
To Te Poari Whai Kounga | Quality Alignment Board**From** Steve Marshall/Gerald Ryan

Trades and Services PAQC

Title PAQC Chair's Quarterly Report**Date** 2020 / 10 / 12

1. Overview

Since last report PAQC activity has primarily been related to review of Interim PEP.

General Committee Health Check

What is going well?

The committee is developing capability among its members to progressively move into the governance space. Progress is slow due to continual conflicts with teaching time which seem to follow no set pattern.

What improvements can be made?

The Committee needs to consider its membership to streamline the currently large number which is left over from the amalgamation of two separate committees into 1.

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

Nothing required at present

Progress against 3 (max.) key actions

Action plans from previous PEPs are now mostly resolved, or reconsidered as new actions moving forward.

NZCAE Type 2 change delivered to AAC and approved to move to NZQA

Moderation plans completed for Carpentry and Auto.

Risk management

Process

PAQC gains assurance from discussions with APM and feedback from teaching staff, administrative staff and access to raw data (Power BI, survey results, etc.).

Risk register and academic risk analysis process is being rolled out throughout the department.

Training sessions for academic staff are pending.

APM are proactive in engaging with identifying risk and working to set in place process to solve. This is a work in process.

PAQC is aware of risk presently through review of PEP and also by update from APMs.

Outcomes

1. Risk: Programme does not have sufficient resources (teaching spaces, consumables) to support delivery.

Response: This has been resolved and is not considered a risk any longer. The issue was insufficiency of teaching spaces to accommodate all the students and the activities they needed to engage in to complete the programme and assessments. Space has since been allocated. This issue is solved.

2. Risk: Staff capability and/or capacity does not meet learner needs.

Response: A plan is in place to address this matter. It is an on-going challenge but it is under active management. The issue was insufficient staff to deliver some courses. Extra staff have been found to assist delivery. The issue remains a challenge but steps have been put in place to manage it.

2. Student support and achievement

Priority Group Strategies

Process

Strategies have been implemented to address Priority Groups. APMs pursuing these as a matter of urgency. Strategies include:

Provision of dedicated champions across disciplines who can work with select students experiencing difficulty or who are behind with work/tasks/assessments and who can call on other teaching staff and/or administrative or support staff for assistance.

Eg. SSEP, LO etc.

Outcomes are yet to be confirmed as we are waiting for final results of the work that has been done during the teaching semester.

Student Success

Student Outcomes

A concern is that some programmes have student success rate below UNITEC targets. Initiatives have been taken to address this but are in early stage deployment, yet to show result in the raw data. PAQC Chair is aware of steps being taken and the expectation is that they will have a positive effect on outcomes for affected programmes.

Note that at time of writing there remain students working with extension to assessment and course/programme deadline. This negatively affects published success rate data.

Grades and Completions

We are confident these are being followed up and acted on. Some missing grades are related to apprenticeship programmes where the structure of the programme and block courses leads to missing grades due to timing issues (these programmes do not fit comfortably into semester calendar). Many of the deferred grades are due to assessment deadline extension.

Presently there is focus to remedy missing grades by the APMs.

Student Feedback

Process

There has been a low response rate to student surveys historically. In the most recent iteration low response a timing problem. ** Nevertheless students have demonstrated a reluctance to respond to surveys (similar to graduates). It has been agreed that it would be better attend to survey during class time. Strategy is going to be to schedule survey into class timetable.

SGID has been used in some programmes to obtain feedback from students. This ought to be encouraged.

APMs are acting on survey response issue.

Outcomes

Survey response low. Survey ratings received from students tend towards favourable to excellent.

In general students rated courses positively. Low response rate makes it difficult to gain a view of specific items.

PAQC not satisfied with low response rate. It is confirmed APMs are working to improve this.

3. Academic quality outcomes

Moderation

Moderation plans

Moderation plans have been developed and set in play for most courses (3 yr, int & ext). Where they are missing or not functional APM is acting to resolve.

Moderation outcomes

There are as yet no external moderation outcomes to report on.

4. Programme design, delivery and review

Course Evaluation and Planning

Process

Not well deployed throughout department. Not well understood by teaching staff (who are short of data.

It is noted that COVID disrupted CEP/PEP pattern. Conversion to on-line CEP also posed some issues for some.

Training being undertaken. APMs organising presently.

PAQC understands CEP is not being deployed as a useful tool effectively at present.

Outcomes

The PAQC is not confident in the CEPs providing adequate evidence of teacher self-evaluation

Programme Evaluation and Planning (PEP)

Process

The PAQC notes that the process employed to evaluate the PEPs needs improvement. This was hampered by very late delivery of the PEPs and a lack of system for pre-evaluation prior to the meeting itself. The PAQC cannot adequately review the number of PEPs in the time allocated. A better system needs to be established which allows peer review.

Outcomes

The PEPs ranged from Poor to Good.

Degree Monitoring

N/A

Consistency Review

Process

On the experience of the first two Consistency Reviews undertaken thus far PAQC is aware of what is required. We are aware that training seminars are in preparation for remaining programmes (yet to present at Consistency Review).

Outcomes

Two Consistency Reviews held during 2020. They are for NZ Certificate in Automotive Engineering (level 3) and NZ Certificate in Mechanical Engineering (level 3).

NZ Certificate in Automotive Engineering Consistency Review report and presentation have been delivered. Presently APM is awaiting result from NZQA.

NZ Certificate in Mechanical Engineering (level 3) Consistency Review report and presentation have been delivered. Result awarded is “sufficient”.

We understand there are no further Consistency Reviews scheduled for programmes in the department for the remainder of 2020 and during 2021 Sem 1.

NZ Certificate in Mechanical Engineering (level 3) action plan (developed as the result of Consistency Review activities and conclusions) developed and in effect. Some activities already undertaken.

Professional Accreditation/Other

Process

N/A

Stakeholder Engagement

Process

IAC operate across automotive, carpentry and plumbing. Mechanical engineering does not presently operate a successful IAC but relies on direct engagement with industry through site visits and graduate placements (and associated feedback). Additionally, staff PD is undertaken in industry. An industry engagement log needs to be put in place.

Outcomes

Stakeholder feedback and recommendation has led to initiative to set in place several micro-credential courses.

We have reliable data on stakeholder feedback from Consistency Reviews. Feedback has been positive. Industry keen to provide support and recommendation.

Programme Review

Process

The NCCC has been nominated to go into full review. Negotiations on process will commence shortly with TKK.

Graduate Outcomes

Process

Graduate survey data affected by generally low response rates.

Recent and reliable data for Automotive and Mechanical Engineering certificates has been obtained during Consistency Review process. This confirms the graduates, employers, apprentice managers and next-users rate these programmes as relevant and also that the graduates are well prepared.

Graduate destinations are known to staff in the dept. Staff are active in placing graduates to employment. Also many graduates are apprentices and their employment details are known.

Reference:

[PAQC Terms of Reference](#)