

Academic Delivery and Innovation: Regulating for Excellence Workstream – Policies, Procedures, and Key Forms

Summary for Te Poari Akoranga, 17 February 2021 – updated 5/3/21

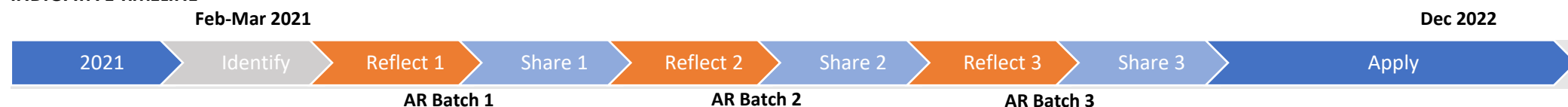
WORKSTREAM OBJECTIVE

Develop unified policies, procedures, and key forms (PPF) to support consistent application of Te Pūkenga Academic Regulations by 1 January 2023.

PROPOSED PLAN – using the IRSA Knowledge Management approach¹ in sprints

➤ IDENTIFY Sprint	➤ REVIEW Sprint/s	➤ SHARE Sprint/s	➤ APPLY Sprint
<p>Identify interdependent ADI and other Transitional workstream projects and seek out opportunities to collaborate.</p> <p>Mimic process and reference groups used for Academic Regulations development by Phil Ker and TeUrikore Biddle</p> <p>Identify a Working Group of:</p> <ul style="list-style-type: none"> - Key network ITP/ITO contacts (champions) – including equity group & student voice representation - to source current PPF, QMS, and academic delegations; co-design common set of aligned and unified PPF - Other stakeholders (e.g. NZQA, TEC, industry) for ongoing consultation and to validate working group decisions. <p>Scope stakeholder communication and engagement requirements for each PPF sprint.</p> <p>Investigate common repository for collaboration and review, and permanent repository for outputs.</p>	<p>Split the new Academic Regulations (ARs) into three batches; identify regulatory areas of significant change requiring workshopping (e.g. minimum entry requirements, formal credit recognition, etc.)</p> <p>Review existing PPF with ADI work strands to identify common exemplars and gaps, considering resource requirements to manage the spectrum of network readiness to shift.</p> <p>Schedule Workshops (virtual and f2f) with Working Group (and procedural specialist) to:</p> <ul style="list-style-type: none"> - review PPF exemplars through multiple lenses - Te Pae Tawhiti, equitable access needs, plain English, etc - to codesign unified set for each batch of ARs. - Workshop identified regulatory areas of significant change <p>Piggyback workshops with ADI strand activity, i.e. launch of Academic Regulations, Ako Directions, QSM excellence framework, etc.</p> <p>Mahi with Working Group to scope resources required to support implementation – logistics, personnel and system dependencies, capability development.</p> <p>Monitor interdependent workstream outputs.</p> <p>Compile glossary of AR terms.</p>	<p>For each AR batch, support Working Group members to share and validate unified PPF with a working group of coal-face testers and stakeholders.</p> <ul style="list-style-type: none"> - Feedback channels may include guided webinars, online focus groups, email, co-ordinated site visits, a Qualtrics survey, etc. <p>Raise up issues to R4E Reference Group, ADI, Te Poari Akoranga and wider Te Pūkenga Transitional workstreams, as required.</p> <p>Confirm resources and timeline to implement common set – including digitalisation of key forms – and support consistent use (capability development).</p> <p>Decide repository for ARs and PPF – Te Pūkenga website? Virtual, interactive QMS site?</p>	<p>Mahi with the Regulating for Excellence project team to finalise each batch of Academic Regulations and their common PPF set. Approval process (to be confirmed): ELT, Te Poari Akoranga and Council.</p> <p>Publish in stages (on the Te Pūkenga public website or QMS site) as completed and approved (from late 2021)</p> <p>Support Network implementation/capability development.</p> <p>Establish recurring IRSA schedule for ARs and common PPF set.</p> <p>Conduct PIR - publish lessons.</p>

INDICATIVE TIMELINE



¹ I-R-S-A Framework Source: Davidson, C. and Voss, P. 2002. *Knowledge management: An introduction to creating competitive advantage from intellectual capital*, Auckland: Tandem Press.