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| <b>To</b>    | Te Poari Whai Kounga   Quality Alignment Board | <b>From</b> | Clare Goodwin<br>Bridging Education and<br>Supported Learning |
| <b>Title</b> | PAQC Chair's Quarterly Report                  | <b>Date</b> | 2020 / MM / DD  |

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## Overview

We have had three meetings since the last report. All were back on campus. We have extended our membership to include one student representative and an external representative, Steve Varley, from Languages. Our kaihautū also attended one of these meetings. Our subject librarian has asked to be removed from PAQC membership as her role to support these Programmes is more appropriate at a management rather than governance level. We are also looking to replace Carron Boswell with another member of the Supported Learning team, as Carron has been unable to attend any meetings due to them falling on her non-work days.

## General Committee Health Check

### *What is going well?*

Having Steve Varley attend our PAQC (as well as being the external representative on their Languages PAQC) has been very beneficial. I learn from his experience and expertise.

Having monthly chair hui has also helped me understand my role as Chair and the governance role of the PAQC.

Having Simon Tries attend our meeting to explain self-governance was useful and while we are moving towards a greater distinction between governance and management, further training for all committee members would be beneficial.

Having agendas and minutes on the Nest is very helpful with preparing for meetings and accessing information. This PAQC Chair's template is also clear and easy to follow.

Having an experienced AAQ secretary (Fiona Riches) to guide me in the right direction is also very helpful.

### *What improvements can be made?*

Taking the lead from Steve Varley, I asked the PAQC members to answer a self-evaluation questionnaire. Understanding how to engage with the Risk Register and staying focused on governance were the two main areas identified as needing improvement. Part of what I learnt from the responses is that we don't know what we don't know.

One suggestion from the questionnaire was to have a wider representative of academic staff from BE and SL on the PAQC. I discovered last week that the SL academic staff member has not been attending meetings because the day we hold our meetings is not a work day for her. We will try to find a replacement for her. There are 4 academic staff from BE.

Better process for student reps to be paid. It has taken over 3 months, has been stressful for the student and they are still trying to comply with the requirements so payment can occur. They have graduated from Level 3 and moved on to the next level of study but thankfully are continuing at Unitec and prepared to stay on PAQC as a Level 4 student rep.

At our PAQC Chair hui it was suggested that minutes be sent out within a week of the meeting rather than just attaching them to the agenda of the next meeting. This means it will not only be easier for people to remember what occurred when checking for accuracy but also serve as a reminder of the actions required before the next meeting.

Time be allocated for PAQC Chair and PAQC members to be able to fulfil their roles. I will discuss this with my APM during our ADEP review.

While the PAQC Chair's report template is clear and easy to follow, it is also very long and a bit repetitive. Can it be shortened and still meet requirements?

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

NZCSL – one size does not fit all. Supported Learning have no data to complete CEPs and interim PEPs due to the nature of their year-long rather than semester-based Programme. While the APM is working with TKK to resolve these issues, the non-completion of their CEPs does impact on Bridgepoint's completion data overall.

The online CEP template is also not working for the Level 3 NZCSC FSTU3926 Identity & Communication course which runs across 6 pathways and has different assessments within each portfolio. Each pathway has unique issues so it is hard to generalise across all pathways when completing the current online form. For now, TKK has provided us with Word versions to fill out per class but these will somehow need to be combined into one online form at the end of the semester.

NZCSC FSTU 3913 Nursing Maths is offered in both the Level 3 and Level 4 Programmes. The data for these students is combined even though the students are enrolled in different programmes. Do these students need to be reported on separately?

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

Most actions relate to keeping moderation planners up to date. Course Coordinators have been appointed to oversee moderation. Our AAQ has created a granular spreadsheet to track all the pre and post moderation by assessment rather than by course. This extra layer of detail will clearly show what has and hasn't been done so that Course Coordinators can follow up on any missing paperwork.

One action sought clarification on working from home and rules for lecturers who are unwell going forward, including the planning for if we need to go back into lockdown. Staff have been encouraged to take laptops home every night in case of a student being identified as having COVID-19, and Unitec therefore needing to shut down for cleaning. Gathering information from students regarding their access to devices and internet is another step in the preparation process.

Most online CEPs have been completed for Semester One for NZCSC and NZCSP. Any outstanding are being followed up by the Programme Coordinators. There are some issues with the template as mentioned above. Also, the quality of reflective comments varies from course to course so some training in this area is required.

## **Priority Group Strategies**

### *Process*

Bridging Education and Supported Learning engaged with “I see me” initiatives through Pōwhiri and Wānanga. A huge amount of work is done in BE & SL regarding pastoral care of Priority Learners. Many staff have enrolled in Priority Group badges. Meetings were held with the Priority Group Champions at a management level but feeding back this information at PAQC level is an unresolved action. HoS to report at next PAQC after discussion with other Heads regarding a Unitec-wide reporting strategy.

Bridgepoint participated in the recent IER – Pacific focus. There is a lot of support but clarity is needed as to the roles of each support service so that students can be directed appropriately.

### *Outcomes*

Improved Success and Retention rates of the priority group learners, better collaboration and communication between the different support services and a clear map of how all the support services fit together. There were improved SCC rates in Semester One due in part to many students choosing to withdraw and ‘transfer’ to Semester Two because of Covid-19. The successful students stayed and passed. This could have a negative impact on Semester Two results. Extra support has been put in place. See below under Risk management.

## **Risk management**

### *Summary*

NZCSL High Risk: Limited space for students and staff and a lack of resources are a risk for Supported Learning. There is no room to expand the programme. Facilities also require attention. There is no access to the disabled toilet for the student in a wheelchair. A job has been logged but no action has been taken yet.

NZCSC and NZSCP High Risk: Due to Covid-19 up to 70 students are transferring from semester 1 to semester 2. Extra support will be needed for returning students. Action: A staff member has been allocated time to run weekly tutorials with these students. Also, weekly meetings with Success Champions, Pacific Navigators, Course Coordinators, Programme Coordinators, Student Advisor and APM are held to discuss individual actions for all at-risk students.

### *Improvements*

It is difficult to read the risks from a snapshot of Power BI during PAQC meetings. I will suggest the APMs use the same template as Languages which provides a clear framework for discussion.

## **Quality Reporting**

### **Student Success**

#### *Grades and Completions*

No missing grades. Deferred grades were tabled at the last PAQC.

**Moderation***Moderation plans*

PAQC has approved the internal and external moderation plans for each programme. NZCSL came up with a new acronym (ip) for in progress, so it either says c for complete, p for planned or ip for in progress.

*Moderation outcomes*

NZCSL – External moderation received from WIT. All internal moderation up to date.

NZCSC – Moderation Plans updated. MIT currently has 2 of our Level 3 courses to externally moderate.

NZCSP – Moderation Plans updated. The Programme Coordinator and Course Coordinators are following up on gaps. This should be made clearer by the granular spreadsheet created by AAQ as mentioned under key actions.

*Summary of any known issues and any mitigation plans*

Two CEPs still outstanding from last semester. We asked Michele Sun to re-open Pathway Project and Identity & Communication because they had been submitted without all iterations of these courses included. They should be completed this week.

There are a number of questions arising around adding in hours to this semester's CEPs. Training on how to calculate these hours would be useful.

**Student Evaluation of Courses***Summary of response rates for programmes –*

NZCSC 19% response rate - 64 responded with 8.4 average

NZCSP 9.8% response rate - 56 responded with 8.1 average

NZCSL does not participate due to the unique nature of these students.

Low response rates for many courses but those who do respond are generally very satisfied.

Students are actively encouraged to participate but many were focussing on finishing assessments due to lockdown. Perhaps, this is a sign that they are satisfied!

*Summary of issues and improvement plans*

Issues included difficulty with Moodle gradebook due to Zoom classes unintentionally being added with grades attached for some courses, which caused confusion. This has been rectified.

**Course Evaluation and Planning***Engagement*

Engagement happened towards the end of the course rather than throughout the semester. In a couple of instances, old CEP forms were filled out rather than the online ones. This has now been rectified. It is a learning process. Other issues such as difficulties with some courses that have varying assessments, and questions regarding filling out the hours in this semester's CEPs have been mentioned above.

## *Outcomes*

As with any programme, some courses are more effectively evaluated than others but current CEPs provide enough information to write the Interim PEPs. Actions to improve the quality of the CEP evaluative comments will be addressed at management level.

## **Degree Monitoring**

N/A

## **Programme Review**

NZCSC Programme Review scheduled for December 2020

## **Consistency Review**

NZCSP has a Consistency Review on 7 September 2020. The Level 4 Programme Coordinator is working on the draft report.

## **Professional Accreditation/Other**

N/A

## **Stakeholder Engagement**

### *Process*

NZSCP is one of the stakeholders for NZCSC. Destination Pathways are the stakeholders for NZCSP. Graduate surveys, surveys of staff who teach our graduates and some focus groups provide some evidence. The Consistency Review report will provide evidence of stakeholder engagement.

NZCSL planned stakeholder event did not take place due to Covid-19.

## *Outcomes*

Type 2 changes have occurred as a result of stakeholder feedback.

## **Research**

N/A

## **Programmes overseen by the PAQC:**

NZC Skills for Living and Working (L1)

NZC Study and Career Preparation (L3)

NZC Study and Career Preparation (L4)