Unitec Learning & Teaching Strategy
Success Indicators and Evidence Sources
(Date: 2020-07-14)

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**
1. 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 incl employment 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 up-dated 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 data • RPTL 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: • AAC and NZQA approvals • Course (Programme) change and improvement applications • Internal and External moderation • Evidence submissions for a range of relevant badges	• 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

Objectives	Success indicators	Evidence sources
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 ➢ **Assessment design**	**Success indicators**	**Evidence sources**
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
20. Ensure assessment promotes learner engagement and enhances learning	• Pre-moderation confirm assessment promotes learning & engagement • Students' progress from level to level • NPS and Course Survey results meet or exceed expectations	• Student grades • Student NPS • Course Evaluation results • Evidence submission for assessment badges

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

Goal 2: Ako Enhance the quality of facilitated teaching and learning		
Objectives	**Success indicators**	**Evidence sources**
1. Enhance learning by building and maintaining respectful and reciprocal learning relationships	• Student NPS scores and course evaluation meets/exceed targets • Other student feedback confirms engagement in the course • SCC meets/ exceeds set targets	• 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, on-line, 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
4. 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 Q4 - Student NPS - CEP
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: - Access4Success - ADLs - Career Development Service - International Student Support - Knowledge Library Specialists - Financial Support - Pacific Support Centre - Maia - SCC - Qualification Completion

Goal 3: Arotaki – Ensure there is continuous improvement through ongoing reflection and evaluation of programme and course design, and facilitation		
Objectives	**Success indicators**	**Evidence sources**
1. Maintain effective governance oversight of Academic Quality Management Systems, including of an Academic Risk Register	- 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	- 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

Goal 4: Kaiako **Ensure Kaiako (teachers) are engaged, inspired and equipped with the capability to support and facilitate students learning**		
Objectives	**Success indicators**	**Evidence sources**
1. Teachers continue to 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 records • L&T Symposium attendance Publication 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	• CEPs • PEPs • Engagement 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: • Access4Success • ADLs • Career Development Service • International Student Support • Knowledge Library Specialists • Financial Support • Pacific Support Centre • Maia • SCC • Qualification Completion