CURRICULUM DEVELOPMENT GUIDELINES

1 Purpose

These guidelines:

- define Unitec's approach to curriculum design;

- specify the characteristics embedded within Unitec curricula; and

- provide the core information teachers and programme developers will refer to when considering programme (re)development and the teaching, learning, and assessment processes within them.

These guidelines encourage contextualised interpretation of the characteristics of Unitec's Teaching and Learning Strategy.

2 Scope

This document applies to all academic provision at Unitec, including programmes/courses provided by Unitec and those contracted by Unitec to other providers.

Unitec's approach to learning and teaching is to manaaki the success of our learners and communities, led by Te Noho Kotahitanga. This principles-based approach aims to provide high quality learning, teaching and applied research that develops work-ready lifelong learners.

3 Guidelines

Unitec's *Curriculum Development Guidelines* are as follows:

1. Kura ako[1]

Ensures the design of contemporary programmes, courses and assessment to develop work-ready life-long learners resulting in programmes and courses that:

- are based on industry and community needs and designed to meet the Graduate Profile
- are research informed;
- support parity targets and Priority Group Success Strategies by embedding authentic Māori and Pacific worldview, content and pedagogy;
- employ the most appropriate mix of learning modes (blended, online, face-to- face, work based) for the targeted group of learners;
- factor the wellbeing of learners into learning hours and scheduling;

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[1] **Kura Ako –** School of Learning

- plan for the use of pedagogically appropriate digital learning technologies across the programme;
- explicitly connect learning outcomes, pedagogy and assessment (constructive alignment);
- seek opportunities for innovative approaches to design, delivery and recognition, including collaboration across the sector.

And assessment that:

- provides valid evidence of achievement of learning outcomes;
- is quality assured;
- promotes learner engagement and enhances learning;
- is authentic/real-world where possible, contributing to positive learning and development of capabilities for the workplace.

4   Responsibilities

Role	Responsibilities
Academic Leaders	• Leading (re)development of programmes/courses according to these, and related, guidelines.
Te Komiti Whakamana Hotaka Hou | Academic Approvals Committee (AAC)	• Ensuring proposed programme (re)developments adhere to these, and related, guidelines. • Recommending approval of proposed programme (re)developments to the Academic Board.
Te Komiti o ngā Hotaka | Programme Academic Quality Committee (PAQCs)	• Monitoring on-going adherence to these, and related, guidelines.
Te Puna Ako	• Providing professional development and academic support and advice in teaching and learning that supports adherence to these, and related, guidelines.
Te Korowai Kahurangi	• Providing support and over-sight of programme (re)development processes.

5   Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

6   Reference Documents

- The *Academic Development and Approval Policy* and associated procedures.
- [Programme Development Guidelines]
- Unitec Teaching and Learning Strategy.

7   Document Details

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	10/08/2018	• First version
	20/01/2021	• Update with new Unitec Teaching and Learning Strategy and update nomenclature
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Policy Sponsor	Te Puna Ako	
Policy Owner	Te Komiti Mātauranga | Academic Committee	
Contact Person	Manager, Te Korowai Kahurangi	
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