To	Te Poari Whai Kounga | Quality Alignment Board	**From**	Dr Leon Tan
			Design and Contemporary Arts PAQC
Title	PAQC Chair's Quarterly Report	**Date**	2020 / 10 / 15

1. Overview

The PAQC has met regularly to oversee the external monitoring of the BCE, MCP Suite and MDes, the completion of interim PEPs and the approval of level 9 research proposals. Like the last quarter, this quarter was disrupted by Covid-19 and ongoing facilities changes.

General Committee Health Check

What is going well?
Meetings have generally run on time and with quorum; membership and participation is gradually improving as members get used to the PAQC structure and function.

What improvements can be made?
Improvements can be made to ensure greater engagement in pre-meeting review of agenda and documentation by increasing academic service time allocation for members in 2021.

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

Facilities issues were previously escalated; these issues continue to present significant risk to programmes.

Progress against 3 (max.) key actions

Choose three actions that the PAQC feels have been completed in the recent cycle. This should be a brief summary of progress against key actions from the Work-plan Action Planner from the last cycle with a focus on how the action has made a difference. This is prepared by the Chair, with assistance from APMs, or provided from minutes of the discussion from the relevant meeting.

1. Interim PEPs approved;

2. Semester 1 MCP suite student research proposals approved by the Research Proposal Committee;

3.

Risk management

The APM has started to provide regular reports on the risk register to the PAQC and also verbally updates the Chair in the writing up of quarterly reports.

Acad Prog	Academic systems and processes don't support the success of students	Assessment is not effectively managed/validated or does not ensure achievement of outcomes	EFTS continue to decline and no improvement in revenue streams	Evaluation and monitoring of Programme is not effective	Level 7+ programmes: Quality and quantity of research is insufficient to meet statutory requirements and contribute to student success	Programme delivery does not meet requirements of Programme Approval and Accreditation (and related) Rules (including: course durations, timetabled hours, learning hours, sub-contracted delivery, teaching location approval)	Programme design or delivery does not meet the needs of stakeholders	Programme does not have sufficient resources (teaching spaces, consumables) to support delivery	Programme Targets not met	Staff capability and/or capacity does not meet learner needs	Staff culture does not meet the values-based culture of Te Noho Kotahitanga	Student / Graduate feedback not used to effect positive change	Students are not adequately supported in their learning
BCE	Low	Low	High	Medium	Low	Low	Low	High	High	Low	Low	Low	Low
MCP	Low	Low	Low	Low	Low	Low	Low	High	Medium	Low	Low	Low	Low
MDESN	Low	Low	Extreme	Low	Low	Low	Low	Medium	Low	Low	Low	Low	Low
PGDCP	Medium	Low	Medium	Low	Low	Low	Low	High	Medium	Low	Low	Low	Low

The BCE has seen a fall in EFTS from 2019 levels, and the longer term trend for the BCE EFTS remains negative.

The resourcing of the BCE, MCP and PGDCP, in particular in relation to facilities, continues to present significant risk due to continuous change and the persisting lack of certainty with regard to facilities beyond 2021.

Covid-19 has exacerbated the risks presented by facilities changes and uncertainties, and as the pandemic continues, it is possible further lockdowns will impact on student engagement, success and retention in affected programmes due to the emphasis on hands-on practical / studio based learning within these programmes.

The PAQC is confident that the School, the HoS and the DCA team are doing everything within its scope of agency to resolve these issues. In particular, mitigation actions were assigned in the interim PEP to hold and contain the student body amidst continuous institutional change and uncertainty – monthly whanaungatanga activities – and to identify at-risk students earlier on – early low-stakes assessments introduced into two courses.

School staff also participated in the Oyster consultation / market validation activity to inform the Unitec-MIT Board. The new CE's announcement of the approval for re-roofing Building 108 was a positive step towards high level resolution of the facilities issues. The recent appointment of a facilities and production manager within the School is also a positive change that may mitigate some facilities related risks. However, there is still no clarity on the specifics of the re-roofed 108 space and how it might be transformed into fit for purpose teaching and learning spaces for the kind of studio and practice based pedagogies that the PAQC programmes depend on.

2. Student support and achievement

Priority Group Strategies

The PAQC is confident that programme teams are embedding "I See Me" initiatives for priority group learners, and that actions are being taken by the BCE team to mitigate marginal educational performance for level 5 students.

The PAQC expects to see an improvement in SCC data for level 5 as a result of interim PEP actions for the BCE. The PAQC notes that educational performance for the MCP Suite is excellent across all priority groups.

Student Success

Student Outcomes

The PAQC is highly confident that the MCP Suite is on track in achieving and exceeding targets for priority groups.

The PAQC is reasonably confident that the actions being taken to improve educational performance at level 5 in the BCE will improve SCC targets across priority groups, and reasonably confident that actions taken to support student success at levels 6 and 7 will improve the programme's likelihood of achieving targets across priority groups.

Grades and Completions

Comment on the extent to which the PAQC is confident that any missing or deferred grades are being appropriately followed up.

Where there are missing/deferred grades from 2019 or earlier, provide a summary, including timeframes, of what is being done to resolve these.

Power BI "06 Missing Grade Dashboard (TKK)"

Grades not published

6

Grade Count

DEF grades

1

Grade Count

Grades not published and DEF grades by course

Course Subject Code	Course Catalog Number	Course Name	EFTS	Grade Count	Course End Date
ICIB	5301	Creative Technologies	0.25	2	6/28/2020
ICIB	5101	Creativity & Desn Fundamentals	0.38	3	6/28/2020
DACA	6211	Illustration Practice	0.13	1	6/28/2020
DACA	6941	Emerging Materials	0.13	1	7/12/2020
Total			**0.88**	**7**	

Here, you can say. There are no… / a number of missing/DEF grades due to…. There is a clear plan… or PAQC has required xxx to yyy which is expected to resolve these by zzz.

Student Feedback

The PAQC is satisfied that the multiple mechanisms in place for feedback from students including HoS student fora, undergraduate and postgraduate student representation at PAQC and monitor interviews with students are reasonably effective.

While the uptake of student course surveys was low in Semester 1, the PAQC is reasonably confident that programme team plans to prompt students to complete surveys in class will improve survey participation rates.

Based on the review of interim PEPs, the PAQC is satisfied that course survey outcomes as well as other forms of student feedback are actively considered and acted upon by programme teams. The loop is closed with students at student-HoS fora as well as through student representatives' participation in PAQC discussions.

3. Academic quality outcomes

Moderation
Moderation plans

The PAQC has approved moderation plans for the programmes as noted in the last quarterly report.

The PAQC is confident programme teams are implementing the plans for internal and external moderation (including 'catching up' on a number of BCE courses), and that assessment is generally fair, valid and consistent.
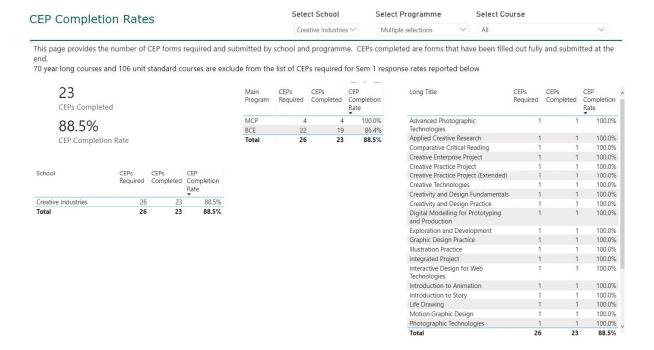
Research

The PAQC is highly confident that all research requirements are being met; the BCE RPTL score of 100% and the MCP Suite RPTL score of 87% sit comfortably above the 75% threshold for green lit status.

4. Programme design, delivery and review

Course Evaluation and Planning

The APM oversees the completion of CEPs for programmes and prompts programme teams to initiate and complete these at the start and end of each semester, and reports on completion rate at PAQC. The PAQC is confident that actions have been planned to bring the completion rate of 88.5% to 100% for Semester 1.

CEP Completion Rates

Select School	Select Programme	Select Course
Creative Industries	Multiple selections	All

This page provides the number of CEP forms required and submitted by school and programme. CEPs completed are forms that have been filled out fully and submitted at the end.
70 year long courses and 106 unit standard courses are exclude from the list of CEPs required for Sem 1 response rates reported below

23
CEPs Completed

88.5%
CEP Completion Rate

Main Program	CEPs Required	CEPs Completed	CEP Completion Rate
MCP	4	4	100.0%
BCE	22	19	86.4%
Total	**26**	**23**	**88.5%**

School	CEPs Required	CEPs Completed	CEP Completion Rate
Creative Industries	26	23	88.5%
Total	**26**	**23**	**88.5%**

Long Title	CEPs Required	CEPs Completed	CEP Completion Rate
Advanced Photographic Technologies	1	1	100.0%
Applied Creative Research	1	1	100.0%
Comparative Critical Reading	1	1	100.0%
Creative Enterprise Project	1	1	100.0%
Creative Practice Project	1	1	100.0%
Creative Practice Project (Extended)	1	1	100.0%
Creative Technologies	1	1	100.0%
Creativity and Design Fundamentals	1	1	100.0%
Creativity and Design Practice	1	1	100.0%
Digital Modelling for Prototyping and Production	1	1	100.0%
Exploration and Development	1	1	100.0%
Graphic Design Practice	1	1	100.0%
Illustration Practice	1	1	100.0%
Integrated Project	1	1	100.0%
Interactive Design for Web Technologies	1	1	100.0%
Introduction to Animation	1	1	100.0%
Introduction to Story	1	1	100.0%
Life Drawing	1	1	100.0%
Motion Graphic Design	1	1	100.0%
Photographic Technologies	1	1	100.0%
Total	**26**	**23**	**88.5%**

Programme Evaluation and Planning (PEP)

The PAQC has recently approved the interim PEPs and is confident in the evolving PEP process including the use of Āta-kōrero conversations.

The PAQC is reasonably confident that all programmes are being effectively evaluated, that action plans are appropriate and that actions are being followed through by teams as required.

Degree Monitoring

Monitoring visits for the BCE, MCP Suite and MDes were completed during this quarter. As such the PAQC is assured that monitoring is taking place as scheduled.

The PAQC anticipates reviewing and discussing the monitor reports at an upcoming PAQC meeting. It is confident that a number of recommendations made in the 2019 monitor reports are being actioned and followed through.

Stakeholder Engagement

Stakeholder engagement is formalised through the mechanism of the industry advisory committee (IAC). The DCA IAC met earlier in the year and is highly engaged, consisting of professionals across the contemporary arts and design sectors. The PAQC is assured that clear, appropriate and productive stakeholder engagement is in place for all programmes.

The development of a new undergraduate art and design degree has been discussed with the IAC, receiving its support. Staff are also consulting with professional networks and contacts on the shape and form of the new degree.

Programme Review

Programme reviews for the BCE and MCP Suite programme review are due to take place this year; the APM is planning towards this in November.

Graduate Outcomes

The programmes have relied on the institutional graduate survey for data on graduate outcomes. However, participation rates in the graduate survey as it stands have not been high. Feedback has been provided to TKK from PGRSC on improvements to the survey (which are likely to improve participation rates) to enable a more nuanced analysis of destinations and outcomes for graduates. Improvements are needed to the survey because the way it is currently written has not served the 'portfolio' nature of work in the creative industries well, and does not provide for collection of data on graduates over a 3-5 year period (creative industries graduates often take a number of years post-qualification to establish themselves as independents in a disciplinary community of professional practice, and often combine paid and unpaid creative work with work in other sectors).

Besides the graduate survey, the School's publicist has established an alumni group on LinkedIn to track alumni destinations, and also documents and reports on industry successes for students and graduates in regular newsletters.

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Graduate Summary

Menu — All colour coding is based off the 2022 institutional targets
>10% below target | 0-10% below target | 0-10% above target | >10% above target

Select Reporting Year: 2015 | 2016 | 2017 | 2018 | 2019 | **2020**

School Name: Creative Industries
Programme: Multiple selections
Māori: All | Pacific: All | Under 25yrs F...: All | International: All

Institute level measures are weighted to factor in the % of respondents in different gender and age groups

% Employed	% Higher Study	% Graduates Employed, Studying or Combining (GESC)	Relevance of Qualification to Employment
50.0%	**30.0%**	**70.0%** 2022 Target: 85%, -15%	**50.0%**

Priority Groups

Māori	% Employed	% Higher Study	% GESC	% Qualification Relevant
Māori	100.0%	0.0%	100.0%	0.0%
Non-Māori	47.4%	31.6%	68.4%	55.6%

Pacific	% Employed	% Higher Study	% GESC	% Qualification Relevant
Pacific	66.7%	33.3%	100.0%	50.0%
Non-Pacific	47.1%	29.4%	64.7%	50.0%

Under 25yrs FLAG	% Employed	% Higher Study	% GESC	% Qualification Relevant
15-24yrs	44.4%	22.2%	55.6%	50.0%
25+yrs	54.5%	36.4%	81.8%	50.0%

International	% Employed	% Higher Study	% GESC	% Qualification Relevant
Domestic	50.0%	31.3%	75.0%	37.5%
International	50.0%	25.0%	50.0%	100.0%

Schools

School Name	% Employed	% Higher Study	% GESC	% Qualification Relevant
Creative Industries	50.0%	30.0%	70.0%	50.0%

Academic Programmes

Programme Code And Name	% Employed	% Higher Study	% GESC	% Qualification Relevant	Count of # Survey Responses
(BCE) Bach Creative Enterprise	41.7%	33.3%	66.7%	40.0%	15
(MCP) Master Creative Practice	66.7%	0.0%	66.7%	50.0%	3
(PGCCP) PGCert Creative Practice	100.0%	0.0%	100.0%	0.0%	1
(PGDCP) PGDip Creative Practice	50.0%	50.0%	75.0%	100.0%	5
Total	50.0%	30.0%	70.0%	50.0%	24

The PAQC is somewhat satisfied that graduates are achieving the graduate outcomes for the qualifications they have achieved, but considers that the graduate survey could be improved to better collect and analyse data for graduates of creative programmes given the nature of portfolio and creative work endemic to the creative industries.

Reference:
PAQC Terms of Reference

Programmes overseen by the PAQC:

PAQC Secretary to complete