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**	2020/08/11

Recommendations

- That the Committee accepts the eighteen (18) 2nd Quarter PAQC Chair's reports
- 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 Committee 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 18 committees. The timeline for delivery of these reports was modified to better align with the cycles of PAQCs. Reports included in this submission are from the following PAQC's:

- Applied Business
- Architecture
- Bridging Education & Supported Learning
- Building Construction
- Community Studies
- Computing
- Design and Contemporary Arts
- Electrical & Mechanical Engineering
- Engineering and Surveying
- Environmental & Animal Science
- Landscape and Interior Design
- Language Studies
- Medical Imaging
- Nursing
- Performing and Screen Arts
- Social Practice
- Trades & Services
- Unitec Pathways College

Summary Review

The 2nd Quarter reports cover four main areas along with a standard quality summary. The following represents an overview summary of each focus area:

General Committee Health Check

Committees reported a good level of attendance and more streamlined processes for conducting meetings with the agenda's and supporting documents moving on-line. It was noted that members are gaining confidence and gradually becoming more familiar with the purpose and processes associated with the role of the Committee.

One Committee noted that a particular strength of theirs was to be able to dispassionately review and correct historical issues for some Programmes.

Committee Chairs reported that they valued the monthly Chair's Hui as a way of better understanding the role and better understanding the role of governance in the conduct of the meetings.

Covid-19 was the primarily concern of Committees during the reporting period with a focus on arrangements for students and the associated ongoing affects for SCC's and other compliance related activities such as moderation and external review. There was an increased focus on students at risk with PAQCs taking an overview position that individual teachers may not be able to take.

Overall, it was reported that students and staff had coped well with the situation. Committees felt confident that the mahi undertaken to prepare for alternative delivery options during the first Lockdown was developed to a point where it could be deployed again should another lockdown occur.

Student membership is still proving to be difficult for some Committees. One Committee shared feedback from their Student member around the complicated process that was involved in signing up to Unitec HR systems, and the ongoing problem of receiving renumeration. This was also mentioned by other Committees as being a barrier to finding and keeping student representatives.

Other Committees reported that they simply cannot find students who are prepared to commit to being a member. For those Committees who do have active students members, they report that their student members are making valuable contributions to the meetings.

The Committees still struggling to acquire students members are: Trades and Services, Electrical and Applied Technology, Environmental and Animal Science, Computing, and Social Practice.

Two Committees (Languages and Bridging Education) also suffer from being made up primarily of one semester programmes, therefore the term of their student reps is short. A suggestion has been made that a graduate of these programmes who has progressed to another programme at Unitec may be approached to represent the student voice.

Progress against Key Actions

Most of the Committees reported on progress against key actions which were generally drawn from programme actions identified through the PEP or from Monitors.

Other actions reported on included preparedness for on-line and highly blended delivery for programmes during Covid and ensuring that the lessons learned are continually developed and employed as part of business as usual.

Priority Group Strategies

The majority of Committees reported on progress against Priority Group Strategies, with a particular focus on the *I See Me* initiative. Committees were able to report on the deployment of initiatives with their staff groups, with one reporting a specific focus during grade approval processes. Some Committees reported that there were delays to the deployment of their plans due to Covid, however there was confidence that these were now getting back on track.

UPC reported seeing an increase use of Te Reo Māori and customs and Pacific languages and customs in the learning and teaching environment. They reported that is early evidence of increased engagement among their staff and students.

Many PAQC's reported that the roll out of the learner outreach process and academic personal tutor system used to contact all students including priority groups may have contributed to fewer than expected withdrawals or requests for deferral from students due to Covid. One Committee noted that the new Unitec tracking system was not worked yet for the school, and as a result they were running their own student at risk tracking.

There was a general comment that there are some challenges with the balance between priorities of teaching and learning and compliance.

Committees generally confirm that there is an increase in staff engagement with the strategies. While there is an increased confidence in the extent of the roll out and uptake of these initiatives, most Committees report that they cannot yet see any discernable effect on success and retention as the initiatives are still new, and not yet fully implemented.

Risk Management

Risk registers are being viewed as a meaningful tool for PAQCs to monitor the health of their programmes. APMs have shifted to reporting within meetings on the changes that have occurred to the registers since the last meeting and engaged the PAQC in validating their decisions.

Key risk areas that were focused on during the last period were primarily Covid-19 related with concern about the quality of the student experience of on-line learning and the disruption to learning sequences for many students.

Some PAQCs noted their anxiety regarding extensions and deferment of student grades following lock-down. This ranged from simple concern about student engagement through to extreme concern around a lack of clinical work-placements, apprenticeships and performance opportunities. It was noted that an associated workload risk has arisen due to out of standard sequence of assessment marking, grading, completions, etc. There is an ongoing concern that future targets may not be met because of this.

The Engineering PAQC also reported that there is a risk associated with the enforced delay of National Examinations that were mandated by the NZBED without consultation and which resulted in a knock-on effect of starting Semester 2 on time.

Many programmes noted the risk associated with a drop in international EFTS as a result of closed boarders.

Some PAQCs have also noted that the risks associated with declining EFTS has shifted to a risk associated with increasing EFTS and their ability to deliver to larger than expected cohorts. This includes students transferring from Sem 1 to Sem 2 because of Covid, as well as the increase in new enrolments for specific areas, especially Trades and other Certificates and Diplomas. The risk is specifically related to teacher and physical resources.

The two Creative Industries PAQCs provided considerable feedback about the ongoing risk associated with deteriorating facilities and inadequate resources.

There is a continued risk associated with expiring programmes regarding staffing and resourcing.

Quality Reporting

Committees reported on their concern around shifting timelines and delays in final grading associated with Covid delays. However, they also acknowledged that the teaching staff are working hard to mitigate any risks associated with this.

Moderation

The majority of Committees report that Moderation processes are on track as much as possible while acknowledging that some scheduled moderation processes have had to be delayed due to Covid changes in course completion dates and associated deadlines.

The Computing PAQC has discussed its concerns with historically poor compliance with External Moderation and has asked for a remediation plan to be developed and reported back. Trades acknowledges that moderation processes are yet to be fully implemented and have asked for an update at their next meeting.

CEP's

The majority of Committees report that as far as they are aware, the CEP process for Semester 1 is either complete or near completion for those courses not affected by Covid delays. It is expected that a fuller picture will emerge once the Interim PEPs are completed.

The Building Construction PAQC noted low numbers of completed CEPs and poor outcomes for courses and have raised it as a concern to be addressed through the Interim PEP.

The Applied Business Committee noted that the on-line CEP has been useful in gaining insight into the uptake by teaching staff of *I See Me* initiatives as well as other compliance matters.

PEP's

Dedicated additional meeting times have been scheduled for the majority of PAQCs to spend time to review all Interim PEP's. There will be an increased focus on ensuring that action plans are fit for purpose.

Student evaluation of Courses

Most Committees reported disappointment at the low levels of student engagement with the evaluation of courses surveys. There was as general feeling that the data is unreliable because of low response rates. Most Committees noted that there is a possibility that the Interim PEPs will include rolled up data from CEP's where other forms of feedback was gathered by teachers. The potential deficit of quality student feedback was seen as a particular risk to programme and course improvement. Some Committees noted that the generic nature of the questions asked in the survey were not of much value to them.

Escalations:

The following have been drawn from specific issues noted in reports and collated into themes. These have been raised to the QAB for advice and resolution.

1. That the process for identifying, securing and managing student membership to PAQCs be re-examined with a view to streamlining the process from an HR perspective to ensure that students can easily be appointed and contribute to the work of the PAQC.

2. That Institutional support for gathering ongoing data for Consistency Reviews especially with regard to ongoing surveying of graduates and employers be established to ensure consistency of format and approach. Schools feel that they do not have the resources to track of Alumni and graduate destinations in a meaningful ongoing way.

3. That resourcing issues for those programmes with unexpected increasing numbers of students be addressed to ensure the student experience is not compromised.

4. That a standardized workload model be established for PAQC Chairs and members to ensure that work of Committees is effective and efficient.

5. That the CEP be reviewed to ensure that the format is supporting the needs of all Programmes. It was noted that some programmes has unique issues that make it hard to generalise when completing the current online form. It is understood that work is underway to resolve this issue.

6. That data requirements and reporting for the NZCSL be considered to ensure that it aligns with the delivery model of the programme. Supported Learning have no data to complete CEPs and interim PEPs due to the nature of their year-long rather than semester-based Programme.

7. That data requirements for shared courses and courses which do not follow standard patterns of delivery be considered to ensure that timely and accurate data is available to Schools for planning and reporting processes. It is understood that work is underway to resolve this issue.

8. That QAB be advised of a continuing problem with the Re-enrolment processes where student study plans do not align with the enrolment portal which results in some students choosing courses which are not part of their agreed study plan. It is understood that work is underway to resolve this issue.

9. Architecture request targeted support for Under 25 group. The Committee reports that their needs are overwhelming in this current climate and the School does not have the resources to sufficiently support them.

10. That the process of undertaking Student Evaluation of Courses be re-examined to address the declining response rates.

Actions already underway:

1. Focused training for Committees to be rolled out regarding tracking outcomes and the use of PowerBI.

2. Guidance/technical support for running hybrid meetings (members being both on-campus and remote).

3. Ensure that PAQC meetings are booked to take place in rooms that are fit for purpose with functioning screens.

4. Roll out PAQC Committee training to those Committees that have yet to receive it.

Attachments

PAQC Chair's reports from the following Committees:

- Applied Business
- Architecture
- Bridging Education & Supported Learning
- Building Construction
- Community Studies
- Computing
- Environmental & Animal Science
- Landscape and Interior Design
- Language Studies
- Medical Imaging
- Nursing
- Performing and Screen Arts

5

- Design and Contemporary Arts
- Electrical & Mechanical Engineering
- Engineering and Surveying
- Social Practice
- Trades & Services
- Unitec Pathways College