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<b>To</b>	Te Poari Whai Kounga   Quality Alignment Board	<b>From</b>	[Dan Wagner] [PASA PAQC]
<b>Title</b>	PAQC Quarterly Report for March - April	<b>Date</b>	2020 / 10 / 05

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## Overview

The Performing and Screen Arts (PASA) PAQC was re-established under new terms of reference at the beginning of 2020. We endeavour to scrutinize academic quality, uphold all governance aspects of programme quality assurance, and advocate for continuous improvement including:

- Monitor and safeguard the fair treatment and wellbeing of students, including their progress through their programmes;
- Ensure quality assurance for all academic provision is undertaken in accordance with relevant institute policies and procedures;
- Evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for students;
- Engage in the ongoing evaluation and review of academic provision;
- Ensure that the curriculum continues to meet the needs of internal and external stakeholders, including students.

### *What is going well?*

The PASA PAQC has met once so far this year and consists largely of new members, who are our four newly-arrived Discipline Leaders. These new DL's bring with them a wealth of strong industry experience and clear vision for their specialisation areas.

PASA staff responded with aplomb to the Covid-19 crisis. Each of our four disciplines rapidly transitioned to online delivery, no small feat in a creative practice-based programme.

### *What improvements can be made?*

As a result of Covid-19, the PAQC has had to postpone our last regularly scheduled meeting and will now meet with Zoom until we are back on campus. We will also consider e-meetings in the event of time-sensitive issues. Improvements such as staff becoming familiar with the Zoom platform will ensure the smooth functioning of the committee online.

The majority of PASA academic staff are Mac users. But the H Drive is not set up in a way that is friendly to Macs. This inhibits staff access to important documents when off campus, which was particularly problematic in the weeks of lockdown. Further, it is very challenging for PAQC members to access the requisite documents in order to be adequately prepared for the PAQC meeting. We request that efforts be made - beyond the circuitous process of Remote Desktop - for Mac users to work with the H Drive.

Adequate H&S resources will need to be shored up in advance of our return to campus. This includes re-filling hand sanitiser dispensers that have either remained empty or have contained seriously outdated liquid for years. This is a concern raised by the Student Reps.

Streamlining reporting and tracking processes for a large number of initiatives would be key to ensure that our PAQC not only has good oversight but is also able to provide leadership through driving continuous improvement. Currently many actions are reactive and often a duplication of reporting.

### *What support is needed*

In order for the PASA PAQC to function as a formal forum for self-assessment and academic decision-making we require a training session or sessions to upskill the new Chair as well as to bring new members up to speed with the processes involved in running and operating a PAQC.

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

- Addressing moderation inconsistencies in the BPSA remains a priority. Our goal is to achieve 100% compliance with regards to internal moderation in 2022 and 2024. We are on track to meet this requirement for 2022.
- We are continuing to invest time and resources, given the COVID-19 demands and restrictions, to develop a reconsidered offering in the Production, Design and Management Major.
- We are currently formalising a strategy around capturing, storing and archiving digital content in PASA.

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

- Improve the success of all learners through identifying a clear process around engagement and subsequent reporting of *I See Me* initiatives at PAQC.
- Provide high quality learning, teaching and applied research through regular and robust discussions with regards to PEP actions. Create working parties, if needed, to enable traction in problem areas that are recurring.
- Engage and inspire staff by completing and reporting on progress of ADEP plans, workload allocation models and Teaching Competencies (Badges).
- Build a financially sustainable organisation through the review of our academic portfolio and future facilities.

### **Risk management**

The BPSA Academic Risk Register identified the following two key risk areas as high and extreme for our programme in this cycle.

1. The financial risk is **HIGH** if EFTS continue to decline and no improvement in revenue streams are evident. We do not have a semester two intake in the BPSA which eliminates a mid-year EFTS replenish. Further to this we halted a first year intake into the PDM major in 2020, and a 2021 intake is dependent on urgent programme redevelopment in that space.
2. The Academic/Operation risk is **EXTREME** if the programme does not have sufficient resources (teaching spaces, consumables) to support delivery. The questions around future facilities and resources for PASA remain.

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## Quality Reporting

### Programme Evaluation (PEP)

The overall quality of the self-evaluation of the BPSA is generally good. However, as identified earlier, the current challenge remains around upskilling the majority of the new members and Chair.

A summary of high level themes as outlined in the BPSA PEP are centred around:

- Academic quality and compliance - moderation, programme review, and programme re-development.
- Activating and tracking key systems – priority learners, high-risk students and graduate destination.
- Capturing, storing and archiving digital content in PASA.

### Degree Monitoring

The BPSA monitor, Lisa Warrington, was confirmed to visit PASA in June, however due to COVID-19 restrictions the date will now have to be revised.

Degree Monitoring  
action plans\_BPSA.doc

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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
BPSA	1194	32	571	Complete
DCMUS	1194	5	41	Complete
DEF grade	1194	1	2	PASA 5921

Data Sets Grades  
BPSA DCMUS.docx

Please note that the two deferred grades are related to cross-credit applications - one has been resolved and one is in progress.

### Completions

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

Programme	Status	1194
BPSA	Completed and Graduated	59
	Completed but not Graduated	4
	TOTAL Completed	63
DCMUS	Completed and Graduated	7

Completed but not Graduated	4
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		
BPSA	1202	39	39		
	1204	29	29		

*Moderation Plan/Tracker for 2019-2020 for the BPSA programmes appear as Appendix 3*

MOU/Contracts in place for External Moderation

N/A

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
BPSA	1194	100%	100%	11%	PASA 6226
DCMUS	1182	100%	100%	N/A	
	1184	100%	100%	N/A	
	1192	100%	100%	N/A	

Noted. We are setting up systems to raise our external moderation compliance level.

## 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	BPSA	39	2	5.13%
Creative Industries	GDES	1		

Deployed and underway for a new cycle - a renewed focus and phased approach is now active in the BPSA.

## Industry Engagement

The 6-monthly IAC (Industry Advisory Committee) meeting was scheduled for late April, however this got cancelled due to COVID-19. We plan on getting this rescheduled either as a face-to-face or Zoom meeting as soon as possible.

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## Attachments

### 1. *CACRs (BPSA, DCMUS)*

BPSA Completion Approval Sheet 1194.	CACR_BPSA.pdf	DCMUS Completion Sheet 1194.pdf
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### 2. *Completions Data for BPSA and DCMUS*

BPSA completions_1194.xls	DCMUS completions_1194.xls
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### 3. *2019-2021 Moderation Plans*

BPSA Moderation  
Planner&Tracker\_201

### 4. *Grades*

1194 Grade Approval  
Tracker\_BPSA DCMU