summary' process:
 - a. August (interim and RAG update on work programme/foci)
 - b. February (full year and foci for current year).Adoption and use of CRM can improve facilitation and speed of reporting (see Appendix 1).
4. Establishment of working group to focus to development of tools and approaches for employer/end user to improve gathering of employer feedback that better reflects programme/graduate/end user variations.

Purpose

The purpose of this paper is to enable Unitec to have improved oversight of Industry Engagement through an agreed institutional strategic engagement framework and reporting structure.

Background

Delivering skills for industry is Priority 1 of the Tertiary Education Strategy (TES). It aims to ensure the skills people develop through tertiary education are well matched to labour market needs.

Further, TES states tertiary education organisations need to:

- cooperate with industry on the types of skills that are most needed, and how best to develop them
- create opportunities for industry to be involved in planning and delivering education. This joint planning includes identifying opportunities to re-skill the existing workforce.
- be responsive to labour market and skills needs – for example, by systematically seeking and responding to feedback from employers, and wider labour market information, on the value and relevance of graduates' skills
- develop strategies for knowledge transfer to industry and the community
- strengthen engagement with Māori and Pasifika stakeholders

NZQA also details significant expectations around industry engagement for tertiary organisations for instance:

- seeking approval¹ to deliver a qualification and in the maintenance of programme approval which includes undertaking regular reviews of the programme to ensure that it remains relevant and current².
- employer feedback for consistency reviews³

Unitec: Manaakitia te Rito

Unitec, led by Te Noho Kotahitanga, undertakes to provide for the educational needs of its local communities and employers by offering a wide range of industry and community-connected courses and qualifications from Level 1 to Master degrees.

Industry engagement has been embedded across a range of policies, procedures, plans and activities to ensure our strategic outcomes and related TES and NZQA requirements are delivered across our portfolio (see Table 1). External Stakeholder Procedure informs the operational requirements for Schools to have a planned approach to deliver required engagement outcomes.

Taking a portfolio approach enables Unitec to manage industry engagement across a related discipline of programmes. This also enables management of variation in direct industry engagement across the suite of programmes. For example, some of our programmes are designed for progression, and have less direct industry engagement compared with other programmes which enable graduates entry to employment in their profession which have more engagement touchpoints.

Industry Engagement at Unitec

The key outcomes of Unitec industry engagement:

- Inform & maintain our portfolio alignment to industry (eg through planning and insights)
- Provide opportunities for our students to engage with and learn in industry (eg through teaching, networking, placements etc.)
- Support and maintain our academics currency and connection with industry
- Enable our graduates to secure roles aligned to their graduate competencies.

Draft Industry Engagement Framework (see Table 1 at end of document)

A range of existing policy/processes give effect to these outcomes which are summarised together with proposed evidence sources drawn from current engagement practice across Unitec in the table 1: Draft Industry Engagement Framework. Relevant links to KEQs and Manaakitia te Rito are also included.

¹ <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/listing-qualifications-on-the-nzqf/#approval>

² <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/degree-approval-accreditation-and-monitoring/degree-guidelines/>; <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/Guidelines-for-approval-of-New-Zealand-qualifications-at-levels-1-6.pdf>

³ <https://www.nzqa.govt.nz/providers-partners/consistency-grad-outcomes/#heading2-2>

Review of engagement activities across Unitec Schools

Based on evidence currently available and/or reported at School level, Industry Partnerships has completed a preliminary desktop review of industry engagement based on 2019 evidence available in Schools based on the outcomes in the Industry Engagement Framework. (see Appendix 1: Example of DRAFT Engagement Review report: EAS).

This preliminary work demonstrates variability of engagement outcomes for many of these outcomes across the institution, highlighting:

- Six schools have industry engagement plans giving visibility to the integration of industry engagement activities in the School.
- Higher levels of industry engagement were determined where Schools had:
 - Programmes under review or development industry engagement
 - Programmes with active industry placements
 - Actively utilised CRM for managing industry engagement
- Areas of particular concern identified include:
 - poor recording of both engagement and outcomes with our industry partners (apart from those planned in above instances)
 - lack of currency of information in stakeholder registers
 - lack of industry engagement evidence due in part to:
 - variation of engagements across Schools
 - uncertainty regarding expectations of how to evidence engagement.
 - Lack of employer feedback on graduates/programme graduate profile
 - Staffing/resource availability to support industry engagement reporting ongoing recording of engagement.

Discussion and next steps:

5. This paper proposes that the Draft Industry Engagement Framework (Table 1) forms the basis of industry engagement reporting adopted by QAB to provide oversight of industry engagement across the institution.
6. Noting the variation of stakeholder engagement responses within the academic risk register, we propose improved alignment between the academic risk register (industry engagement) and the draft industry engagement framework (Table 1) so this framework to inform/validate level of academic risk and appropriate mitigation/management.
7. There is no specific reporting by HoS on industry engagement across each School. We suggest aligning this reporting with the School's end of semester 'evaluative summary' process (ie August and February each year).
8. We note there is limited resource in Schools to manage this additional reporting. Through Schools adopting CRM tools, Industry Partnerships can provide some resource to facilitate this additional requirement there remains a requirement for support at School level.
9. There is a lack of coordinated response/methods to assist APMs gathering employer feedback for consistency reviews and other needs, and propose a working group to focus on the development of tools and approaches for employer/end user feedback that better reflects programme/graduate/end user variations.

Table 1: industry Engagement Framework

Outcome Category	<i>Unitec strategy, policy, procedural systems which align with TES industry engagement requirements</i>	<i>Key evidence of industry engagement</i>	Responsible	Manaakitia te Rito	KEQs alignment
Procedures	External Stakeholder Procedure	Industry Register Industry Engagement Plan Engagement Log/Engagement Form Self-reflective Process i.e. CE/PEP/PAQC	HoS HoS All APM/Course Leader/PAQC Chair	<i>Strategic Priority 2:</i> Actions: • Improve relevance and quality of academic portfolio • Embed effective academic structures and consistent processes	6. How effectively are important compliance accountabilities managed? • Records and reports of consultation e.g. with whānau, communities, employers, business • Strategic and business plans with evidence of the approach to meeting identified needs and aspirations 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
Programme Quality Compliance	Internal/external programme compliance eg 5 year review/accreditation body (Nursing Council, RICS, Chartered Accountants etc); Industry Advisory Committee Guidelines; PAQC Stakeholder Engagement action items https://thenest.unitec.ac.nz/TheNestWP/wp-content/uploads/2018/09/AC-7.2-Review-of-Academic-Provision-Procedure-20180731.pdf	Programme Review Feedback from Industry (5 year, external) IAC minutes PAQC minutes (reference to industry engagement and actions this has informed)	HoS/APM HoS/IAC Chair PAQC Chair	<i>Strategic Priority 2:</i> Actions: Improve relevance and quality of academic portfolio	2. What is the value of the outcomes for key stakeholders [1], including students? • Analysis of stakeholders feedback and graduate data 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders? 6. How effectively are important compliance accountabilities managed? • Records and reports of consultation e.g. with whānau, communities, employers, business
Student Learning through Active Industry Engagement	Internship tripartite agreement and procedures; Research project scoping and/or agreements; Industry – academic partnership agreements	Placements/Industry Partnership Credit Bearing Courses Industry Partners for Students Research Projects Industry Credential Learning e.g. Google, AWS, IC Agile etc	APM Course Lead/APM APM	<i>Strategic Priority 1:</i> Actions: • Implement success strategies for priority groups • Engage meaningfully with the communities we serve	1. How well do students achieve? 2. What is the value of the outcomes for key stakeholders, including students?

	Industry Specialist lecturers	Specialist Industry Teaching and Learning	APM/Course Lead		
	Events, Showcases, Performance	Industry/professional review	APM/course lead		
Staff connected with Industry	Professional Development (industry related)	Professional Leadership and feedback	HoS	<i>Strategic Priority 3:</i> Actions: Foster professional currency and capabilities of all staff	<i>4. How effectively are students supported and involved in their learning?</i> •Feedback from stakeholders •Interviews with staff and students
	Professional memberships	Industry Funded Project to Staff	HoS/Research Off		
	Research project scoping Research project scoping and/or agreements	Professional memberships and feedback	HoS/Indiv Staff		
Supporting Employment Outcomes	Employer- Student employment/intern opportunities	School internships/placements Employability and Career programme for students incl Connect + Recruitment events	APM; Career & Employability;	<i>Strategic Priority 1:</i> Actions: Implement success strategies for priority groups <i>Strategic Priority 2:</i> Actions: Improve relevance and quality of academic portfolio	<i>1. How well do students achieve?</i> <i>2. What is the value of the outcomes for key stakeholders, including students?</i>
	Investment Plan (EPI) (eg employment/grad destination outcomes)	Graduate Survey: Employment and qualification relevance to role	TKK/APM		
	Alumni Strategy	Alumni Engagement;	HoS/APM/Ind Partn		
	Consistency Reviews	Feedback from Employers/End users on extent to which graduates demonstrate achievement of graduate outcomes (of quals)	APM/TKK/Industry		
	Academic Awards (in partnership/sponsored by professional bodies/industry)	Graduate award events	HoS/APM		

Attachments

See EAS Industry Engagement report attached

Contributors / Co-Authors

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