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<b>To</b>	Te Poari Whai Kounga   Quality Alignment Board	<b>From</b>	Glenn Nicholson Bachelor of Applied Technology (BAT), New Zealand Certificate in Electrical Engineering (NZCEE) & SKILLS of PAQC
<b>Title</b>	PAQC Chair's Quarterly Report	<b>Date</b>	2020/ 07 / 27

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## Overview

The following is a list of the key activities in which the NZCEE/BAT PAQC has been engaged since the last quarterly report:

- Tidying up some long-standing historical issues e.g.:  
Outstanding change of NZCEE grades dating back to 2019;  
Missing grades from Skills, some dating back several years. Some of these are only now coming to our attention due to enquiries from Skills, and investigative work by the NZCEE/Skills programme administrator (Linda Hunt);
- Approving delegated authority (sub-committees or PC/APM) for dealing with a range of issues in a timely manner (rather than delaying until next PAQC meeting);
- Review of issues arising from Covid-19 lockdown and the transition to online delivery e.g. pastoral care, student success and retention.

## General Committee Health Check

What is going well?

- PAQC members are steadily becoming more familiar with the purpose and processes of the committee.
- We are now getting good attendance at the PAQC meetings, with good representation from both programmes.
- Student representative (BAT): providing excellent feedback on student experiences during lockdown; students being charged fees for CoE when this is due to Unitec cancelling courses.
- Regular review of progress on action plans and risk registers
- Regular review of programme processes e.g. completion of moderation, CEPs
- The online repository of PAQC docs and supporting docs on The Nest – TTK is proving to be a convenient way of accessing all information regarding the PAQC.

What improvements can be made?

- Need to appoint a new student representative for the NZCEE programme. The nominated student rep has not attended any meetings (and will now be graduating so will need to be replaced anyway). One of our current NZCEE students has expressed interest in taking on this role (appointment to committee is in progress).
- We had appointed a senior academic from another department to join the PAQC (to get an outside view). That academic has now left Unitec and we will need to second a replacement.

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

- No specific issues at this point in time.

## Progress against 3 (max.) key actions

<i>PEP year – Action number</i>	<i>Improvement Action</i>	<i>Status</i>
NZCEE: 2019 Interim 3	Set up in motion actions to be implemented in Semester 1 2020: <ul style="list-style-type: none"> <li>• Returning to a 16-week delivery</li> <li>• Offer more suitable learning spaces</li> <li>• Preparing handout booklets with study material to be handed in week 1 2020</li> <li>• Setting up early testing (LNAAT, formative tests, aptitude test) for week 1 2020 and planning more tailored support including tutoring (with TPA, PASS) and mentoring (with TPA, Success Champions, Unitec study support)</li> </ul>	Return to 16 weeks' delivery timetabled is actioned. Suitable Learning spaces for students: NZCEE were looking at Mataaho space but, setup was not suitable for NZCEE students. They decided NZCEE don't want to disrupt current setup. Actioned. LNNAT Test happening first test was done 24/02/20 and discussed with TPA on 17/03/20. TPA advise "Pathways Awarua" options. Later COVID-19 situation many changes happening and going on Zoom teaching etc. On 16/04/20 APM has sent email to all student's about introduction to "Pathways Awarua" In Progress.
NZCEE: 2020	Review of programme delivery and assessments	This review is currently in progress with 1 FTE fully engaged in reviewing and redeveloping the NZCEE programme. This project is progressing well and is due for completion by November 2020.
BAT: 2020	Relocate engine dynamometer from Manukau to Mt Albert campus.	Technicians are in the process of removing the dyno from MIT ready for relocation.

## Priority Group Strategies

### Process:

A number of planned 'I See Me' initiatives were interrupted during semester 1 due to Covid-19 (e.g. Maori/Pasifika shared lunch, Wananga afternoon, Whanau evening).

Support services for minority groups (Under 25, Maori, Pasifika, International) were effective in assisting with pastoral care of students during the lockdown period. A significant number of students were identified as being at risk of disengagement and failing courses, and follow-up from support staff was effective in getting some of these students back on track.

School P.D. refresher sessions on implementing 'I See Me' initiatives identified a number of strategies that staff are implementing in their teaching (e.g. correct pronunciation of student names, getting to know students, shared lunches, team activities). Implementation of these strategies have also been documented in CEP reports.

### Outcome:

The PAQC will be reviewing the student success and retention data for minority groups for semester 1 when this data becomes available. We have some data on student satisfaction from student evaluations but in many cases the response rate is low and the data is unreliable.

## Risk management

The risk register for the NZCEE and BAT programmes does not identify any high risks.

Medium risk has been identified around:

- Student feedback not used to effect positive change
- Insufficient resources (particularly teaching spaces)
- Programme targets not met.

Bachelor of Applied Technology and New Zealand Certificate in Electrical Engineering does not have the Academic Recovery Committee (ARC).

Link: [https://unitecnz-my.sharepoint.com/:f:/g/personal/tkk\\_unitec\\_ac\\_nz/EhqCLGj3fXpDiyijzSKxWRUBggebRDTtlgeXazxMyihKg?e=jz4l7c](https://unitecnz-my.sharepoint.com/:f:/g/personal/tkk_unitec_ac_nz/EhqCLGj3fXpDiyijzSKxWRUBggebRDTtlgeXazxMyihKg?e=jz4l7c)



Academic Risk\_BAT  
& NZCEE Dashboard

## Quality Reporting

### Student Success

#### Grades and Completions

We have been informed accurately on the tracking and completion of the grades. It is understood that the PAQC will rely on the Grade Approval Sub-committee to support the ad hoc approach the Skills grades have in order to support how Skills unit standards are running. We have also identified delegated authority to support any change of grades and other grade management issues, this has been approved by the PAQC.



NZCEE & BAT  
Change of Grades



SKILLS GAC  
Sub-Committee

## Moderation

### Moderation plans



Moderation Planner  
and Tracker\_BAT.xlsx



2019\_NZCEE\_ModPla  
n.xlsx

### Moderation outcomes

Bachelor of Applied Technology Semester 1, 2020 Internal Pre and Post Moderation has been successfully completed and update the Moderation Plan attached. External Moderation details have not been confirmed.

New Zealand Certificate in Electrical Engineering:

Semester 1: internal moderation complete. External Moderation details are not confirmed yet. This is scheduled to occur on an annual basis.

Summary of any known issues and any mitigation plans

For the NZCEE, Unitec is part of an external moderation cluster group that includes Wintec, Toi O Homai, and Unitec. In 2020 Toi O Homai have started delivery of a new programme that no longer directly aligns with the Unitec programme. This may become an obstacle in maintaining the cluster group.

## Student Evaluation of Courses

Summary of response rates for programmes – [https://unitecnz-my.sharepoint.com/:f:/g/personal/tkk\\_unitec\\_ac\\_nz/EuXcX0XN7GxOlzD9vIMBguqB1ioe-uYvDpCFcm\\_i3zXkcA?e=c1A3Nu](https://unitecnz-my.sharepoint.com/:f:/g/personal/tkk_unitec_ac_nz/EuXcX0XN7GxOlzD9vIMBguqB1ioe-uYvDpCFcm_i3zXkcA?e=c1A3Nu)

Across the NZCEE and BAT programmes, the average response rate for student evaluations was 12.2% which was lower than in previous semesters. Survey response rates for the NZCEE programme are significantly lower than for the BAT programme. It is also worth noting that this response rate appears to exclude courses where there was no response at all (three of the eight NZCEE courses had no response). This very low response rate is concerning, but can possibly be at least partly attributed to the fact that these surveys were conducted during a semester of predominantly on-line delivery, and where issues of low student engagement (particularly in the NZCEE) had already been identified.

Summary of issues and improvement plans:

The overall average course rating of 8.5 was acceptable, but the reality is that the data is unreliable due to the low response rates. Response rates have dropped since online surveys were introduced. Students have been allocated class time and independent assistance to complete the surveys and have been offered incentives (prizes) to participate but neither of these strategies has been effective in improving the response rate.

One suggestion for improvement of response rates could be to make completion of the course conditional on completing the survey.

Summaries of the student evaluations are fed back to course coordinators and lecturers, who are then asked to consider and respond to the evaluation results when they complete the CEP for the course.

## **Course Evaluation and Planning**

### **Engagement**

There is no confidence that the PAQC. There needs to be something in place for the PAQC to be confident around the process and engagement of CEPs.

### **Outcomes**

For NZCEE and Skills programmes, 100% of 2020 Semester 1 CEPs have been completed. For the BAT programme, 18 of 19 CEPs have been completed.

The outstanding course that have not completed their CEP is APTE 6512 Hybrid and Electric Drive Systems. Non completion of this CEP is due to the course not officially running in 1202.

Link: [https://unitecnz-my.sharepoint.com/:b:/g/personal/tkk\\_unitec\\_ac\\_nz/EVEkYBe6gfVMkloJm4M7TkWB\\_QopaHYi3GIR9ECrMD6k0q?e=JyVzae](https://unitecnz-my.sharepoint.com/:b:/g/personal/tkk_unitec_ac_nz/EVEkYBe6gfVMkloJm4M7TkWB_QopaHYi3GIR9ECrMD6k0q?e=JyVzae)

## **Degree Monitoring**

Bachelor of Applied Technology Degree Monitoring is scheduled for 22-23 October 2020. The committee will be communicated on the tracking of the progress of preparation for the Monitoring visit.

## **Programme Review**

### **Process**

The NZCEE programme currently has one FTE staff member engaged in review and redevelopment of the programme. This review aims to streamline the delivery of the programme by reducing duplication of content across multiple courses. It will also ensure that programme content covers the legislative requirements of the EWRB and the 55 Essential Performance Capabilities for Electrical Workers.

## Outcomes

NZCEE management and teaching staff have been regularly updated on progress with the review and are satisfied with the changes that are proposed. Programme documentation is due to be submitted to TKK ready for submission to Academic Board for approval.

Bachelor of Applied Technology programme review and five-year review are in progress, this currently sits with APM and Programme Co-ordinators.

## Stakeholder Engagement

NZCEE:

Minutes of the most recent Electrical Industry Advisory Committee meeting (18 June 2020) can be found [here](#)

Members of the Electrical IAC include employers of Skills apprentices who are currently studying at Unitec. These employers are also able to provide expert input into the content and delivery of the NZCEE programme. In response to feedback from an employer we will be reviewing the delivery schedule for Skills Year 3 apprentices (in consultation with Skills).

BAT:

The most recent BAT (Automotive) Industry Advisory Committee meeting was in August 2019. The Industry Advisory Committee is due to meet again soon.

## Research

The programme coordinator for the BAT programme reports that the BAT teaching team are working towards 'Green Light' status. However, (following direction from management) the priority for staff is currently focused on achieving Professional Development badges to demonstrate required competencies.

## Programmes overseen by the PAQC:

Bachelor of Applied Technology (BAT)

New Zealand Certificate in Electrical Engineering (NZCEE)

SKILLS