Unitec

For Discussion

To	Quality Alignment Board	**From**	Steve Varley
			Language Studies, Bridgepoint
Title	PAQC Quarterly Report for March 2020	**Date**	2020 / 04 / 15

Overview

General Committee Health Check

What is going well?

We have established strong committee including HoS, APM, 4 senior lecturers, 2 student members, TKK reps, library rep

The first meeting focused solely on reviewing the 2019 PEPs. I allocated one PEP per member (as suggested by TKK) to review before the meeting and present suggested wording for the template. This worked well generally but next time I need to be clearer regarding expectations of the amount of comment needed for the template as this varied.

The 2 student members joined for the second meeting and were able to contribute. Both understood they were providing a student perspective rather than 'representing' the student cohort.

The second meeting was also able to monitor progress towards achieving PEP smart goals. All programmes bar one had updated a shred doc prior to the meeting.

What improvements can be made?

We have not been able to appoint an external academic - I have approached several people directly (too busy), approached APMs in schools our students go to - the response was that staff were overloaded and in one case (Business) i was told the school had fulfilled its quota for provision of external academics for other PAQCs - has this been an issue Unitec- wide? Bridging Education and Language Studies may 'swap' academics in order to address this issue.

At the second meeting the committee noted the multiple tracking of processes, actions and outcomes that is required and which the PAQC is responsible for and/or is interested in. This includes tracking of PEP actions (both SMART goals and other KEQ actions); CEP actions; mid-course and end-of-course evaluations and other student feedback; Consistency Review recommendations and actions; Monitoring recommendations and actions; Programme Review recommendations and actions. How can the School/PAQC track the tracking?

What support is needed (actions required)?

Maybe clarifying expectation regarding external academic - part of role of SLs?

Guidance/assistance with tracking the tracking – see above. Could there be a single spreadsheet that captured all actions regardless of origin but which could be filtered for origin/KEQ/aspect etc.?

Progress against 3 (max.) key actions

NZCEL Ropu agreed borderline meetings would be introduced for NZCE3 and NCEA3 with a particular focus on students who had not achieved well in 2 out of 4 language skills to ensure students have the ability to succeed at the next level

- Changes approved to NZCEL Level 5 assessments
- Approval of Type 2 changes to NZCE4 prior to sending to AAC

Self-evaluation of Governance

Will ask the Committee to carry out self-evaluation at its June 3 meeting (April 22 will be e-meeting). Nothing to report this time.

Priorities (3-5) for cycle

- A focus at each meeting on one of the Priority Groups with input from Champions/Directors and self-evaluation against a checklist.
- NZCE4 - Progress on actions arising from the monitoring of this programme and on revising its structure – to better deliver the 5 EAP Unit Standards and offer a bridge to mainstream programmes.
- Making the new CEP format and process work.

Risk management (Each report – or out of sequence when there is a significant risk that needs to be escalated)

APM and PAQC chair have discussed the risk assessments made by the APM. A summary will be provided to the PAQC meeting on April 22. Medium risks are that enrolment targets will not be met and that online programme delivery does not meet the needs of English language students especially lower level NZCEL students (NZCEL L3 General, NZCEL Level 3 Applied). The latter risk assessment will be updated after 2 weeks of online delivery of programmes.

Quality Reporting

Programme Evaluation (PEP)

The 6 PEPs were reviewed at the PAQC meeting on February 12. One PEP is for a programme that was suspended as part of the Renewal Plan and so was quite brief. Of the other 5 the committee assessed 4 as being overall Good and one as being overall Excellent. We felt that KEQs 2 and 3 were often addressed well but KEQ 4 was mostly not. Commentaries were often very descriptive, simply listing support provided without analysis of what was working or not. On the positive side, KEQ 1 was addressed well, with good analysis of results both overall and for priority groups.

Programme Review

Not applicable.

Consistency Review

- Consistency Report for NZCEL Level 3 (General) was received on January 30 and will be tabled at the PAQC on April 22. Overall comment for Unitec was *There was mostly high-quality evidence, analysis and justification provided that the reported graduates had demonstrated the GPOs at the threshold . . . . a high level of confidence in the assessment undertaken.*

Many practices were commended. The report noted little feedback regarding graduates (who not progress within Unitec) prior to 2018 but also noted that surveys of all graduates were now providing useful data.

Professional Accreditation/Other

Not applicable.

Appeals/Complaints

No appeals/complaints.

Affected Performance Consideration

In next report.

Summary Information & Compliance Overview

Grades

Statistical summary of previous semester grade ratification including resolution of previous outstanding grades

- No outstanding blank or deferred grades from 2019

Completions

Statistical summary of Completions including Graduation confirmation and any requests for correction of errors

PROGRAMME	1194 COMPLETIONS
NZCE3	18
NCEA3	24
NZCE4	30
NZCE5	12
NZCLT	4
CLI	21

Moderation

Moderation Planning for each cycle is complete (twice per year)

- NZCEL programmes
  1. Schools\Bridgepoint\Programmes_NZC English Language suite NZCEL\Course Moderation
- CLI
  1. Schools\Bridgepoint\Programmes_C Liaison Interpreting L6 CLI\Course Moderation

MOU/Contracts in place for External Moderation (once per year) – *Reported via TKK tracking*

Agreement in place to continue cluster moderation with MIT and Wintec but no formal MOU signed.

Progress on moderation (twice per year) – *Reported via TKK tracking*

Summary of issues/or simply progress of External Moderation from last cycle (twice per year) – *Reported by TKK from minutes of discussions in meetings*

Student Evaluation of Courses *(twice per year)*

Summary of response rates for programmes – *Reported via TKK tracking*

Summary of issues and improvement plans (twice per year) – *Reported by TKK from minutes of discussions in meetings*

Course Evaluations (CEP)

Completed for previous cycle (1194)

PROGRAMME	PROG #	COURSE CODE	COURSE NUMBER	OFFERING	TITLE	CEP COMPLETED
CLI	CA2348	LANG	6200	1	Liaison Interpreting	P
NCEA3	NZ3667	EAPL	3151	1	English for Academic Purposes (L3)	Y
NCEA3	NZ3667	EAPL	3150	1	Oral & Text-based Skills (L3)	Y

PROGRAMME	PROG #	COURSE CODE	COURSE NUMBER	OFFERING	TITLE	CEP COMPLETED
NZCE3	NZ1882	EAPL	3154	1	Oral Skills (Level 3)	Y
NZCE3	NZ1882	EAPL	3155	1	Text-Based Skills (Level 3)	Y
NZCE4	NZ1883	EAPL	4190	1	Oral & Text-based Skills (L4 Academic)	Y
NZCE4	NZ1883	EAPL	4191	1	English for Academic Purposes (L4)	Y
NZCE5	NZ1884	EAPL	5151	1	Listening in Academic Contexts	Y
NZCE5	NZ1884	EAPL	5152	1	Speaking in Academic Contexts	Y
NZCE5	NZ1884	EAPL	5153	1	Reading in Academic Contexts	Y
NZCE5	NZ1884	EAPL	5154	1	Writing in Academic Contexts	Y

Deployed and underway for new cycle (1202)

PROGRAMME	PROG #	COURSE CODE	COURSE NUMBER	OFFERING	TITLE	CEP INTITIATED
CLI	CA2348	LANG	6200	1	Liaison Interpreting	Y
NCEA3	NZ3667	EAPL	3151	1	English for Academic Purposes (L3)	Y
NCEA3	NZ3667	EAPL	3150	1	Oral & Text-based Skills (L3)	Y
NZCE3	NZ1882	EAPL	3154	1	Oral Skills (Level 3)	Y
NZCE3	NZ1882	EAPL	3155	1	Text-Based Skills (Level 3)	Y
NZCE4	NZ1883	EAPL	4190	1	Oral & Text-based Skills (L4 Academic)	Y
NZCE4	NZ1883	EAPL	4191	1	English for Academic Purposes (L4)	Y
NZCE5	NZ1884	EAPL	5151	1	Listening in Academic Contexts	Y
NZCE5	NZ1884	EAPL	5152	1	Speaking in Academic Contexts	N
NZCE5	NZ1884	EAPL	5153	1	Reading in Academic Contexts	N
NZCE5	NZ1884	EAPL	5154	1	Writing in Academic Contexts	N

Programme Development

Summary of Programme Development activity for both Type 1 & 2 changes and/or new development

- Type 2 Programme Development for NZCE4 withdrawn, October 2019
- Programme Development Group set up to reconsider the NZCE4 T2 change. March 2020.

Attachments

PAQC Yearly Governance Information (once per year or if significant updates)

PAQC Information Sheet including Membership information, Meeting Dates and Delegated Authority (incl. Sub-Committees/Working Groups Convener/Individuals) *- provided by TKK*