To	Te Poari Whai Kounga	Quality Alignment Board	**From**	Nick Kearns
			Applied Business
Title	PAQC Chair's Quarterly Report	**Due Date**	2021/02/25

Overview

This overview provides brief reflection of the work of the PAQC during 2020.

General Committee Health Check

What worked well?

Good committee culture developing with members becoming faster at moving through agenda. Student rep inducted into committee and provided useful views.

What improvements have been/will be made for 2021?

Hoping for some 'critical friend' perspective training for the senior academics on committee who are possible still having 'line manager anxiety'.

What support is required (actions required) to achieve these improvements?

BAU.

What issues (if any) need to be escalated to Quality Alignment Board | Te Poari Whai Kounga?

Nothing major but the role of PAQC within the staff network is unclear. Can PAQC 'require' things to be done? – or does it advise APMs and they execute the decision?

Progress against 3 (max.) key actions

PAQC support for PEP and interim PEP has improved our processes on this, which will flow on to students success eventually.

Creating a forum at PAQC remains a work in progress by getting as many approvals as possible delegated to APM or by PAQC chair action between meetings so that the PAQC meeting space is clearer.

Building in reports from school champions (industry, priority group support).

Risk management

Process
Still a bit uncoordinated. High level of aggregation of risks is challenging to interrogate. Definitely on the learning curve still. We have a monthly PAQC chair/APM/ HoS meeting to address this, but information overload remains the issue.

Outcomes

Main risk remains EFTS decline in BBS and nested programmes due to lack of international students. Marketing actions to increase /maximise domestic enrolments are in place.

Moderation planning with two new PG programmes in addition to existing external moderation workload is a concern. PG APM has been advised of possible staggered approach to this.

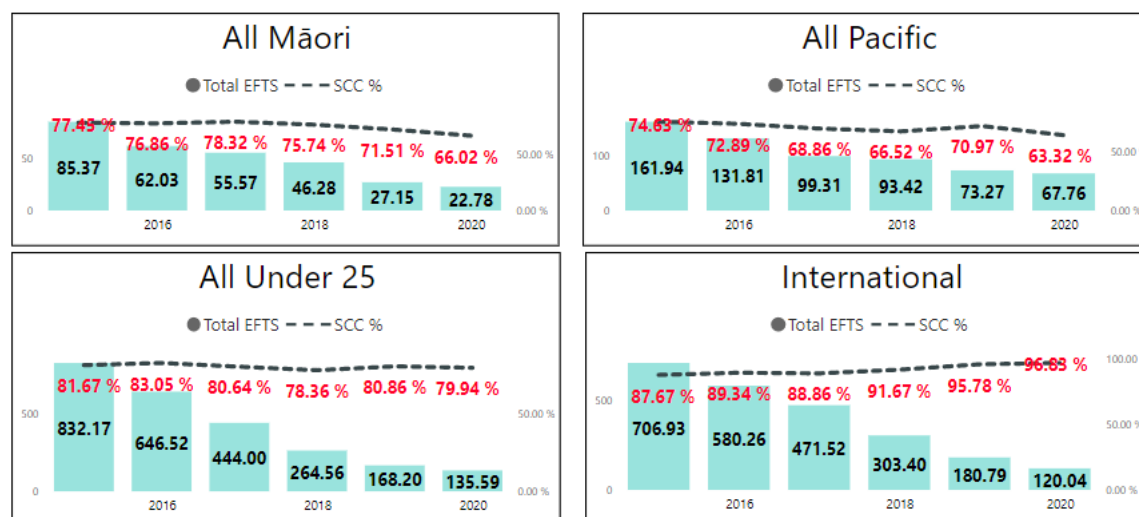## 1. Student support and achievement

Priority Group Strategies

Process

The interim PEP survey showed a good uptake of most elements of ISeeMe, although there is still a shortfall in measures targeting Pacifica students. Engagement with Pacific support staff was not effective in S2 2020 in NZDB5 for unknown reasons. Wil try again in S2 2021. BAU.

Enrolments of Maori in SAB programmes remain below targets, although the new PG programmes and the new entry level (lvl4) certificates may address this.

SAB courses had an average NPS of 40 in S2 2020, (up from 8 in S2 2019) and we feel the work is being done – results will follow, although all groups (except INTL) showed a slight decline in SCC data in 2020. This may be due to COVID19, as the institution-wide SCC data shows a very similar pattern to the SAB data – possibly indicating an impact beyond our control.

Outcomes.

SAB has a strong focus on individual students from within the priority groups with dedicated staff running these functions. We are confident that we are making progress, and plan to continue the focus for 2021. The SAB SCC data for 2020 shows generally lower declines than the institute-wide

data which can be taken as some measure of success. At this stage we have committed resources, improving processes in diagnosis and reporting, and are confident of success in raising the priority groups EPI.

Student Feedback
 Student feedback is gathered in three ways in SAB - week 4 online course surveys to measure 'transition in'; HoS pizza lunches with class reps twice a semester, and course evaluations at the end of the semester. Changes arising from these sources are noted in CEP and in student facing course information for the following class iteration. PAQC is confident that action here is effective.

2. Academic quality outcomes

Moderation
Moderation plans
Moderation plans were deferred from first PAQC meeting of the year, and there is some concern with two new programmes being introduced at PG and two at level 4 - a considerable moderation workload increase. Planning for 2021 is still in progress - expected for plans to be completed in line with Unitec policy and reviewed by PAQC (Chair at least) by Feb 25.

The external moderation process has improved with responses and reports being seen together at PAQC more often - still some room to improve. The connection of external/ internal moderation to programme improvement requests is still patchy as some courses change lecturer and a necessary PIF may not have been completed.

Moderation outcomes

Internal moderation is largely well executed and lecturers are under pressure to provide good feedback to students to support learning (post mod) and that assessments are fair, valid and consistent (pre mod).

External moderation is patchy in quality as some external moderators take a 'once-over-lightly' approach and provide little valuable advice. All recommendations from external moderators are responded to in the PAQC response and where necessary a PIF is completed.

Confident that moderation outcomes are solid.

Summary of any known issues and any mitigation plans

Internal and external moderation are improving all the time – We have sent back some external reports asking for more detail and internal moderation tracking has improved with staff required to show evidence of dialogue/ improvements made from internal moderation.
Focus is on continual improvement rather than resolving issues.

Research
PAQC is confident about the compliance of all programme re green lit status, and has raised the question of assuring all level 7 and above programmes are taught by research active staff with the research leader and relevant APM. No formal process for this check exists yet.

3. Programme design, delivery and review

Course Evaluation and Planning
Process
CEP data on powerBI shows 81% completion due to the seven IBL course codes (but only one course) and some late submissions from part time staff. SAB PAQC has a high level of confident about CEP completion.

Extra attention and support will be need for part-time external staff teaching one /two courses in 2021 to make sure they complete all quality requirements. The IBL codes are being aligned also.

Outcomes

PAQC is confident that CEP is becoming a better tool for managing quality of courses, and that the feedback and resulting changes noted in CAP are being made in a timely and transparent way, communicated to students in course information.

Programme Evaluation and Planning (PEP)
Process

This remains a time-challenged activity and the negative impact on reflective evaluation is considerable. We have made good progress on understanding and developing skills in an evaluative approach to PE, and are developing wider team expertise in this to try and run parallel streams of work, but time for writing the PEPs remains an issue for APMs.

The Ata Korero training tends to stop just before it becomes useful. We all understand the principles now, and need to go further into what this looks like in a course / how do we make appropriate reference to the principles.

As PAQC Chair I think the Ata Korero facilitator needs to be from with the SAB (not external).

Outcomes
PAQC has high confidence in SAB staff and processes - although the time constraints are a challenge. We are completing PEPs at 100%,and are now developing further in setting SMART goals, and evaluative thinking.

Degree Monitoring

Process

BBS and MBUS degree monitoring successfully completed in 2020, with ACTY strand of BBS done separately in very competent manner.

Outcomes

Monitors report is with the APMs and will come to PAQC next meeting.

Confidence in the process and outcomes is high.

Consistency Review

Process

Data gathering on graduate outcomes has improved for programmes covered by consistency review with APMs making direct contact (email) with alumni. This was the main problem with past consistency reviews.

Recent successes plus process improvements from experience gained give PAQC confidence in this process

Outcomes

NZCRE and NZCR recently (2020) completed successful reviews., No reviews expected in 2021.

Professional Accreditation/Other

Process

SAB has a good working relationship with accrediting bodies through APM..

Outcomes

CAANZ accreditation for ACTY programmes is well managed as recent MPA accreditation and re accreditation of BB (ACTY) in 2019 shows.

Stakeholder Engagement

Process

SAB has an IAC which meets twice yearly and staff log industry contacts in the updated stakeholder engagement log. A monthly report from the industry champion to HoS/APM team is shared with PAQC.

Very strong initiative from recent PG programme development to engage and work with local business resulted in 14 businesses (so far) in those programmes for S1 2021.

Outcomes

Highly confident of stakeholder connection to our programmes at levels 6 and above. More work to do at level 5.

Programme Review

Process

No reviews scheduled for 2021. Last review of BBus was in November 2019

Outcomes

Graduate Outcomes

Process

This is an area where APMs have made extra effort in setting up processes for gathering feedback from recent graduates.

Graduate Survey Dashboard

Outcomes

Improved graduate data (cf 2018-19) is being gathered and processes are improving.

Reference:
PAQC Terms of Reference