
To Te Poari Whai Kounga | Quality Alignment Board**From** Steve Varley

Language Studies PAQC

Title PAQC Chair's Quarterly Report**Date** 12 Oct 2020

1. Overview

The main work of the committee since the last report has been the evaluation of the 2020 Interim PEPs, reflection on the SCC/QCR rates for Sem 1, commenting on student feedback and lecturer responses. Membership is stable apart from the appointment of 2 new student members. There have been 3 meetings, one of which was an extra-ordinary meeting to consider the 2020 Interim PEPs.

General Committee Health Check

What is going well?

We have had good attendance and participation from all members including 2 new student members in Sem 2 (one from CLI, one from NZCEL). Programme Coordinator membership has rotated as planned. Having 4 academic staff members who are not in management positions continues to be a strength.

The process for evaluating PEPs went well – allocating PEPs to committee members to read before the extraordinary meeting, evaluating the PEPs at that meeting, commenting and asking for revisions and then approving the revised PEPs at the regular PAQC the following week.

The APM has completed the recommended report on risk management prior to each meeting and this has greatly assisted our work – there are still links on the agenda to all 5 risk registers for those who want delve deeper.

Support from the two TKK members continues to be excellent.

We have initiated a PDG to guide the replacement of CLI with 2 or 3 micro-credentials.

What improvements can be made?

Some confusion at PAQC last week re the requirement for APMs to produce a plan to collect data re graduate outcomes by Oct 30 (in Simon's memo to PAQCs Sep 7). Our APM reported that she wasn't aware of this and couldn't meet that deadline. The committee also felt that the second indicated action (working group formation) might better precede the first.

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

The process for paying student members needs to be simplified – the student members in Sem 1 did not apply and the two for Sem 2 have said they do not intend to apply as the process is too complicated and time-consuming (I know this has been escalated but it needs urgent resolution).

At the Oct 7 meeting we considered the assessment retention policy. There were some questions around electronic assessment material on Moodle. The Nest page indicates no problem, that students work can be downloaded anytime by enrolling a student back in. However, one of the TKK reps on the committee pointed out that if the lecturer is not available or has left this means that the evidence is not readily available. Should the evidence be downloaded and saved on H?

Progress against 3 (max.) key actions

The committee is now engaging well with the Academic Risk Management process – see below.

The committee evaluated the 5 Interim PEPs using a two-stage process that worked well.

We reflected on SCCs and student feedback for Sem 1. SCC rates mostly declined in Sem 1 as a result of Covid disruption – although not as much as earlier expected. The Under 25 SCCs were significantly lower and this priority group is now a major focus of actions in Semester 2, including two staff hui to identify strategies and approaches to motivate and support this group.

Risk management

Process

The committee is assured that academic risk for the 5 programmes is being managed effectively.

This has been facilitated by the APM providing a written report, using TKK's recommended template, tabled for discussion at each meeting.

Plus there is a link to the Risk Register for each programme on the agenda should we need to delve deeper.

We have academic staff from all 5 programmes on the committee and they can speak about risk from their programme perspectives.

Outcomes

EFTS for NZCE4/NZCE5 are indicated as high-risk, EFTS for NZCE3 and NCEA3 are medium. The main reason is loss of International students. APM reports that discussions with Marketing partners now focusing on the Domestic market. We have identified different cultural groups including Refugees and are compiling lists of community groups to visit. We will also be running Placement tests at Waitakere later this year. Unitec is currently seeking approval for us to run our Courses online to offshore students in 2021. We will be looking to develop NCEA3, NZCE4 and NZCE5 for this market in early 2021.

Programme targets not being met is identified as medium risk for all NZCEL programmes because of the two and a half week lockdown in August at which time students had to return to remote teaching. Overall attendance was good at this time but as with last semester, some of the under 25s are less engaged. In NZCEL 5 targets may be slightly lower than normal as current students do not have a clear destination programme as in other semesters, due to the fact that there are less International students currently enrolled. There have also been a number of withdrawals from this programme because of the difficulties of managing study and family life during lockdown in August. At risk students have been identified and are being offered tutorials with Programme Coordinators, some Lecturers and the ADL.

2. Student support and achievement

Priority Group Strategies

Process

The PAQC is assured that each of the 5 programmes has actions relating to priority group strategies. Our confidence comes mainly from our scrutiny of the evidence contained in the Interim PEPs supported by contributions from staff and students on the committee. We know that staff have attended initial and refresher workshops. We also know that Language Studies programmes have always had a kaupapa involving a focus on the identity (language, culture, aspirations) of language students and we look to see continuing evidence of this. Our only concern is the engagement and achievement of Under 25s but we are aware of a number of actions relating to this.

Outcomes

The committee is aware of a number of actions at both course and programme level relating to increasing the engagement and success of Under 25s, including Language Studies staff hui to identify successful learning and teaching approaches. A member of staff who is a CELTA trainer has been observing Under 25 students in class and giving feedback to lecturers on what appears to motivate or not. It has been proposed to initiate focus groups of Under 25 students.

We would expect to see improvements in SCC rates for Under 25s in Semester 2, as well as student feedback in course surveys, focus groups etc indicating increased engagement and voice.

Student Success

Student Outcomes

The PAQC is confident that CLI will achieve its targets for 2020 but we are less so for the NZCEL programmes, for all the reasons indicated in the Interim PEPs, mainly the disruption caused by Covid in Sem 1 and to a lesser extent in Sem 2. Based on data to date we are confident that Pacific targets will be met but we know that overall, Under 25s and International targets will not be met although the gap will not be as large as we thought it might be.

We are aware of a range of actions relating to student support, both academic and pastoral and especially for Under 25s, that should minimise shortfalls in target achievement.

Grades and Completions

There are no missing or deferred grades.

Student Feedback

Process

The PAQC has seen and discussed Semester 2 mid-course evaluation feedback and staff responses for courses within all 5 programmes. There is a clear and followed process for collection and collation of student feedback, for responding to the feedback and for communicating that response to students. In most cases there was 100% response rates from students. Student members of the committee have affirmed the process and commented positively on it. The student member from CLI suggested it would be good to put timeframes on actions that lecturers said they would take in response to feedback.

Outcomes

Summary of response rates for programmes

[03 Student Course Surveys Dashboard](#)

The overall response rate in Sem 1 for the 5 programmes was 43.3%, higher than Unitec's target but lower than we would like. We achieved 70% in 2018. Covid disruption probably accounted for some of the drop this time but teams also believe that NZCEL 3 and 4 students are confused because they get two separate surveys for courses that are delivered in an integrated way. In Sem 1 2018 we negotiated to have students receive only 1 survey which resulted in the highest response we have had.

Summary of issues and improvement plans

At the Aug 19 meeting the committee looked at extracts from the 5 Sem 1 CEPs, specifically Questions D8 and D9, the course teams' summaries of themes from student feedback and improvements in response. Through doing this, we were assured that course teams had identified themes and had identified appropriate actions in response.

3. Academic quality outcomes

Moderation

Moderation plans

The PAQC approved 2020 moderation plans earlier in the year. We have since seen a more granular tracker that the AAQ has developed for the APM. At the Sep 2 meeting we noted extensive completion of planned internal moderation on the tracker but some gaps. We were unsure if moderation had not been done or just not recorded. We have asked for clarification.

Moderation outcomes

Apart from the gaps noted above we are assured that internal moderation is happening as planned. External moderation is planned and we are aware it has occurred for some programmes – but not yet formally reported to PAQC.

Summary of any known issues and any mitigation plans

Nothing to report here.

Research

Not applicable

4. Programme design, delivery and review

Course Evaluation and Planning

Process

[CEP PowerBI Dashboard](#)

All CEPs for the 5 programmes were completed for Semester 1 and all have been started for Semester 2.

Outcomes

Based on evidence from Semester 1 the PAQC is very confident that CEPs will be fully completed in Semester 2.

Programme Evaluation and Planning (PEP)

Process

This PAQC has a very high level of confidence in the PEP process for the 5 Language Studies programmes. We were kept informed of progress, drafts were given to us in plenty of time to consider and revisions were made in response to our comments and suggestions.

Outcomes

The Language Studies PAQC is assured that all 5 programmes are being effectively evaluated and that actions plans are appropriate and being implemented.

Degree Monitoring

Not applicable

Consistency Review

Process

NZCE4 has a Consistency Review event on November 24. The committee has received an update regarding preparation at each meeting this semester and we are confident that all required preparation is being done.

Outcomes

The PAQC will monitor any and all actions arising out of the Nov 24 review of NZCE4.

Professional Accreditation/Other

Not applicable

Stakeholder Engagement

Process

This was on our work plan to consider at our September meeting. We asked HoS to update the committee. He reported that Bridgepoint is yet to engage fully with Unitec's process and this is largely due to the nature of our programmes which bridge students into further ed rather than employment in a particular industry. The plan is to engage more fully – and appropriately for us – early 2021.

The committee asked that in the meantime the stakeholder register be updated. This is due to come to the December PAQC meeting.

It was acknowledged that CLI does prepare students for employment and there is considerable engagement with employers

Outcomes

The PAQC is confident that there is evidence of engagement with stakeholders but is aware that there needs to be more.

The CLI PEP indicates that there is regular engagement with employers.

The NZCEL PEPs for NZCE4 and NZCE5 indicate that there needs to be greater engagement with the staff on programmes that receive our graduates. The PAQC will monitor these actions.

Programme Review

Not applicable

Graduate Outcomes

Process

[Graduate Survey Dashboard](#)

NZCE3 was the subject of a Consistency Review event in 2019, NZCE4 has a review in November this year and NZCE5 in February 2021. The PAQC is kept up-to-date regarding preparation for these reviews, which have focused the programmes on collecting increasing and better evidence of graduate outcomes. Given that the programmes prepare students for the language demands of higher academic study and that most students progress to Unitec mainstream programmes, we can gain data regarding their results on destination programmes from PS. We now survey graduates routinely as follow up but we need to ensure the surveys align with the graduate outcomes. We are getting increased responses from graduates but it has been more difficult than expected to get a

good response to surveys of staff in the receiving programmes at Unitec. The PAQC has suggested focus groups with staff rather than requesting completion of individual surveys.

Outcomes

The PAQC is satisfied that programme teams and student advisors are putting great efforts into increasing the quantity and quality of data available regarding graduate outcomes. We are aware though of the resource requirements to do this well and suggest Unitec provides more centralised support and advice regarding data collection methods.

Reference:

[PAQC Terms of Reference](#)

Programmes overseen by the PAQC:

NZCE3, NCEA3, NZCE4, NZCE5, CLI, CACPI