Unitec Learning & Teaching Strategy
Success Indicators and Evidence Sources

Goal 1: Kura ako We design contemporary programmes, courses and assessment to develop work-ready life-long learners		
Objectives ➤ **Our Programmes and courses**	**Success Indicators**	**Evidence Sources**
1. Are based on industry and community needs and designed to meet the graduate profile	• Documentation shows 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 graduate outcomes achieved • All programme documents include a matrix mapping courses to graduate profile • AAC and NZQA approval indicate alignment	• Stakeholder engagement plan (endorsed by IAC) • Stakeholder engagement log (confirmed by IAC) • Minutes from Advisory Committee meetings • Monitors Reports • Programme Review documentation • Graduate survey results • Consistency Review documentation and results • Alumni feedback • APL Reports • PEPs (KEQ 2 & 3) • Mapping matrix in programme document • AAC & NZQA approval documentation
2. Are research informed	• Relevant programmes are green lit for research	• Research office data • RPTL report
3.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)	• Consultation logs (for AAC) • School takitahi • Monitoring reports • SCC & qualification completion data • Student NPS

Last updated: 16 October 2020

	• 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) • Students confirm that Māori and Pacific worldview, content and pedagogy is embedded	• Course Evaluations • Badge completion data + badge evidence • CEP (B4/5, D17/18) • PEP • Course plans/schedules
4. 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 • Learner feedback indicates 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 • Graduate feedback confirms satisfaction • Course SCC and qualification completion meets or exceeds set targets	• AAC & NZQA approvals • Programme documents • Programme change and improvement documentation • Course descriptors • Student feedback (course evaluations, NPS, other) • Graduate feedback • CEP • PEP – KEQ3 • SCC & qualification completion rates
5. Factor the wellbeing of students into 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 and Course Descriptors • AAC documentation • Programme assessment plans • Programme change and improvement documentation • Course Evaluation results (workload question) • Student NPS (course structure; timetabling) • Programme Information Sheets • CEP (B1a)
6. Plan for the use of pedagogically appropriate digital learning technologies across the programme	• Students confirm that the technology used in the programme helped them to learn • Other TBC (PEP?)	• Course Evaluation (Q2) • Other TBC (PEP?)

Last updated: 16 October 2020

7. Explicitly connect learning outcomes, pedagogy and assessment	Explicit connection is confirmed through: • AAC and NZQA approvals • Course (Programme) change and improvement applications • Mapping matrices in programme documents are up-dated when Type 2 changes are made • Internal and External moderation • Evidence submissions for a range of relevant badges	• Programme Documents mapping matrices • Course descriptors • Moderation reports • Badge evidence submissions • Course/Programme change and improvement documentation
8. Seek opportunities for innovative approaches to programme design, delivery and recognition, including collaboration within NZIST	• 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 • Programmes report collaborative discussions in PEPs • Agreement between Unitec and MIT re collaboration on 5 common areas is implemented • Increased course/programme content sharing with MIT, and other ITPs, occurs • Opportunities taken to be represented in, contribute to, sector-wide L&T working groups	• AAC Documentation & Approvals • NZQA Approvals • Programme Documentation + Regulations • Course Descriptors • PEPs • Reports from representatives of working groups • MIT Unitec course sharing documentation • Minutes from other collaborative discussions
9 Meet a set of online/blended learning guidelines and standards when a highly blended or online mode is selected	• Standards (based on TANZ e) developed, approved, and implemented • Courses are developed according to the Unitec Blended Online Framework	• Blended Online framework development checklist

Objectives ➢ Our Assessment	Success indicators	Evidence sources
10. Provides valid evidence of achievement of learning outcomes; is 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 changes 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 assessment and moderation badges • Type 1 change documentation and processes
11. Promotes learner engagement and enhances learning	• Pre-moderation confirms 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 • CEP (C3, D1/2)
12. Where possible, is authentic/real, contributing 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 (C3, D1/2) • PEPs (KEQ3) • Graduate Survey results • Consistency Review documentation • Evidence submission for Assessment and Moderation badges

Last updated: 16 October 2020

Goal 2: Ako		
We continue to enhance the quality of our learner-centered teaching and learning		
Objectives	**Success indicators**	**Evidence sources**
1. Builds and maintains respectful and reciprocal learning relationships (whanaungatanga) to enhance learning	• 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 • SCC rates
2. Use a range of teaching techniques and activities to support chosen delivery modes (f-2-f, blended, on-line, work based)	• Course evaluation and student NPS scores meets or exceed targets • Student feedback confirms engagement in the course • Course SCC meets or exceeds set targets • Courses with blended learning components utilise technologies appropriately for their level of blend • Teaching techniques and activities are documented in course delivery plans • Teachers comment on strategies used their CEPs	• SCC • Student NPS • Course evaluations Q2 • Evidence submissions for relevant badges • Highly blended and online courses use of the Blended Online Framework checklist • CEP, PEP • Programme Information Sheets • Course Delivery Plan
3.Is based on ako and requires the active participation of learners	• Student feedback confirms engagement • Course SCC meets or exceeds set targets • Student NPS scores meets or exceed targets • Student progression and completion improves • Teachers reflect on teaching techniques in their CEPs	• Course Survey, NPS • Evidence submission for specific badges • SCC • Progression data • Qualification completion • CEPs • Peer observation
4.Uses a range of appropriate strategies to enhance the success and confidence of diverse learners	• 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 specific badges

Last updated: 16 October 2020

5. Engage learners in regular feedback 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 • SCC improves	• Course survey Q4 • Student NPS • CEP • SCC
6. Applies learning to real-world contexts, environments, expectations	• Student feedback confirms satisfaction with teaching • Teachers comment on strategies used their CEPs • Graduate feedback indicates satisfaction with teaching, learning needs met and relevance of the qualification	• Course Evaluation Survey • Graduate Survey • CEP /PEPs

7. Considers the full range of support needs partnering with other support services where appropriate to ensure all aspects of learning support is provided.	• 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 courses and program
		• Usage data reports from:
		  - Access4Success
		  - ADLs
		  - Career Development Service
		  - International Student Support
		  - Knowledge Library Specialists
		  - Financial Support
		  - Pacific Support Centre
		  - Maia
		  - LOP
		• Students NPS data
		• SCC
		• Qualification Completion

Goal 3: Arotaki We engage in ongoing reflection and evaluation seeking every greater success in our learning & teaching and our learner outcomes		
Objectives	**Success indicators**	**Evidence sources**
1. Continue to review and enhance our academic quality systems and practices	• 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; risk ratings reduce • 2018 EER recommendations are fully addressed • KPIs are met • Success Strategy goals are being met • Higher EER category rating is achieved	• Monthly RAG reports of QA systems • PAQC Chairs' Quarterly reports • Annual reviews and reports on key QA systems • Documented minutes from Academic Board and sub-committee meetings • KPI data • Success strategy progress reports • EER outcome
2. Continue to develop and implement robust evaluative practices and improvement at programme and course levels, leading to informed change and improved outcomes	• 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 and to target support where it is most needed • Student success, retention, progression and satisfaction rates increase	• Evaluation of CEP and PEP processes and outcomes • KPI data • EER outcomes • Type 1 & 2 change documentation • Student and graduate feedback data • Type 1 & 2 change documentation
3.Continue to support our Kaiako to be reflective practitioners who use a range of evidence to reflect and evaluate their own teaching practice, making adjustments where appropriate	• Training is provided to support reflective practice e.g. inquiry processes, peer observation, response to student feedback, CEP • Our Kaiako fully engage in CEP processes; CEPs are highly evaluative and inform change • Student satisfaction data and student outcomes improve	• Participation data in reflective practice training • CEP completions (quantity and quality) • Reflective commentary with all badge evidence submissions • The number of badge completions in the *Review L&T* competency category increases • KPI data

Last updated: 16 October 2020

Goal 4: Kaiako		
Our Kaiako (teachers) continue to be engaged and inspired; they are supported to design and facilitate great learning/teaching		
Objectives	**Success indicators**	**Evidence sources**
1. Continuously improve our Teacher Capability Development systems meet teachers', learners' and institutional needs	• TCD is regularly evaluated based on robust evidence • New teacher induction is regularly evaluated based on robust evidence • The evaluation report, including actions, is approved by institutional governance committee • Actions are implemented	• Participant feedback • Participation and completion rates • Summative/evaluative reports submitted to Ako Ahimura • Records of badges up-dated, added, discontinued, replaced • External feedback
2. Support our Kaiako to continuously develop capability in all aspects of Unitec's teaching competency, including Te Tīpare	• TCF criteria are consistently applied to teacher recruitment decisions • Teachers meet or exceed badge completion requirements • Participation rates in New Teacher Induction improve • Teacher evaluation of PD provision by Unitec improves • Student evaluation of teaching increases • Student outcomes improve	• Recruitment procedures and decisions • Teacher capability development reports/data • Promotion procedures and decisions • Course Evaluation, NPS • Graduate Surveys • SCC, Qualification completion
3. Encourage and support our Kaiako to engage with industry and community, and to continue to develop industry expertise	• Staff maintain industry and community engagement logs • Industry/community are visible in teaching • Graduate survey results confirm relevance of knowledge and skills for work •	• Engagement logs • CEPs, PEPs • Graduate survey data
4. Provide opportunities for our Kaiako to share good practice and support them to gain acknowledgement through promotion and teaching awards	• Number of presentations, and attendance, at internal and external conferences/ events • Number of published articles related to teaching • Quantity & quality of application, and successful outcomes, for promotion (for which our TCF is uniformly applied) • Quantity and quality of nominations, and successful outcomes, for institutional and/or national awards	• Approved PD records • L&T Symposium attendance • Publication data • Promotion data • Teaching award data

Last updated: 16 October 2020