To	Te Poari Whai Kounga | Quality Alignment Board (QAB)	**From**	Steve Marshall, Lead, Quality Partnering, Te Korowai Kahurangi (TKK)
Title	Programme Academic Quality Committee Reports to QAB	**Date**	2020/05/18

Recommendations

- That the committee accepts the remaining 10 first quarter Chair's reports from the PAQC's
- That the committee accept the revised report from Community Studies
- That the committee accepts this summary review of received PAQC Chair reports and approves the recommendations made as a result of the review.
- That the QAB discusses the items identified by PAQC as requiring escalation and determine a response for each.

Purpose

The purpose of these PAQC Chair's Reports is to provide QAB with a clear understanding of the work that is being undertaken at PAQC level and to all the QAB to have assurance that this work is contributing to outcomes for students and stakeholders, and that it is compliant.

The report also allows for a formal channel of escalation for any issues that the PAQC wishes to refer to the QAB. However, it is important to note that this is not the only channel for any such escalated issues.

Report Summary

PAQC Chair reports were received from the remaining 10 committees. The reports included in this submission are from the following PAQC's:

- Architecture
- Bridging Education & Supported Learning
- Building Construction
- Electrical & Mechanical Engineering
- Engineering & Surveying
- Landscape and Interior Design
- Performing and Screen Arts
- Social Practice
- Trades & Services – Combined
- Unitec Pathways College

with the addition of an updated report from Community Studies

The reports cover a range of areas, and a summary of the those is presented below:

General Committee Health Check – covering general reporting of key elements of the QMS.

As expected the majority of the narrative in these reports related to planning and execution of Covid-19 related issues including the move to on-line learning and the rescheduling for some assessment and learning.

The majority reported that the transition to on-line learning was going well and note was made of the support from both TKK and TPA during this transition as being very supportive.

Construction noted that support with an institutional process for Moodle engagement or an alternative, to allow tracking on International Students' attendance was required.

There is also a need for further clarity on end of semester exams, with exam support if these are to be moved online.

Committee Meetings

Support for Zoom meetings has been requested as some committees have not met since the Covid-19 shutdown. Currently TKK does not hold a license for Zoom Professional, therefore the Secretaries rely on Academic Staff to set-up each meeting. If TKK could hold one license then the Secretaries could co-ordinate all Zoom PAQC meetings.

Some of the committees have experienced using the new NEST Agenda format and report that they find it superior to a paper based system. There was acknowledgement of the work that had been undertaken by Te Korowai Kahurangi to support the PAQC's, particularly with information and systems, such as the new agenda.

As with the previous reports, it was noted that the governance training of the Chair, Secretary and membership was yet to occur for some of the Committees and this was seen as a barrier to enabling the committees to meet their full potential.

Student membership was noted as still not being satisfactorily resolved for some, however the current Covid-19 emergency was seen to be contributing to the difficulty in locating and confirming student membership.

Some committees have still not appointed their 'additional member from another programme'. There is some confusion about the requirement and the best approach to choosing this member.

Membership in general was noted by some as still not being the right mix.

Landscape and Interior Design not that they have only had one PAQC meeting this year, citing Covid-19 as the reason for no further meetings.

Priorities for the PAQC during the next cycle were generally focused towards dealing with the Covid-19 emergency and ensuring that both students and their teachers were looked after while trying to ensure that delivery of learning and assessment was of a high standard.

The Committee self-evaluation element has not yet been taken up with the committees in general agreement that a topic should be set by either the QAB or the Academic Board to ensure that there is a consistency across the system and to allow a deeper analysis of any resulting reports.

I See Me initiatives
These were addressed directly by the UPC committee which reported on a number of initiatives and progress against their plans.

Risk

Risks that were identified were related to Covid-19 and there was a general request for more specific support and detail of the requirements of modifying courses and assessment during the crisis. This has since been resolved with specific detail now made available to teaching teams and programme leadership.

A number of committee reports explained that they were not sure how to approach the Risk Registers. It has been suggested that the APMs own this section of the meeting agenda and brief the PAQCs about progress against the risk registers.

Trades noted that they are tracking well in recruitment of priority learners, however EPI data indicates that parity to be some distance away. It is noticed that the data does not yet tell the full story, e.g. apprenticeships

Social Practice identified a risk with regards to staff capabilities and competency's for teaching online, working remotely and dealing with online technical issues (themselves and students). As well as a general concern for keeping up with Quality Compliance at this time of increased workload and stress due to Covid-19.

Community Studies identified a major risk for programmes is staffing retention. This has been challenging for teach-out programmes and is being managed with support from HR. The change in the economy may slow the turnover.

Performing Arts indicated ongoing problems with access to key documents for their staff during Lock-down as they are mainly MAC users and the interface with the H:Drive is not set up well for MAC users. They also commented on financial risks associated with declining EFTS.

Quality Reporting – covering reporting on elements such as PEP and any review activity, including Monitoring.

Trades noted that it has two Consistency reviews scheduled for 2020.

The PEP process was noted as having improved over time with particular note of the Ata Korero process being a great support for Schools.

Summary Information & Compliance Overview – covering a set of summaries of quality activities from PowerBI.

Moderation planning for 2020 is complete for those committees from which reports were received, with work still underway for some Trades Programmes and Construction. It was noted that some External Moderation clusters were each working to a different formula with some institutions employing a three, four- or five-year cycle. This was presenting problems for meeting Unitec's requirements.

Landscape and Interior Design report that they have yet to receive the reports back from the Monitoring activity from 2019.

Requests:

- Sport requests CEP training for new on-line format
- TKK PAQC Secretariat request a license for Zoom to facilitate meetings on behalf of committees.

Recommendations:

- Trades recommends that there be an institutional response to providing support for students identified as having poor numeracy and literacy skill/s.
- That APMs undertake to brief the PAQCs about progress against the risk register at each meeting.
- That support with an institutional process for Moodle engagement or an alternative, to allow tracking on International Students' attendance was required.
- That QAB (or AB) provide a specific topic for PAQC self-evaluation each quarter to assist with a standardised approach and to ensure consistency.

Escalations:

- Trades noted an issue with missing grades that it feels is attributable to learners enrolled in apprenticeship programmes. The committee wishes to initiate conversations to adapt Unitec systems/process and reporting to better suit the apprenticeship mode of study.

Attachments

PAQC Chair's reports from the following Committees:

- Architecture
- Bridging Education & Supported Learning
- Building Construction
- Electrical & Mechanical Engineering
- Engineering & Surveying
- Landscape and Interior Design
- Performing and Screen Arts
- Social Practice
- Trades & Services (One report)
- Unitec Pathways College (x2)
- Community Studies Revised