
To	Te Poari Whai Kounga Quality Alignment Board	From	Nick Kearns School of Applied Business
Title	PAQC Chair's Quarterly Report	Date	2020 / 07 / 20

Overview

Main work has been following up processes after covid19 disruption / grades approval after a disrupted semester. In general the SAB has managed the lockdown well with GAC closing off a difficult semester.

We had higher student problems as many struggled with online learning through technical and personal circumstance reasons, but student feedback shows a very high level of lecturer support in all courses, which was well received by students.

General Committee Health Check

What is going well?

The level of discussion at PAQC is improving as we move towards a governance focus and lift out of operational details. This is partly due to the PAQC chair training sessions run by TKK. An example of this is that APM are now reporting on updates to PAQC, rather than discussing the updates at the PAQC and then making them during the meeting. This saves a lot of time.

Another significant improvement is the connection of PAQC chairs through the PAQC chair Hui led by TKK. This should help with consistency across PAQCs and sharing best practice once we know what this is.

The new agenda is an excellent improvement.

What improvements can be made?

Further development of the 'critical friend' capability in the lecturers who are on PAQC would be useful - still some reluctance to challenge the APM decisions.

The timing of agendas and minutes from TKK support staff is still very slow, and widespread across the PAQCs (?) – This points to a systemic weakness in resourcing which must be addressed to lift our quality processes.

Although a student rep was appointed in Feb2020, they have not attended a meeting yet – considering re appointment from S2, 2020.

What support is required (actions required) and/or what issues need to be escalated to Quality Alignment Board | Te Poari Whai Kounga?

The TKK support staff (still) appear to be overworked and are not able to deliver the timely service to the PAQC that is needed for effective governance. Suggest we need more resource for that function.

Progress against 3 (max.) key actions

1. GAC series of meeting and all grades posted. – This is a good result as in the past we have had a ‘tail’ of unresolved DEF grades, which are now processed and remaining DEF grades are within the time parameters.

2. External moderations from S2, 2019 largely completed. Planning for S1, 2020 and S2, 2020 completed. Still some issues with PAQC receiving external reports and lecturer responses to reports at the same time.

Priority Group Strategies

Process

A review of completed CEPS for S1, 2020 has all staff confirming they have embedded ISeeMe into their courses as required – but little detail on how this has been done in the majority of course reports. Consequently, I cannot be confident that is being effectively implemented, and I suspect it is being managed (by teaching staff) as a compliance issue at this stage. Further messaging on the need for more inclusion and detailed reporting of ISeeMe actions through the weekly staff meetings is planned to overcome this.

SAB PAQC conducted an online survey of all S1 courses to support PEP writing investigating ISeeMe and covid19 impact, which will give a clearer picture on this. Preliminary results suggest. .

ISeeMee

Good practice across the majority of courses for transition activities, and active supporting of students in early classes and assessments.

Maori content in classes present in majority of courses, but Pacific content much less so.

Staff capability is good as we have taken a SAB wide approach and completed badges as a team.

Tracking and monitoring is good with dedicated staff time for this (0.5FTE) in SAB.

Outcomes

Presently (average, S1, 2020) participation rates (all progs) for priority groups are:

Maori 4.4% (headcount = 13) showing -11.4% EPI variance with non-Maori.

Pacific 18.6% (headcount = 54) showing -18.8% EPI variance with Non-Pacific.

Under 25 yrs 29.1%(headcount = 164) showing -4.6% EPI with over 25 yrs.

International 28% (headcount 158) showing +17.2 % EPI variance with domestic.

With ISeeMe being effective we would expect the indicators of both participation and EPI outcome to improve over time for Maori, Pacific, and U25. All of these groups are below the 2022 goal of 86.0%.

At this stage there has been no discernible effect from ISeeMe, as it is new, and not fully implemented yet.

Risk management

Summary

Key risk for undergrad and post grad degrees programmes is low EFTS, as an ongoing trend and due to international travel restrictions from covid19 pandemic. This is a serious issue

and marketing initiatives, including semester 2B intake in 2020, new programmes at lvl4 and lvl9 are in place for S1, 2021.

Domestic EFTS in cert and diploma level are holding up well.

Maintaining greenlit research status of all degree programmes is a concern due to the covid19 disruption and lockdown period, but not yet serious.

Covid19 focus.

Semester 1 lockdown was managed well by teaching staff in all programmes and the tone of student feedback reflected the high level of support and flexible arrangements made by staff to get students through the transition to online learning, and successful course completion.

There were concerns among the SAB staff about the security of final examinations, but work-arounds were put in place to make the examinations as robust as possible, through rewriting to a more applied approach using case studies, and use of zoom as a surveillance tool while the exams were underway. In addition there were many extensions given to students for reasons of technical issues / overloaded essential workers / stress through lockdown from employment uncertainty / living & study conditions.

The GAC process worked well at the end of the semester to approve all grades for all courses despite the widespread use of extensions.

Quality Reporting

Student Success.

Deferred grades from Power BI (21/07/2020) below.

Two of these are not SAB courses and are wrongly reported here (CISC8012, CISC 8000). The two IBL courses (BSNS7359, ACTY7419) are resolved – admin processing at this date. Other courses (ACTY7209, ACTY6292) are resolving in S1, 2021.

Grades not published and DEF grades by course

Course Subject Code	Course Catalog Number	Course Name	EFTS	Grade Count	Course End Date
ACTY	7209	Advanced Auditing	0.13	1	6/28/2020
CISC	8000	Applied Practice in Context	0.13	1	6/28/2020
ACTY	6292	Financial Mkts & World Economy	0.13	1	6/28/2020
ACTY	7419	Internship Based Learning Acctg	0.25	1	6/28/2020
BSNS	7359	Internship Based Learning Ops Mgt	0.13	1	6/28/2020
CISC	8012	Review of Literature	0.25	2	6/28/2020
Total			1.00	7	

Moderation

Moderation plans (2020- 2021) for all programmes approved by PAQC in May and August.

PAQC is confident of a robust internal moderation process in which all courses are moderated each semester (pre and post).

External moderation planning is sound, but the process of sending & receiving reports is still taking too long. There is some confusion on the internal process once the report is received

also. This is being worked on over S2, 2020 to make clear and effective. Issues identified are receiving and approving responses to reports and timely updating of TKK tracker

NZDB5 – up to date – waiting on TKK tracker update

BBS – as above. Still some reports outstanding from S2, 2019 (covid delay)

PGDBUS/MBUS – Both programmes in final semester until teach out, and few courses being moderated. Up to date.

MAP(PA) – as above.

Moderation outcomes

Moderation requires constant oversight due to uneven skill sets and motivations towards moderation within the staff. While the PAQC has confidence overall, the approach should remain 'trust but verify'. There are occasional weakness in the quality of moderation, which we are detecting at GAC, and peer review.

Summary of any known issues and any mitigation plans

NZDB core courses have been moderated by TPA staff in S1, 2020 in response to concerns raised by NZQA in 2019. Progress is being made.

GAC meetings at the end of S1, 2020 raised further questions on marking and pre moderation of some courses in ACTY strand which is currently being managed. Issues of assessment design not allowing a range of answers involved.

Student Evaluation of Courses

Summary of response rates for programmes

NZDB – 32.8% / NPS = 8.9

BBS – 38.4% / NPS = 8.4

GDBUS - 54.8% / NPS = 7.4

PGDBUS – 70.1 % / NPS = 8.9

MBUS – 85.7% / NPS = 8.0

MAP (PA) – 58.5% / NPS = 8.6

Unitec average (23% / NPS = 8.1)

NOTE: NZCRE - last NPS data is from S2, 2018. This programme is outside the normal semester timetable and misses student surveys, but requires student evaluation.

Summary of issues and improvement plans

Overall NPS score improvement from 8.0 (S2, 2019) to 8.6 (S1, 2020) noted, and anecdotal evidence from verbatim comments of effective lecturer responses to the online transition, including excellent levels of student support.

Summary data from powerBI shows a general weakness (>10% below) in embedding Maori beliefs, language and practices across the SAB, with most concern at post grad level. There are many actions to address this planned for S2, 2020 (from CEPs) and it is a 'work-in-progress'.

A minor (<10% below) issue of fairness in grading group assessments was raised. As this is a perennial result, it may be unavoidable where peer reviews lead to some students receiving lower scores than others within the same group.

Staff are required to 'close-the-loop' with student feedback by posting changes made on model for next semester, and recording in next semester CEP.

Engagement

The online CEP has been well received by SAB staff although we had some problems in timing this semester, due to requiring CEP completed before GAC meeting – but PowerBI only releases priority group data once GAC has approved grades. We had created a catch22 which interfered with CEP process, resulting in many staff not returning to complete and submit CEP. Next semester we will change the requirement to make the CEP process a one-step (rather than two).

A review of programme CEP completion on fri17/07 showed almost all are completed, although some are 'more completed than others'. There may be a tech issue with some 'submitted' CEPs not coming through to Hdrive.

Outcomes

CEP statements about changes for following semester, plus the requirement for these to be noted to the class on moodle are an improved and more reliable mechanism to ensure the outcomes are 'actioned'.

Degree Monitoring

Process

Monitoring for degrees planned for late March 2020 was disrupted by Covid19 shutdown and new dates are established for early November for BBS /GDBUS, MBUS, MAP(PA).

Outcomes

Although the recommendations from the previous BBS monitor (2016) have not been clearly implemented, this is due to the planned redevelopment of the BBS beginning S2, 2020, which will incorporate the recommendations, (as was done for the post grad monitoring with the redevelopment for MBUS to MAB and MAP(PA) to MPA).

Programme Review

Process

The working groups led by HoS and relevant APM from within SAB consult and develop the programme with helps from TPA/ TTK and external stakeholders.

Outcomes

Successful completion of MAB and MPA documents in early 2020 suggest the process is sound, and expectations of BBS review and redevelopment by start of 2021 are high. Successful outcome in consistency review of NZCRE in June 2020 support this also.

Consistency Review

Process

APM working with TKK support and guidance have recently completed reviews for NZCRE (June 2020) successful outcome and NZCR (exited programme in 2019 – final consistency review) planned for August.

Outcomes

NZCRE will be increasing the gathering of graduate data through employer interviews / online survey / Focus groups of graduates – re meeting GPOs. (By Dec 2020)

Professional Accreditation/Other

Process

Accreditation with CAANZ and CPA is held by the BBS (Accounting) and was last renewed in 2019. Since then we have had engagement on how to manage secure assessments (an accreditation requirement) during covid19 lockdown and other assessment matters.

Outcomes

The outcome is that our BBS is approved as possibly leading to CA status, making it more marketable to students. The proposed MPA (launching S1 2021) will be an accredited conversion Masters degree to CA pathway.

Stakeholder Engagement

Process

The PAQC is not confident of a good level of staff engagement as reporting of this engagement has been haphazard. A new online portal for this (S2, 2020) will improve the previous system and give visibility to staff level engagements – which are known anecdotally, but not systematically.

IAC engagement has focused on post grad programme development over 2019=2020 and this has been through at least one meeting per semester in that time.

Outcomes

Post Grad programmes have had extensive stakeholder input as part of new programme development (expected to launch in S1, 2021) and the focus will now shift to BBS over the next few semesters.

Research

All programmes are 'green lit' (2018 - 2019 data), and research leaders are working hard to support staff through setting up teams to combine experienced and novice researchers, targeting online conferences (NZABE), Unitec Research Symposium and also planning a Unitec conference on supply chains for Nov 2020.

Strategies are in place to ensure that all staff are green lit for the 2019 – 2020 period.

All staff have research plans which were recently reviewed at ADEP.

Programmes overseen by the PAQC:

Bachelor of Business (BBS CA2109);
Graduate Diploma in Business (GDBUS CA2383);
Graduate Diploma in Professional Accountancy (GDPA CA2386);
Graduate Certificate in Professional Accountancy (GCPA CA2387);
Master of Business (MBUS CA2318);
Postgraduate Diploma in Business (PGDBS CA2319);
New Zealand Diploma in Business (NZDB NC5121);
New Zealand Diploma in Business (Level 5) (NZDB5 NZ2459);
New Zealand Certificate in Retail (NZCR NZ2235);
New Zealand Certificate in Real Estate (Salesperson) (NZCRE NZ3111);
Bachelor of Communication (BIC CA2171);
Graduate Diploma in Event Communication (GDEC CA2378);
Master of International Communication (MIC CA2257);
Postgraduate Diploma in International Communication (PGDIC CA2264);
Master of Applied Practice (Professional Accountancy) (MAP-PA CA2397)