

Academic Board (Poari Akoranga)	Agenda
Wednesday 9 September 2020	10:00am-12:30pm

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Poari Akoranga - Academic Board	Minutes
Wednesday 12 August 2020	10:00am-2:00pm Wellington

Welcome and Attendance

The Chair welcomed everyone to the meeting and opened the meeting with a Karakia.

The Chair advised that given the recent change in Alert Levels due to COVID-19 and subsequent travel restrictions in place, the workshop scheduled the same day (including NZQA presentation) would be rescheduled.

Present

Chris Collins (Chair), Luana Te Hira, Oonagh McGirr, Deborah Young, Glynnis Brook, Greg Durkin, Jeanette Grace, Kieran Hewitson, Lorna Gillespie, Natalie Waran, Neil Carroll, Nita Hutchison, Sue Smart

In Attendance

Phil Alexander-Crawford

Megan Gibbons, Chief Executive Otago Polytechnic (11.04am to 11.30am)

Phil Ker (Regulations Project Lead)

Vikki Roadley (NZIST interim GM)

Valérie Bray (minute taker)

Apologies/Absent

No apologies were received.

1. Minutes of the Previous Meeting

a. Scheduled Meeting

The minutes of the Academic Board meeting held on 8 July 2020 were approved as a true and correct record.

Carried

b. Matters Arising

i. Action Items

	Detail	Owner	Due Date
0720-1	Determine new timeline for excellence project for academic regulations	CC/PK/ST	September 2020
0720-2	Provide workstream overview document for Academic Board information	VR	October 2020
0720-3	Determine principles and framework for an audit/stocktake of current subsidiary and ITO networks	All	Workshop date TBC
0720-4	Update RPL activity	MG	Completed
0720-5	Follow up and clarify common seal subsidiary question	VR	Completed
0820-1	Terms of reference to be considered alongside Letter of Expectation, Charter and developed in partnership with Māori Partnership and Equity workstream	CC	October 2020
0820-2	NZIST to establish an interim process to ensure staff and learner voice is heard while Student and Staff Committees are established	VR	September 2020
0820-3	Working group to report on new programme development parameters/principles/framework progress	SS	September 2020

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0820-5	Paper on RPL to be sent to members	VR	Completed
0820-6	Report on regulation excellence work to be prepared for Council	PK	Completed
0820-7	Pānui on key points from meeting to be sent to subsidiaries	VR	September 2020
0820-9	Pilot for accountancy collaboration to be initiated and this work added to the NZIST workstream activity for support and monitoring	VR	September 2020

ii. Other Matters Arising

- It was noted that more robust principle-based discussion and information sharing were required under “excellence” and shared programmes delivery discussions to address challenges around term/semester-based delivery. The Chair added that it would be important to respond to the need of context whilst keeping the learner at the centre.

2. Academic Reports to Council July

The Chair and Interim GM spoke to this agenda item.

In particular, members noted the need to:

- Work with the Council and clarify the role and function of Poari Akoranga/Academic Board:
 - o Are we setting the direction on behalf of NZIST or is the expectation that we are being supported by NZIST to set the direction?
 - o Noting that discussions have already started on “harmonisation” with no specific set of principles;
 - o Keeping in mind Governance function vs Management function.
- Identify the Board’s priorities;
- Clarify the principles and parameters of the programme regulations and provide input to monitor progress via the NZIST workplan;
- Clarify the projects currently intertwined;
- Further develop the “Workstream on a page” document and include interactions to ensure consistent set of functions;
- Coordinate workstreams (current and existing workstreams with new workstreams) and confirm their role and function; and,
- Further discuss direction and guidelines with NZQA (at a rescheduled workshop).

3. NZIST Letter of expectations

The Chair spoke to this agenda item.

The following points were noted:

- Signal of a short timeframe (3-6 months);
- Need to set priorities for Poari Akoranga/Academic Board quite soon taking a risk approach (*refer Expectation 5 – “Early signals of change will support transformation”*);
- LOE may not reflect all guiding principles of ROVE (particularly in relation to industry);
- Need to further clarify impact of COVID-19 and international partnerships;
- Confirms the responsibility to share the expertise; and,
- Need to further clarify resourcing to develop the capability in the different areas (for online delivery, platforms, upskilling, etc).

4. Terms of Reference and workplan

The Chair and Interim GM spoke to this agenda item.

The following points were noted:

- A first draft of the Poari Akoranga/Academic Board Terms of Reference (TORs) was developed in January/February as a starting point;
- TORs take into consideration the two letters of expectations (from Minister of Education and from NZIST Chair), the Charter and are developed in partnership with Māori Advisory Committee; and,
- Next steps: feedback and input were still welcome.

5. Māori partnership and Interim student and staff voice

The Interim GM spoke to this agenda item.

The following points were noted:

- Processes to establish these committees are being developed noting these have been delayed given COVID-19 (updated timeframe: October/November);
- It can be assumed that there will not be a formal process for most of this year;
- It was suggested that one of the options could be to have a collective of staff and a collective of students; and,
- Need to keep in mind membership criteria (regional representation, staff or student of NZIST).

The Chair suggested that this matter was not for Poari Akoranga/Academic Board to operationalise and asked the Interim GM to follow up with NZIST to organise an interim arrangement. **ACTION: Vikki Roadley**

Megan Gibbons joined the meeting at this point.

6. Working group verbal reports

The Chair invited Deborah Young and Sue Smart to speak to their respective agenda items.

1. Programme change process update

Deborah Young spoke to this report noting NZQA have consulted with PTEs and ITPs and it is now BAU for ITPs.

The Chair noted that further discussion with NZQA will be required around accreditation process and timeline ahead of 31 December 2022 when all accreditations would go to NZIST and in particular to query the timeline and whether this process could happen earlier.

It was acknowledged that this was a big piece of work for all involved.

2. New programme development framework

Sue Smart will provide a further report at the next Board meeting.

7. Targeted Evaluation & Review Indicators and Schedule

The Chair spoke to this agenda item noting the targeted evaluations begun in 2020, as an interim measure for the 7 ITPs that were due to have their External Evaluation and Reviews (EERs) scheduled to occur in 2020 or early 2021.

A brief discussion was held, and the main points noted were:

- The three focus areas were agreed last year (Learner support/Learning and assessment/Areas of strength).
- Concerns raised included: timing, scope and focus areas as well as field work required.

Lorna Gillespie left the meeting at this point.

8. Common seal usage

The Interim GM spoke to this agenda item noting the legal advice received from Bell Gully.

Legislative provisions key points:

- The section of the Education Act that refers to common seals of institutions (section 167) was amended by the recent legislative reforms to provide that it does not apply to NZIST or its subsidiaries. There is also a provision of the Crown Entities Act (section 128) that provides for statutory entities to have a common seal – this provision is expressed to apply to NZIST but is not expressed to apply to NZIST Subsidiaries.
- However, section 180(1A) of the Companies Act (which now applies to each NZIST Subsidiary) provides that a company may enter into a contract or other enforceable obligation by affixing its common seal, if it has one, to the contract or document containing an enforceable obligation. This is expressed to be in addition to the specific requirements for entering into contracts or other enforceable obligations set out in section 180 (e.g., deeds have specific requirements). It's not clear that this is relevant for certificates as it is unlikely they fall within the concepts of contracts or other enforceable obligations. However, in any event, given the Companies Act does contemplate that a company may have a common seal, an NZIST Subsidiary could use a common seal in relation to other documents so long as it is not prevented from doing so under its constitution (which it is not).
- As NZIST subsidiaries no longer have Councils, NZIST Subsidiaries should not be using common seals that refer to a Council. However, there is no reason why they would not continue to use a common seal for documents like certificates, so long as the reference to Council is removed and is replaced with "Board" (if a reference to a body is required in the common seal).

The Interim GM will ensure a clear communication is provided to subsidiaries with guidance on the use of common seal. **ACTION: Vikki Roadley**

9. RPL update – verbal

Megan Gibbons spoke to the RPL update noting a three-phased approach was developed to assist learners that have skills already and provide them with a quick pathway to a different career:

1. Prior recognition of learning (cross credits/experience)
2. Assessment
3. Discuss/offer a Career pathway

The following points were noted:

- The Funding model project has been discussed with TEC; and,
- The model will need to be flexible and learner-centred.

The Interim GM will circulate the supporting paper provided by Megan Gibbons. **ACTION: Vikki Roadley**

The Chair thanked Megan Gibbons for her contribution.

10. Regulations Project update

Phil Ker spoke to this agenda item and the following points were noted:

- The project has two workstreams (ITO workstream/ITP workstream);
- The project has considered the Letter of Expectation and the funding letter, reinforcing expectations around

transformational change;

- The academic statutes of ITPs are very monocultural, draw on a lengthy history of university academia, tend to serve the interest of the provider and not the learner, the language is not accessible to learners nor to the employers noting upcoming discussion will address these challenges;
- Nevertheless, there is a clear purpose statement establishing why regulations are needed with robust set of principles;
- Principles could be turned into assessment tool noting this could present challenges in case of monocultural ITPs; and,
- Assuming the suggestion is endorsed by the Council, a small project will be set up to assist the ITPs to run the self-assessments.

Phil Ker advised that he would circulate a report ahead of the NZIST Council meeting. **ACTION: Phil Ker**

The Chair thanked Phil Ker for his update noting the importance of this core project, which will result in innovation, empowerment and quality outcomes for the learner and will also contribute to the direction of the Poari Akoranga/Academic Board.

11. Update from Council

Name for NZIST:

The Chair confirmed that a recommendation has been submitted to the Minister for decision.

12. Information to go into August Pānui

The Interim GM spoke to this agenda item and advised that all agendas, minutes and papers for Poari Akoranga were available on the NZIST website.

The regular Pānui would be sent to Poari Akoranga's key stakeholders after each Board meeting and would provide updates, information and further insight into the work undertaken by Poari Akoranga.

The Chair advised that an executive summary of the minutes would be used as input for the August Pānui.

ACTION: Vikki Roadley

Key items for the August Pānui would include:

1. Working to have learner and staff voice represented on Poari Akoranga while the Staff and Student committees are set up
2. Common seal usage and guidance for subsidiaries
3. NZQA EER and summary update
4. Regulation for excellence project update

13. Te Kaupapa: NZIST Pilot Accountancy

Sue Smart spoke to the agenda item and the formation of a working group membership representation from the 15 ITPs.

Members noted the timeline. Responding to queries, Sue Smart confirmed that all Business schools have been consulted.

Sue Smart offered to take the lead on this project and work with the group. Sue Smart advised that she would follow up and identify the key contacts at subsidiaries involved.

Members supported the recommendation and approved the formation of a working group membership representation from the 15 ITPs.

The Chair asked the Interim GM to follow up on the next steps. **ACTION: Vikki Roadley**

14. Closure and Next Meeting

Next meeting date: 9 September 2020, NZIST offices, Hamilton.

The next meeting is intended to be a face to face meeting subject to change given the current alert levels.

The Chair thanked members and staff for their contribution.

The Interim GM closed the meeting with a Karakia.

Future Meeting Dates

9 September 2020	NZIST offices, Hamilton-By Zoom
14 October 2020	NZIST office, Hamilton
11 November 2020	Location tba
9 December 2020	Location tba

Summary of Action Items

	Detail	Owner	Due Date
0620-5	A working group is now required to take this further. An advisory committee meeting is being held next week; the first action of the working group is to tidy the document ready to take to the advisory committee. <i>(Item 7: Delegations)</i>	DY(C)/NH/KH/LT/LG	Completed
0620-6	A working group is to be formed to get a framework defined for how each of the subsidiaries can plan for new programme development.	SS(C)/GB/NC/OM	Completed
0720-1	Determine new timeline for excellence project for academic regulations	CC/PK/ST	September 2020
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NZIST Council Meeting

01 September 2020

Agenda item number:	2
Provided by:	Chris Collins, Chair Poari Akoranga (Academic Board)
Title:	Academic Report and minutes 080720
Reference:	
For:	Noting

Recommendation

- 1) It is recommended the Council:
 - a) Note the academic report from the meeting 12 August 2020

The August meeting of the NZIST Academic Board was held on 12 August 2020 in Wellington at the BCITO rooms and by zoom. The planned workshop that was to take place after the meeting was postponed due to the venue room size and requirement of members to support planning at their own campuses at level 2.

Key points

- The group received feedback from Will Workman on the Terms of Reference and will ensure all feedback is addressed. Phil Alexander-Crawford attended the meeting and provided further advice to the group. The group will continue to seek advice on Terms of Reference and membership and Poari Akoranga activity. The group will work with the Māori Partnership and Equity workstream and the Māori Advisory Committee once established. Will Workman or Phil Alexander-Crawford will attend meetings.
- Poari Akoranga received the Letter of Expectation and noted the specific requirements for Academic Board. As Poari Akoranga continues to develop its direction and workplan it noted the need to consider interrelated work from other workstreams across NZIST and other agencies.
- NZIST will work to ensure that there is interim staff and student voice fed through to Poari Akoranga while the Staff and Student Committees are established. This may be through the current staff and student representatives on the Subsidiary Academic Committees and a process for this will be established.
- Poari Akoranga members are working with NZQA to understand the requirements of any new programme change processes.

- Clarification was provided on the use of any Common Seals used by the Subsidiaries and advice communicated to the subsidiaries.
- Poari Akoranga received reports from the Recognition of Prior Learning Group and the Regulations for Excellence Project (see attached report from the Chair of the Regulations Project)
- It was agreed that a regular communication would be provided from the group to the subsidiaries. The minutes and agenda are able to be accessed from the NZIST website.

DRAFT

NZIST Poari Akoranga

09 September 2020

Agenda item number:	3
Provided by:	Will Workman
Title:	Feedback from Māori Partnership and Equity workstream
For:	Action

Notes of Draft Terms of Reference – Academic Board

Initial assessment against the Draft NZIST Te Tiriti Framework. (Note in future it is expect the Board will self-assess against this framework in the first instance, once excuted.)

Outcome 1 – Demonstratable Tiriti o Waitangi Partnership

The draft terms, particularly the role, do not acknowledge charter requirements pertaining to ToW. That is unacceptable. (Note subcommittee referencing is also insufficient.) Role adjustment is required.

Outcomes, 2, 3, 4 (Greater access, stronger participation, better outcomes).

The draft terms of reference do not focus on prioritising new programme that better suits the needs of Māori, and is therefore unlikely to lead to the shifts in the mix of provision required to ensure greater access, more engagement during study, and better qualification outcomes for Māori learners – which currently average only 50% qualification completion across the NZIST network. Functional adjustment is required.

Outcome 5 – Responsive Practice

The draft terms of reference do not appropriately balance this workstream with the Partnership and Equity workstream. Partnership and equity presents as an ‘input advisory’ only. Academic Board will need to rebalance itself to report on its progress to this workstream, as much as the partnership and equity team will need to provide strategic and proactive support.

Suggested draft working under

Role

- Ensure Te Tiriti o Waitangi principles are upheld throughout all academic processes.

This includes, but is not limited to; ensuring proper use of mātauranga within general programmes; ensuring curriculum context properly acknowledges Māori perspectives; active protection of mātauranga Māori as a Treaty taonga within our network of provision; and ensuring equitable learning opportunities for Māori.

- Prioritise the approval of new programmes and courses which specific meet the needs of Māori learners in order address access, participation and outcome disparities.

Function

- Provide regular reports to the Partnership and Equity team (mātauranga subgroup) on progress made to protect and advance mātauranga Māori; and to ensure equitable outcomes for Māori learners.

Sub Committee

- The Ōritetanga proposed subcommittee has merit. However that word is about equity. That is different than active protection and proper use of Māori knowledge and artefacts. What is the focus on this grouping? Cross reference to the Partnership and Equity work required.

Annex 1 - Achieving Partnership and Equity

Mātauranga Māori sub workstream – draft terms of reference extract

Contextual Statement:

NZIST recognises and respects the Treaty taonga status of Maori artefacts and knowledge drawn upon across our subsidiary institutions, including but not limited, to Te Reo Maori. NZIST will ensure Treaty-compliance and excellence in our practices which draw upon mātauranga Māori.

Statement of Purpose:

The function of this workstream is to actively protect and support the development and proper utilisation of mātauranga Maori across the NZIST network. This must occur in partnership with Māori/iwi.

Draft Terms of Reference:

- Ensure that Māori perspectives and worldviews are appropriately considered and embedded in all programmes of delivery (For example ensuring proper use of mātauranga within general programmes, ensuring curriculum context properly acknowledges Māori perspectives.
 - *To achieve this the Workstream will receive and consider on a regular basis progress and update reports from Academic Board on this matter.*
- With Maori partners, co-construct processes which authentically integrate mātauranga Maori within programmes of delivery; and work to ensure the satisfaction of our partners with processes and outcomes achieved.
 - *To achieve this the Workstream will work alongside identified iwi/Māori partners and provide advise to Academic Board and Council.*
- Provide strategic advice and direction Academic Board to increase the provision of mātauranga content across the NZIST network.
 - *To achieve this the Workstream will work alongside Academic Board on programme and qualification development priorities.*
- Guide and support Academic Board overall on equitable partnership and co-design approaches with Maori.

- To achieve this the Workstream will require adequate representation and engagement with Academic Board. The workstream will provide independent advice to Council via the Partnership and Ōritetanga Workstream.

DRAFT

NZIST Poari Akoranga

09 September 2020

Agenda item number:	4
Provided by:	Michael Gilchrist
Title:	Feedback from TEU
For:	Action

DRAFT

TEU SUBMISSION ON THE TERMS OF REFERENCE OF NZIST POARI AKORANGA

27 August 2020

Introduction

Staff in NZIST are hungry for change. The Charter of NZIST captures their aspirations for that change. Nowhere is this more true than in the requirement that staff and students are empowered in all relevant aspects of the new organisation, and especially in academic matters. Poari Akoranga and its sub-committees are probably the most important vehicle in NZIST for this empowerment. For academic staff – and indeed for allied staff as well (many of whom not only support teaching, learning, and research but are directly involved in it) – decisions made by subsidiary academic committees, the national academic sub-committees, and by Poari Akoranga itself will be the most influential in their daily experience of working with learners, employers, industry, and others. The values, motivation, and satisfaction of staff are at stake in these decisions. It is primarily from these academic governance bodies – and the support that management provides to them – that the kind of change staff are hoping for from NZIST must flow. Essential to that change is a return to making teaching and learning the central business of their workplace, thereby maximising the potential in that interaction and its supporting relationships – and allowing staff to fully contribute their in-depth expertise and knowledge in the foundational decisions that will shape education in NZIST. These considerations frame our comments below on the proposed Terms of Reference of Poari Akoranga.

Sections 1, 2, and 3 – Purpose, Role, and Function

The purpose, role and function of Poari Akoranga, as set out in Sections 1, 2, and 3, do a good job of reflecting the intent of the Charter of NZIST and the overall thrust of the wider reform of vocational education. However, there are some additional points to make.

With regard to the role and function of Poari Akoranga, these elements need to be introduced and exercised steadily over time, beginning as soon as practicable, so that they can be developed and refined in a dialogue with academic staff and students in subsidiaries, subsidiary academic committees, and external bodies such as Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs). The appointment of the full membership of Poari Akoranga including staff and student representatives should be completed as soon as possible to ensure practicable decisions are made that keep teaching and learning at the centre of the evolving structures and processes of NZIST (taking into consideration our comments below about membership).

A sudden assumption of control by Poari Akoranga and a corresponding divestment of the responsibilities of academic committees and others at the end of 2022 would be highly undesirable.

While acknowledging the dedication of those serving on subsidiary academic committees, the view of our members is that subsidiary academic committees have adapted to the competitive model of provision and the managerialist modes of operation that have been incentivised in the current system. While we have not surveyed all subsidiary academic committees yet, on all those that we have looked at so far there is a majority of managers on the committees. While most of these managers have had previous experience in curriculum and programme development as well as in the teaching and learning nexus – and they also have undoubted expertise in academic regulations and their application – their focus, as managers, is primarily on the relationship between the student as a customer and the institution as a provider in a competitive environment.

Further, the various roles and functions of Poari Akoranga, as set out in its proposed Terms of Reference, are not reflected in the Terms of Reference of subsidiary academic committees. Decisions at the subsidiary level are, unsurprisingly, made without reference to, or substantive consideration of, the experiences, practices, and objectives of the wider national network. This must change. We see the shaping of Poari Akoranga in all its key relationships – but especially in its relationship with subsidiary academic committees – as evolving in a timely fashion through ongoing interaction. This evolution would be reflected at key points in iterations of the Terms of Reference of Poari Akoranga – the iterative nature of the Terms of Reference are noted in the draft.

Two key functions that we would like to see added include:

1. Overseeing the establishment and curation of a national library, or repository, of NZQA approved courses, programmes, qualification, and industry approved work-based programmes that can be accessed by staff throughout the network. This will allow staff to, on one hand, avoid re-inventing the wheel and, on the other, provide access to best practice materials (perhaps inserted at bullet-point 3 of Section 3 [Function] and as a sub-committee task around bullet-points 4 and 5 of Section 6 [National Academic Committees of NZIST Poari Akoranga]).
2. Ensure transparent and timely communication of the work of Poari Akoranga and its sub-committees across the NZIST network including an up-to-date record of 'live' academic considerations and decision-making (perhaps inserted as bullet-point 11 of Section 3 [Function])

Section 4 – Membership

While we acknowledge the reasoning behind making membership of Poari Akoranga a matter of 'skills-based' appointments by Council, we believe a broader approach must be taken to membership. We agree that adequate numbers of academic staff and learners are required on Poari Akoranga. We would add that allied staff should be represented too (at least two). Allied staff are often involved in academic matters including learning support, research coordination, learning resource collation (including librarians), and learning and teaching innovation in face-to-face and online formats. Experience in administrative challenges at the learner-institution interface and elsewhere will be invaluable.

In the first instance, we believe that the number of practicing academic staff (still to be determined in the Terms of Reference), should roughly equal the number of non-teaching board members. These appointments (or nominations) would reflect more detailed criteria as discussed below with reference to 'Section 5 – Appointments.' These criteria would include skills, expertise, and leadership in the current practice of teaching, learning, curriculum development, and innovation in teaching and learning, especially in areas such as working with Māori and Pasifika learners, and in applied and other research – and so on. It is also important to note that academic expertise must be current within an environment that is, and will be, constantly changing. First, it will be changing because it will be reflecting the development of NZIST, the national network of provision. Second, it will be undergoing all the impacts and changes wrought by the COVID-19 pandemic and the recovery from that crisis, including rapidly shifting learner needs and groups. Furthermore, academic staff members should have standing and support from their academic networks and disciplinary groups and, for this reason, we urge that appointment is made through a process by which potential members are elected for nomination by their academic colleagues.

Specifically, we propose that in addition to the members appointed from the national staff committee, staff are empowered to elect a pool of their peers (bearing in mind appropriate criteria), and that the initial appointments to Poari Akoranga and national academic committees be made, by Council, on the recommendation of Poari Akoranga in the case of sub-committees, from this pool. Those elected may have preferences for committees and these may be considered. However, the CVs of those elected may make them valuable members of a number of different committees and they would need to commit in advance to serving where they are most needed. The national committees may then be empowered to select further from the pool and to appoint from elsewhere if needed. The proposed Terms of Reference envisage the national committees comprising 5-20 members – and also "reflecting the value of an appropriate geographical spread of representation." That seems to fit well with elections from subsidiaries, as it would seem

that around 70 staff would be needed for the national committees, possibly more. We propose that academic staff in each subsidiary should be able to elect three academic staff to the pool, and allied staff elect one member per subsidiary. The criteria for staff on national committees would be publicised at the same time as staff members stand for election.

Te Hautū Kahurangi | Tertiary Education Union (TEU) represents approximately 3000 academic and allied staff members across the NZIST network and has durable, efficient, and democratic processes already in place for channelling staff voice and contribution of expertise from across the network. TEU nomination of staff members for Poari Akoranga would provide an effective, democratic, and well-supported mechanism for selection of at least one allied and one academic member.

We agree that Chairs of national academic committees should be members of Poari Akoranga.

We agree that members of the staff committee and Māori advisory committee should be members of Poari Akoranga.

We agree that WDCs need to be represented in Poari Akoranga but believe that all six WDCs should be represented (rather than the current proposal of two). At the same time, NZIST should seek reciprocal representation – i.e. a Poari Akoranga member on each WDC academic governing body.

Given the scale and ambition of NZIST – and the range of the national academic committees that must build the academic architecture of the organisation more or less from scratch – a sizeable group of members with adequate range and complementarity of skills and expertise is needed.

RECOMMENDATIONS – MEMBERSHIP

- Poari Akoranga and sub-committee membership should include approximately even proportions of academic staff members and non-academic members. Academic staff members should be currently active in teaching, learning, and/or research via elected nomination and appointment.
- At least two allied staff currently active in supporting teaching and learning, and/or research are appointed to Poari Akoranga and to each sub-committee via elected nomination and appointment.
- At least one TEU nominated academic staff member is appointed to Poari Akoranga and to each sub-committee.
- At least one TEU nominated allied staff member is appointed to Poari Akoranga and to each sub-committee.

- Six members drawn from WDCs (one from each) are nominated to Poari Akoranga

Section 5 – Appointment of Members

The current core criteria for membership of Poari Akoranga is high level but, in our view, too vague in regard to ensuring teaching and learning remain at the heart of academic matters in NZIST. It is not sufficient to suggest that membership criteria ‘may’ include:

- Academic specialist knowledge, skills, and experience
- Broad sector and systems delivery knowledge including work-based, online, on-campus, and regional competencies, and experience
- Experience in and a commitment to mātauranga Māori

Surely it will be *essential* to have a membership that includes these areas of expertise. We recommend that consideration is made to revise the introduction of these core criteria to require “at least 50% of membership of Poari Akoranga meet one or more of the following criteria.”

In line with our comments related to Section 4 – Membership, we also suggest that an emphasis on current practice knowledge is emphasised in these criteria. We also would like to see a stronger commitment to redressing existing inequalities in the academic framework of vocational, professional, and skills education.

A fuller outline of core competencies will better guide the nomination and appointment of members of Poari Akoranga and its sub-committees in a way that will ensure teaching and learning is kept at the centre of academic decision making.

RECOMMENDATIONS – APPOINTMENT OF MEMBERS

Change the core criteria to include: “At least 50% of membership of Poari Akoranga meet one or more of the following criteria:”

- Up-to-date academic specialist knowledge, skills, and experience
- Broad sector and systems delivery knowledge including current practice experience in work-based, online, on-campus, and regional competencies
- Demonstrated innovation in teaching and learning delivery
- Demonstrated experience in and a commitment to mātauranga Māori
- Demonstrated knowledge and experience in addressing inequalities in tertiary education provision related to gender, sexuality, age, disability, and ethnicity

Additional Comments

In order for full, meaningful, and effective contribution of members to Poari Akoranga and its sub-committees adequate resourcing of time is required. Academic and allied staff workloads across the NZIST network are typically precisely defined and measured. There is little room for additional discretionary effort. Staff membership on Poari Akoranga and its sub-committees must include an agreed allocation of proportional FTE. Depending on the requirements of the role – and based on our existing knowledge of time obligations for membership on subsidiary academic committees – we expect that an appropriate allocation would be in the region of 0.075-0.1 FTE of workload (equivalent to 61-82 hours of timetabled teaching hours).

RECOMMENDATIONS – ADDITIONAL

- Explicitly state the measure of workload relief that will be recognised for staff membership on Poari Akoranga and its sub-committees in the Terms of Reference

NZIST Poari Akoranga

09 September 2020

Agenda item number:	9
Provided by:	Phil Ker
Title:	Regulations for excellence project
For:	Information

Regulating for Excellence

Purpose of Regulations

This regulatory framework has been developed to ensure the integrity and quality of teaching, learning and assessment throughout NZIST and thereby the integrity and quality of the qualifications and educational outcomes which learners achieve.

As a fit for purpose framework it encourages excellence, ensuring the principles of Te Tiriti o Waitangi are reflected in educational practice. It addresses equity of opportunity, experience and outcomes for learners, ensuring they are treated fairly and consistently regardless of where they do their learning.

As a fit for the future framework it addresses national standards whilst empowering regional needs to be met, engendering community, industry, profession, employer and learner confidence in the qualifications and educational outcomes achieved through NZIST. The framework encourages flexibility and responsiveness to emerging education and training needs.

Regulatory Principles

The following principles underpin the regulatory framework to ensure the purposes are met. If there is conflict between the intent of these principles and specific regulations as written these principles shall prevail.

1. The interests of learners collectively and individually take precedence:
 - Life-long learning is enabled.
 - Learning opportunities are provided in the right place, at the right time and in the right way for learner success.
2. Te Tiriti o Waitangi is honoured, ensuring the needs of Maori learners are met:
 - Partnership with Maori is promoted.
 - Tikanga and Te Reo are acknowledged.
3. Excellence of process and outcomes is enabled:
 - Evidence based good practice in teaching, learning and assessment is promoted.
 - Innovation in teaching, learning and assessment is empowered.

4. Accessibility and inclusivity is ensured and diversity encouraged:
 - Opportunities for participation are enhanced and barriers removed.
 - Discrimination and marginalisation are avoided.
 - The needs of diverse learners and underrepresented groups are recognised.
5. Portability and transferability of learning is enabled:
 - From provider to provider, work place to work place and work place to provider and vice versa.
 - Work places are valued as places of learning and assessment.
 - Relevant learning across NZIST is recognised, regardless of where and how that learning has occurred.
6. Natural justice in dealing with conflicts and issues is assured:
 - Learners have the right to be heard and their perspective considered.
7. Partnerships and collaboration are encouraged:
 - Regulations do not create barriers.
8. Plain language is used to ensure wide understanding by learners and employers:
 - Academic speak and legalese is minimised.
9. Regulate only what needs to be regulated to ensure desired outcomes are met and/or better outcomes are achieved:
 - Common requirements imposed only where essential.
 - Standardisation does not compromise accessibility and responsiveness.