To	Te Poari Iho Quality Alignment Board	**From**	Steve Marshall
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			Te Korowai Kahurangi
Title	Summary report of August PAQC feedback to QAB	**Date**	16 Sep, 2019

Purpose

This memo presents a summary of the main themes from the PAQC reports to QAB in August.

Summary of main points

Reports were received from 10 of 18 PAQCs. These reports generally consider that PAQC's have bedded down and are functioning as expected.

1. **Committee Feedback**: There were a number of comments around the support and function of the committees that were considered to be ongoing, however it is useful to note that these comments were collated into the PAQC review report and have been addressed through the recommendations made for that review. The main highlights of this feedback include:

   - A request for updates/responses to chair reports to QAB to close the loop
   - Consistent TKK representatives to provide advice on policy and regulations
   - Format of agendas
   - An agreed Work Plan
   - Rationalise the tension between QA and Teaching and Learning including review of priority learners
   - PAQC members find it difficult to prepare for the meetings by, e.g., reading all the material ahead of time.
   - Student representation was noted as still being unresolved, with continued concerns around confidentiality of discussions.
   - Provide Workshops for committee members who participate in PAQC across campus to improve consistency, especially the teaching staff involved.

   It was also noted that the continuity of support from Te Korowai Kahurangi as the new AAQ role beds down was challenging in some areas. The step-change undertaken towards the end of Semester 1 has resulted in some PAQC support processes not being completed in a timely manner.

2. **NAT**: One PAQC noted that the National Literacy and Numeracy Assessment Tool is being used however there is still a difference in the requirement and the way that it is being administered in the School.

3. **Self-evaluation**: PEP reporting and assessment was the main focus of many of the committees with a suggestion that further development of the teams in self-evaluation

and in closing all feedback loops to ensure quality in design, delivery and compliance is required.

4. **BI Training**: Academic leaders in Trades and Services request training in the BI tools available to them.

5. **Priority Groups**: Report from some PAQCs addressed support for priority groups with some suggestions that may be of interest to other Schools. This includes:

    Construction: Have implemented a focus group (DAL) to support priority learners. This involves champions from the school, selected staff, APMs, HoS and a representative from each service area. The DAL focus group meets regularly to monitor and implement necessary support.

    The DAL group has implemented a collaborative tracking document that enables the school and support services to act and monitor students more efficiently. The DAL group has significantly improved the school of constructions communication and relationships with support services. As a result of this, students are being connected to the appropriate support areas in a timelier manner. Although we still have a lot of work to do in this space, the early indications are positive.

    Bridgepoint: All students in NZCEL undertake diagnostic testing in all 4 skills (Reading, Writing, Listening and Speaking) in week 1 and 2 of the semester. This testing has helped teachers to identify students "at risk", including in priority groups. As a result, tutorials have been set up with Academic Advisors, additional coaching from teaching staff and pastoral care meetings with Advisors. Attendance is monitored carefully by teachers and poor attendance is followed up by Language Study Advisors.

    Medical Imaging: Continuing use of personal tutor meetings for all students. All/any students of concern discussed at PAQC and MI team meetings to identify students who need further support. Both strategies allow for early intervention/support to be provided whether in the academic or clinical environment.

6. **Course Evaluations**: A concern was raised around Staff access to student course evaluations within the H drive and ensuring that confidentiality is maintained. There was also a request to identify feedback between two lectures teaching the same course in one programme.

Reports received and employed in this summary

Bridgepoint Language Studies
Bridging Education & Supported Learning
Building Construction
Community Studies
Computing and Information Technology
Creative Industries (DCA) – no detail – referred the reader to the minutes
Creative Industries (PASA) – no detail
Engineering and Applied Technology
Medical Imaging
Trades and Services