
To Te Poari Iho | Quality Alignment Board **From** Adam Parkinson
Chair, PAQC

Name: **Date** 25/08/19
Environm
ental and
Animal
science

Purpose

The purpose of this report is to provide Te Poari Iho with an update on the activities of the PAQC at the meetings on the following dates: **Tuesday 17th September**

Overall: What's working well

Overall: Any areas of concern:

An update on committee members required as roles have changed.

Data from TPK on student grades, SAC's ect. Is not accurate.

Māori learners:

What are you doing to support these learners?

New Maori champions appointed, awaiting further information on their targets.

Champions: Judy Nicholson, Peter de Lange.

Current activities in EAS:

Maori badges being launched soon (EAS staff will be enrolled into this).

Kurt invited to staff meeting (23/09/19) to discuss ideas and strategies around Maori success.

Targeted questions created to determine specific areas of focus e.g.

Do Māori students see their world view reflected in curriculum documents, teaching and assessments?

Moodle is currently being developed to have Maori translations to sit alongside English titles and subheadings.

Are courses being re-developed and if so how is Mātauranga Māori being embedded?

End of semester Maori content review forms are being revised, improvements being considered for 2020.

Are Māori students aware of the support services available to them? If so, how are we tracking their use of these academic support services?

How do we respond to the Māori student voice from evaluations and surveys?

How are we increasing Māori enrolment in to our courses / programmes?

These questions will remain constant within the PAQC agenda, and staff will report on activity around each. (Outcomes will be reported in this document going forward).

Pacific learners:

New Pacific champion appointed, awaiting further information on their targets from Pacific center.

Champion: Adam Parkinson.

Meeting planned with Pacific team to review new strategy, and discuss activities and targets for 2020.

Targeted questions created by EAS school to determine specific areas of focus e.g.

Do Pacific students see their world view reflected in curriculum documents, teaching and assessments?

No developments currently, ideas are being discussed to develop certain courses to use case studies which relate to Pacific islands.

What are the reasons for Pacific student drop outs?

Awaiting further information from enrolment team to determine why Pacific students drop out of EAS programmes.

Are Pacific students aware of the support services available to them? If so, how are we tracking their use of these academic support services?

Pacific services are well advertised with EAS. Pacific team developing activities for 2020 which will be promoted through EAS Moodle and notice boards, lecturers will also be asked to notify students during classes.

How are we increasing Pacific enrolment in to our courses / programmes?

To be discussed with Pacific team, Schools team, and Marketing

These questions will remain constant within the PAQC agenda, and staff will report on activity around each. (Outcomes will be reported in this document going forward).

Under 25 learners:

This has been added to the agenda (wasn't on agenda item in the past). Will be actioned going forward.

This is now on the PAQC agenda.

New School champion appointed, awaiting further information on their targets from Schools team.

Glen Aguilar

Really good open day uptake

274 under 25 (60%) students in EAS, discussion around how to differentiate between these, possible school leavers are the target audience?

NZCAC contains the most under 25 students, resources could be more directed here?

What are you doing to support these learners?

What's going well for these learners?

What are the challenges for these learners?

What do you need to support these learners?

International learners:

This has been added to the agenda (wasn't an agenda item in the past). Will be actioned going forward.

As we have very few international students, the APM's are monitoring these students.

What are you doing to support these learners?

What's going well for these learners?

What are the challenges for these learners?

What do you need to support these learners?

20 international students

Good input from international team via Grace

Required support

If there are specific issues requiring support or input, note these above along with the contact within the School.

Attachments

<<attach as appropriate>>