
To Te Poari Whai Kounga | Quality Alignment Board **From** Daniel Wagner
Performing & Screen Arts
PAQC

Title PAQC Chair's Quarterly Report **Date** 2020 / 10 / 15

1. Overview

Our PAQC has met twice since the last report: a special meeting to review and approve the PEP, and one regular meeting. A second elevated alert level Covid-19 interrupted Term 3 learning and projects on campus, but staff and students rallied and adjusted much more smoothly than to the first lockdown, bringing learning back online for a short time.

General Committee Health Check

What is going well?

Meetings have run on time and with quorum. We have streamlined our methods for addressing action items and have therefore had more time for higher level discussions around Programme-level approaches to T&L, assessment, Mātauranga Māori, the Programme Review, and self-evaluative comments.

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.

Progress against 3 (max.) key actions

1. Interim PEP was approved
2. The Programme Monitor's (virtual) visit occurred on 2nd-3rd September and the response is currently being formulated.
3. All staff have completed 2019 Teaching Competency training including full uptake on the Living Te Noho Kotahitanga Badge.

Risk management

The APM has begun to provide regular reports on the risk register in the PAQC meetings.

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
BPSA	Low	Medium	High	Low	Medium	Low	Low	Extreme	Medium	Low	Low	Low	Low

Top on the list is the lack of sufficient resources (teaching, spaces, consumables) to support delivery. This is tied into the compromised facilities in which we find ourselves until our anticipated move across campus into fit-for-purpose accommodation at the end of 2021.

There is a high risk of EFTS dropping for the BPSA unless the Programme develops new offerings in the PDM and Screen disciplines.

Mitigation is being actioned through the short form business case for the development of two Level 6 Diplomas, to replace the current PDM major, which has been approved by PDG and ELT. We are now working on the full business case. Additionally, programme redevelopment is underway in the BPSA to address current programme structure with a particular focus on Screen Arts and the suite of Critical Practice Courses. The Committee has endorsed in principle the engagement of strategies to increase the visibility of PASA and its disciplines through stepped-up social media presence, posters, etc.

2. Student support and achievement

Priority Group Strategies

The PAQC is confident that discipline teams are embedding “I See Me” initiatives for priority group learners, and that actions are being taken by the discipline teams to mitigate marginal educational performance. The PAQC expects to see an improvement in SCC data as a result of interim PEP actions for PASA.

Student Success

Student Outcomes

The PAQC is reasonably confident that the actions being taken to improve educational performance will improve SCC targets across priority groups.

Grades and Completions

There were a number of missing grades reported through Power BI, but almost all were a result of extensions granted by IMT for project-based assessments that needed to be deferred until such time as the projects were able to be engaged in on campus. Covid-19 caused delays in project engagement, but these projects are now going forward in the remainder of this compressed semester. As these occur, the assessments previously scheduled for Semester 1 are being marked and lodged in Gradebook. The PAQC is very confident that all assessments will be completed and ratified by the end of term.

Student Feedback

The PAQC is satisfied that multiple mechanisms are in place for feedback from students including HoS student fora, end-of-semester student feedback fora, student representation at PAQC and monitor interviews with students.

While the uptake of student course surveys was low in Semester 1, the PAQC is reasonably confident that engagement with the Semester 2 surveys will increase. Discipline team’s 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 discipline teams. The loop is closed with students at student-HoS fora as well as through the student representative’s participation in PAQC discussions.

3. Academic quality outcomes

Moderation

The PAQC has an approved moderation plan for all disciplines, and is confident that discipline teams are implementing the plans for internal and external moderation (including 'catching up' on a number of courses), and that assessment is generally fair, valid and consistent.

Research

The PAQC is highly confident that research requirements are being met; the PASA RPTL score of 80% sits above the 75% threshold for green lit status. Our Research Support Group, led by the PASA Research Champion, is focused on expanding research uptake across staff in efforts to bring the next PASA RPTL up to 100%.

4. Programme design, delivery and review

Course Evaluation and Planning

CEP engagement is particularly low. The Chair has urged Committee members to remind the discipline teams that online completion is not only required but essential, stressing that it is imperative to complete all CEP's for 1202 and 1204 by the end of the year.

Programme Evaluation and Planning (PEP)

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

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

Degree Monitoring

The monitoring visit for the BPSA was completed during this quarter (2-3 September). As such the PAQC is assured that monitoring is taking place as scheduled.

The PAQC will review and discuss the monitors report 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, as will those from the 2020 report.

Stakeholder Engagement

Largely due to limitations imposed by Covid-19, the PAQC IAC has not met in quite a while. Plans are underway to invite the IAC members to a meeting in November as a scoping activity for the upcoming programme review. Meanwhile, numerous lecturers in the various disciplines bring in industry practitioners for guest lecturers on an ongoing basis. Many of these practitioners render feedback

about the currency and relevance of discipline content and delivery. Reports are that lecturers embrace such feedback such that content and/or delivery are tweaked to suit.

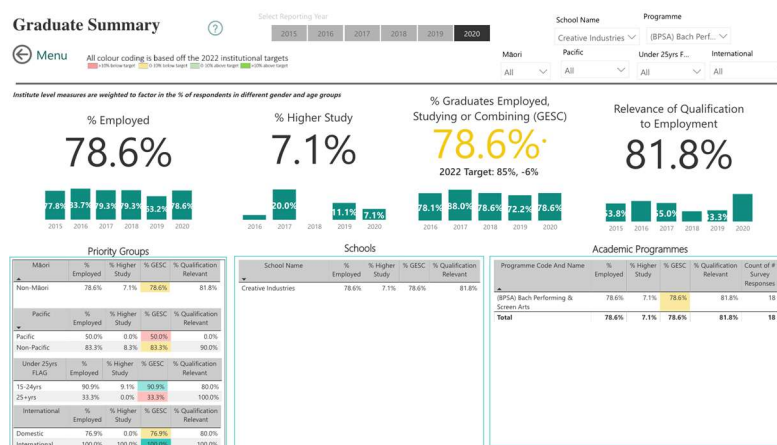
Programme Review

The PASA Programme Review was originally intended to span 2020, but this was impeded by Covid-19. However, several aspects related to the review are being addressed currently. A detailed Evaluative Summary of 2019 was completed in June of 2020 by our HoS. Further, a number of questions have been posed by PASA staff as a guide for thinking about the Programme Review. As mentioned just above, the PASA IAC will convene in November to provide industry stakeholder input to the Programme Review.

Graduate Outcomes

The programmes have relied on the institutional graduate survey for data on graduate outcomes, but still do not capture the nature of employment progression in the Creative Industries. The survey, as 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 community of professional practice, and often combine paid and unpaid creative work with work in other sectors). That said, the stats (below) are encouraging with regard to employment. Were the survey of graduate outcomes targeted to the specific nature of progression into employment that is characteristic of PASA grads, the figures would provide a considerably more representative picture.

In addition to 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.



The PAQC is reasonably satisfied that graduates are achieving the graduate outcomes for the qualifications they have achieved. The Committee suggests that the graduate survey could be improved to better collect and analyse data for graduates of creative programmes given the nature of the portfolio and creative work that is characteristic of the creative industries.

Reference:

[PAQC Terms of Reference](#)



For Receipt

Programmes overseen by the PAQC:

PAQC Secretary to complete