
To Te Poari Whai Kounga | Quality Alignment Board

From Dr Kathryn Davies
Building Construction

Title PAQC Chair's Quarterly Report

Date 2020 / 10 / 12

1. Overview

The PAQC has met three times since the last quarterly report, once in person and twice via Zoom. The main focus of the second meeting was to review and approve the Interim PEPs; the most recent meeting considered the BCons Monitor's report and response.

General Committee Health Check

What is going well?

The PAQC completed the BCONS and GDCPM Interim 2020 PEP review, and responded to the BCONS Monitor Report 2020.

The Chair and members are involved in ongoing contribution to the work to prepare for the EER.

What improvements can be made?

Greater clarity is needed on the action plan for the PAQC and its relationship to actions from a variety of other initiatives such as the School Action Plan, PEP goals, Responses to the risk matrix, etc. Aligning the various task lists into a single action plan was an action from the last meeting for the PAQC chair in consultation with the HoS and APMs.

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

None at present.

Progress against 3 (max.) key actions

- *Clarify the programme regulations, and align the programme delivery with the regulations more clearly and appropriately – 2020 BCons PEP Goal 5*
Revised programme documents have been completed and endorsed by AAC, and forwarded to NZQA.
- *Identify (BCons) courses with SCC rates at the lower end of the scale; investigate reasons and develop appropriate action plans - 2020 BCons PEP Goal 6*
Ongoing work with TPA involvement to review and redevelop delivery and assessment for 2 low-performing courses (CONS7821 and CONS7418); the Hāpai Ō initiative is also focusing on at-risk courses.

Risk management

Process

APMs provide the PAQC with a written summary of the risks and the actions required in response, and give a brief verbal update to add further explanation. The committee then considers the risks identified and discusses the responses.

Outcomes

There are currently only 2 areas of High risk identified in the PAQC's programmes. In the GDCPM, the High risk is that *EFTS continue to decline and no improvement in revenue streams*. This is a direct

consequence of the COVID-19 situation and the closed borders, as this programme was most popular with international students. No action has been taken for this risk because it is still uncertain when borders will reopen.

In the BCons, the High risk identified by the APM was *Students not adequately supported in their learning*; in discussion it was found that this risk rating was in response to low numbers of staff having completed the required Badges. The committee considered that the risk was more appropriately identified as *Staff capability and/or capacity does not meet learner needs*, and the risk has been reduced by increased numbers of badge completion. However, the committee identified concerns around student support in relation to enrolment and orientation advice with increasing numbers requesting extensions or special consideration due to pressures of full-time work. The need for better enrolment and orientation support was previously identified as a goal in the PEP and work is already underway, so this was not considered to need further action at this stage.

2. Student support and achievement

Priority Group Strategies

Process

THE PAQC is confident that the “I See Me” initiatives are being implemented in the School but it is less clear that they are all successful. For example, the whanau/fanau evenings have been poorly attended and addressing this is now a goal resulting from the PEPs. The Learner Outreach programme has been highly successful with a lot of positive feedback from students, particularly in the light of the COVID response.

Outcomes

The PAQC expects to see better student engagement overall and improved results in course surveys as an outcome of the initiatives, and the recent NPS survey indicates that we are continuing to trend upwards, with the range of student services available and the general campus facilities rating highly in the student experience even in the context of the COVID environment.

Student Success

Student Outcomes

The PAQC is confident that all of its programmes are working towards achieving their targets, although the effect of the COVID disruptions has been to lower success and completion rates overall and particularly for Maori and Pacific priority groups. The PAQC is satisfied that this has been recognised and that appropriate actions are being taken, but it is still too early to identify any progress.

Grades and Completions

There are no unresolved deferred grades from 2019 in the PAQC’s programmes, and 39 DEF grades yet to be resolved for 2020. PAQC is confident that these are being appropriately followed up; most of these have resulted from APCs during the lockdowns, and are expected to be resolved at the end of Semester 2.

Student Feedback

Process

The PAQC is satisfied that overall the mechanisms being used to gather feedback from students are effective, with a combination of informal in-class discussions and surveys used together with the formal institution-driven course evaluations and NPS surveys.

Outcomes

Response rates for formal course evaluations are not satisfactory. This is an ongoing problem that stems from the different calendar and delivery pattern used by the School that often does not mesh well with the timing of institution-based surveys, and discussions are ongoing with TTK to improve the timing. Previously higher response rates have been achieved through providing time during class sessions for the survey completion, and led by an independent person (TKK or TPA, rather than School staff). This year because of the online delivery necessitated by COVID, this has not been possible and the response rates have fallen. Lecturers have been encouraged to provide in-class time for the current survey and action is being taken to support this to improve response rates again.

Summary of issues and improvement plans

The PAQC is satisfied that the issues and shortcomings are recognised and that appropriate actions are being taken, as described above.

3. Academic quality outcomes

Moderation

Moderation plans

The PAQC has approved the internal and external moderation plans for each of its programmes; however, the external moderation plans are based on a 5-year cycle which has been developed to allow cross-moderation of courses with deliverers of similar qualifications. TTK has indicated that this is not acceptable for Unitec requirements, but this has not yet been addressed.

Moderation outcomes

The PAQC is confident that internal and external moderation is occurring according to the moderation plans. Preparations are underway for Unitec to host the external moderation for the BCons later this year, and for both degree and diploma the course-coordinators of courses included in the moderation round this year have been advised and are preparing their moderation portfolios.

Summary of any known issues and any mitigation plans

With the online delivery and assessment necessitated by the COVID response, it was identified that hard-copy archiving of moderation documents was not appropriate and an online archive was required. This was set up by the APMs and AAQ and is now being used by staff for Semester 1 and 2 moderation this year.

Research

The PAQC has no concerns about research performance in its programmes; the School is green-lit for research and a comprehensive Research Plan has recently been produced.

4. Programme design, delivery and review

Course Evaluation and Planning

Process

Completion of online CEPs has been increasing; following poor uptake in semester 1, they have now been taken on board for the NZDAT and NZDC. The BCons still has a relatively low uptake but this is distorted by the inclusion in the dashboard of two courses that are not offered this semester – this error has now been raised with TTK. Additional training sessions and individual support have been scheduled to assist course coordinators who have not yet started CEPs to get them underway.

Outcomes

The PAQC is somewhat confident that CEPS are being used to effect positive change. CEPs have been useful for the development of the PEPs but the PAQC considers that the CEP process is not yet being used to full effect for course review and development. Although individual course coordinators and lecturers are using the reflection process to drive positive change, more work is needed to identify and share good practice across the programmes. This has been discussed by the PAQC and identified as an action for the APMs and HoS.

Programme Evaluation and Planning (PEP)

Process

The PAQC is confident that the programme evaluation and planning (PEP) process has been carried out effectively for all programmes. Āta-kōrero evaluative conversations took place for all programmes, and once the draft PEPs were produced the committee provided a thorough review process to complete the PEPs and develop the goals and final evaluation. Weaknesses in the process were the timeliness of the drafts and the workload they imposed on the APMs, particularly the effort involved in populating the reports with data extracted from the Power BI. Some errors in enrolment data were identified through the PEP review process which have since been corrected.

Outcomes

The PAQC is highly confident that all programmes are being effectively evaluated, that action plans are appropriate and actions are being implemented as required.

Degree Monitoring

Process

Degree monitoring for the BCons took place at the start of August 2020, with the report received and a response provided from the PAQC in September.

Outcomes

The outcomes from the monitoring visit were very positive with progress against recommendations from the previous visit noted and several commendations on programme successes. The response from the PAQC identified that several of the recommendations made in the report had already been recognised with relevant actions added to the PEP goals. Actions to address the other recommendations have been put forward but are not yet underway.

Consistency Review

Not applicable for this report. No Consistency Review has been scheduled during this reporting period.

Professional Accreditation/Other

Process

The PAQC is confident that all external compliance relationships and accountabilities for professional accreditation of the BCons are up to date; the various annual, three-yearly and five-yearly reporting and review requirements are managed by the APM and AAQ.

Outcomes

The most recent review was the NZIQS/PAQS in 2019, when the programme was considered to be well-managed and fully compliant, and accredited for a further 5 years (the maximum period possible)

Stakeholder Engagement

Process

The PAQC is confident that there is a clear and appropriate stakeholder engagement strategy for its programme. The school has a strong and active IAC and maintains a stakeholder engagement log that is regularly updated.

Outcomes

The PAQC is confident that the input of stakeholders informs its programmes. For example, a recent proposal to NZQA for the addition of 5 new technology courses to the BCons was developed with significant input from industry advisors.

Programme Review

Process

The PAQC is confident that any programme reviews required for its programmes are being effectively managed. The NZDC and NZDAT programmes are undergoing review this year and the review document was circulated to PAQC members for comment. Our input was largely to support recommendations put forward by Ara. The final document has just been received for review, and will be part of the agenda for the next PAQC meeting.

Outcomes

The review is still ongoing so there are no outcomes from the review process.

Graduate Outcomes

Process

The PAQC is satisfied overall with the collection and use of graduate outcome data, but would like to see better response rates for the institution-driven graduate outcome survey. Liaison with TKK Insights to achieve this has been identified as an action from both the BCons Monitor's report and the NZDAT Interim PEP. Despite the poor response rates, the good ratings from graduates are confirmed by data collected as part of the industry engagement log which also records promotions, awards and other recognition given to our graduates.

Outcomes

The PAQC is satisfied that graduates are achieving the graduate outcomes for the qualifications they have achieved.

Reference:

[PAQC Terms of Reference](#)

Programmes overseen by the PAQC:

PAQC Secretary to complete