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<b>To</b>	Te Poari Whai Kounga   Quality Alignment Board	<b>From</b>	[Leon Tan] [DACA PAQC]
<b>Title</b>	PAQC Quarterly Report for March - April	<b>Date</b>	15/04/2020

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## Overview

The Design and Contemporary Arts (DCA) PAQC was re-established under new terms of reference at the beginning of 2020, with the inaugural meeting held on Monday 17<sup>th</sup> February. This report covers the inaugural meeting as well as two subsequent e-meetings of the DCA PAQC.

### General Committee Health Check

#### *What is going well?*

The previous DCA PAQC struggled to meet quorum at times, due to the large membership (>10). Streamlining the membership will reduce the risk of inquorate meetings going forwards. In person and digital meetings have proceeded smoothly and efficiently, suggesting that members are settling into their respective roles, and also that TKK has improved in its quality compliance and support functions for our School.

#### *What improvements can be made?*

Covid-19 has meant that physical meetings will not be possible for the next few weeks, potentially for the remainder of Semester 1. The committee is now considering Zoom video-conference as well as e-mail based e-meetings to continue its work. Improvements such as staff becoming familiar with the Zoom platform will ensure the smooth functioning of the committee online.

Institutional functions such as enrolment, re-enrolment, programme administration and quality compliance became fragmented in the 2016 Transformation. Since that time, there does not appear to be a replacement institutional model for the support of academic delivery at Levels 8 and above. This issue has been escalated to the PGRSC, and a working group convened to advocate for the development of such a model to ensure the smooth delivery of postgraduate programmes to students.

#### *What support is needed (actions required)?*

Te Puna Ako is providing support around remote working and teaching; this support as well as licensing for Zoom continues to be vital in the current circumstances. Support and leadership are needed to progress the solutions for the programmes' facilities challenges.

Support is needed from leaders and owners of different institutional functions to co-design a postgraduate student journey map for Levels 8 and above, in order to improve the postgraduate student experience from application through to graduation.

**Progress against 3 (max.) key actions**

1. Consideration and nomination of postgraduate monitor completed - timely appointment ensures that the 'break' between the outgoing and incoming monitors is minimal;
2. BCE and MCP Suite PEPs reviewed and discussed – improving team ownership of quality data, interpretation and self-evaluative conversation/reflection;
3. MCP Suite level 8 external course moderation progressed (reports received from external moderator).

**Priorities (3-5) for cycle**

1. Increase Maori and Pacific student consultation and support with parity targets in mind;
2. Discussing and responding to PEPs, processing summer grades, change of enrolments;
3. Mitigation of change impacts in terms of facilities and Covid-19 on student experience.

**Risk management**

The highest risk for all programmes under the purview of this PAQC is inadequate programme resources. This relates specifically to the provision of fit-for-purpose facilities, with no confirmed facilities beyond 2021, as well as the ongoing shift of technical workshops. Mitigation of this risk lies largely outside the control of the programme, though relevant staff provide information and advocacy as appropriate.

The BCE programme has two other significant risks: these are related to programme targets (SCC) and EFTS decline. There are a range of mitigations in place for both risks, however there are longstanding factors impacting on programme EFTS, which is why the development of a new programme is underway.

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**Quality Reporting****Programme Evaluation (PEP)**

The overall quality of self-evaluation for the BCE and MCP Suite (as well as BDVA and MDes) is generally good; undergraduate and postgraduate teams consistently monitor and actively discuss the quality of the student experience and student outcomes.

A key challenge highlighted in the PEPs for this area concerns adequate and fit-for-purpose teaching and learning facilities for studio-based pedagogies; the programmes were recently rehoused in 076 (from 001) and are expected to be rehoused again in 2021.

At undergraduate level, an area for improvement exists around understanding obstacles to successful course completion for Maori, Pacific and under-25s (declining SCC data for these groups);

For both BCE and MCP Suite, an area for improvement exists around better understanding graduate destinations; to this end, the School is exploring partnership with the Industry and Workforce Development team and TKK;

At postgraduate level, an area for improvement exists around improving the student experience, especially re-enrolment and graduation/completion.

## Degree Monitoring



Degree Monitoring  
action plans\_BCE MCF

## Appeals/Complaints (as required)

*Summary of any Appeals/Complaints - summary by Chair/APM based on data provided by TKK or student services. Will include statistics for the volume by course, and No. approved or declined provided via TKK tracker.*

To date, no appeals or complaints reported.

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## Summary Information & Compliance Overview

### Grades

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

Programme	Term	# Of Courses	# Of students	Comments
BCE	1194	22	307	Complete
	1196	3	16	Complete
MCP	1194	5	21	Complete
MDESN	1194	1	2	Complete

DEF grade	1194	1	1	ICIB 5302
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Data Set Grades  
BCE.docx

### Completions

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

Programme	Status	1194
BCE	Completed and Graduated	34
	Completed but not Graduated	4
	TOTAL Completed	38

MCP	Completed and Graduated	11
	Completed but not Graduated	0
	TOTAL Completed	11

*CACRs for the BCE, MCP, PGDCP and PGCCP programmes appear as Appendix 1  
Complete List of Graduands appear as Appendix 2*

## Moderation

Moderation Planning for the cycle is complete

Programme	Term	Planned (# of Courses)		Ext Mod	Comments
		Internal Pre-event	Internal Post-event		
BCE	1202	22	22		
	1204	17	17		
MCP	1202	8	8	0	
	1204	8	8	5	except ICIB 8906, 8907 8063

*Moderation Plan/Tracker for 2019-2020 for the BCE and MCP programmes appear as Appendix 3*

MOU/Contracts in place for External Moderation – *c/o BAs*

Summary of issues/or simply progress of External Moderation from last cycle

Programme	Term	Pre-event internal moderation	Post-event internal moderation	External moderation	Courses Ext moderated
BCE	1182	100%	100%	100%	ICIB 5101, 5201, 5301, 5401
	1192	100%	100%	25%	DACA 5961
	1194	100%	100%	0%	
MCP	1184	100%	100%	100%	ICIB 8005, 8007, 8061, 8071, 8072, 8906
	1194	100%	100%	100%	ICIB 8005, 8007, 8061, 8071, 8072, 8906

In 2018, the external moderator for MCP Suite level 8 courses raised the issue of ethics consideration for research projects involving human participants. In response to this, a presentation on Unitec ethics policies and expectations was made to the full School team on 24/06/19; supervision staff have been encouraged to attend relevant professional development workshops in 2019.

## Course Evaluations (CEP)

*Data below is for online versions of the CEP only and updated as of 01 April 2020.*

School	Main Program	Active courses (1202)	# of Initiated CEPs	%
Creative Industries	BCE	22	5	22.73%

Creative  
Industries MCP 8 1 12.50%

Deployed and underway for new cycle - *via Dashboard/ School APM*

CEPs have never been completed for Level 8 courses in the MCP Suite; our understanding was that this was not necessary as long as all the courses were externally moderated.

## Industry Engagement

IAC (Industry Advisory Committee) scheduled – *Postponed due to Covid-19 lockdown.*  
Engagement outcomes plan in place – *Reported by APMs/Chair/HoS*

## Attachments

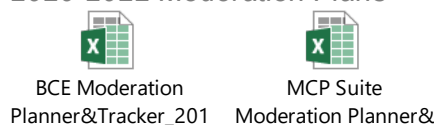
### 1. CACRs (BCE, MCP, PGDCP, PGCCP)



### 2. Completions Data for MCP and BCE



### 3. 2020-2022 Moderation Plans



### 4. Grades

