Te Poari Whai Kounga | Quality Alignment Board

Type:	**Regular Monthly Meeting**
Chair:	**Simon Tries**
Scheduled:	**0830h – 1030h** *Actual:* *0832h – 1142h*
Date:	**Wednesday, 2021-03-10**
Location:	**180-2043**

1. **Whakatuwheratanga** | Opening

1.1. **Karakia Timatanga** | Opening Prayer

Manawa mai te mauri nuku	*Embrace the power of the earth*
Manawa mai te mauri rangi	*Embrace the power of the sky*
Ko te mauri kai au	*The power I have*
he mauri tipua	*Is mystical*
Ka pakaru mai te pō	*And shatters all darkness*
Tau mai te mauri	*Cometh the light*
Haumi e, hui e, taiki e!	*Join it, gather it, it is done!*

1.2. **Mihi Whakatau** | Welcome Speech

1.2.1. **Committee Self-Assessment: Topic**

- How do we as a committee evaluate our QA systems?

The committee considered this question as a kaupapa for discussion throughout the hui instead of a dedicated response was discussed under Item 5.2.

1.2.2. Important Dates

The committee noted the dates in the Schedule 2021 (Updated: 2021-02-26). The dates for the next cycle of committee business are as follows.

1. 2021-04-07: Due date for submission of agenda items
2. 2021-04-14: Agenda released to Members for reading
3. 2021-04-21: Next scheduled hui

1.2.3. Chair Reporting, Te Komiti Mātauranga

Chair Report, Te Komiti Mātauranga (November 2020) – Noted.

1.2.4. Chair Reporting, Te Poari Whai Kounga

1.2.4.1. Chair Report, Te Poari Whai Kounga (November 2020)

The committee noted the Report.

1.2.4.2. QAB Annual Report 2020

The committee noted the Report and discussed the Reflections, particularly the following.

Bullet point 2: *The need for further consideration of the work needed on student evaluation of courses. While the results belong with Ako Ahimura, the response and quality system support should be with this committee.*

The committee discussed:

- how survey response rates could be improved,
- lack of coordination of how many surveys get sent to students,
- the flow map of the survey results and analysis, and
- an issue of timing in semester (e.g. at end of semester students are focused on assessment).

Bullet point 4: *There is a need to enhance the sharing of good practice amongst schools.*

The committee discussed:

- Mechanisms that do or do not exist to share good practice between various components of the institute
- The need for capability to identify good practice when the staff engaging in good practice may simply consider it to be unspectacular.
- The role of the analysis of CEPs, PEPs and PAQC Chair Reports in identifying and utilizing good practice
- The role of cross-School support services, e.g. TPA, who can see good practice as part of their BAU. PAQC Chair Reports.

Bullet point 5: *There was limited oversight of stakeholder feedback except for through the Industry/stakeholder Risk Register and the Academic Risk Register.*

The committee raised concern that oversight of stakeholder feedback may not be comprehensive enough.

Bullet point 6: *Te Komiti's efficiency was hindered at times by the volume of items included for each meeting. More time for required to allow for robust discussion.*

The committee noted that the volume of work is not likely to change in the foreseeable future.

Bullet point 8: *The need to ensure that approved recommendations (memos, etc.) to address issues are implemented to the expected standard and that the committee has oversight of this.*

The committee identified a need to invest in richer and deeper connection with alumni to gain feedback on graduate profiles.

1.2.5. Incoming, Outgoing and Returning Members

The committee acknowledge the changes to Membership for 2021 and the contributions of outgoing Members.

1. **Incoming**
   a. Bryan Davis
   b. Falaniko Tominiko
   c. Martin Carroll
   d. Norberto Ricacho
   e. Rebecca Wood
   f. Tahreem Zia
   g. Wesley Verhoeff
   h. Yusef Patel
2. **Outgoing**
   a. Arun Deo
   b. Lupeti Fihaki
   c. Simon Nash

3. **Returning**
   a. Andrea Thumath (Ex officio)
   b. Anna Wheeler
   c. Antoinette Wessels
   d. Aroha Dykes
   e. Diane Fraser
   f. Eric Stone
   g. Linda Aumua
   h. Maura Kempin (Ex officio)
   i. Mirjana Bogosanovic
   j. Paul Jeurissen
   k. Sadegh Aliakbarlou
   l. Simon Tries
   m. Steve Marshall (Ex officio)
   n. Steve Varley
   o. Te Hau Hona

The Chair addressed the Members concerning expectations and commitments to the mahi of the committee.

- Members need to read papers and discuss them with colleagues before the meeting.
- Members will take Minutes and outcomes of the meeting back to their colleagues for discussion and awareness.

1.3.   Tae Ā-Tinana & Ngā Whakapāha | Attendance & Apologies

Mema | Members Attending

1. **(Chair)** Simon Tries
2. Andrea Thumath
     (Arr. 0945h)
3. Anna Wheeler
4. Antoinette Wessels
     (Arr. 0837h; Dep. 1137h)
5. Bryan Davis
     (Arr. 0841h)
6. Diane Fraser
     (Dep. 1122h)
7. Eric Stone
8. Falaniko Tominiko
9. Linda Aumua
10. Martin Carroll
11. Maura Kempin
     (Arr. 0841h; Dep. 1100h)

12. Mirjana Bogosanovic
13. Paul Jeurissen
14. Rebecca Wood
15. Sadegh Aliakbarlou
16. Sally Conway
     (For: Steve Varley)
     (Dep. 1137h)
17. Steve Marshall
18. Tahreem Zia
     (Arr. 0839h; Dep. 1139h)
19. Te Hau Hona
     (Arr. 0848h; Dep. 1129h)
20. Wesley Verhoeff
     (Dep. 1130h)
21. Yusef Patel

Ngā Whakapaha | Apologies

1. Andrea Thumath – *Lateness*
2. Aroha Dykes
3. Bryan Davis – *Lateness*
4. Maura Kempin – *Lateness*
5. Steve Varley
     (Proxy: Sally Conway)
6. Te Hau Hona - *Lateness*

Absences

1. Norberto Ricacho

Hunga Mahi | Staff in Attendance

1. **(Secretary)** Daniel Weinholz
2. Lele Talagi
3. Trude Cameron
     (Arr. 1115h)

Kōrama | Quorum

The Chair declared quorum with a majority of members being present.

MOTION
That Te Poari Whai Kounga accept the apologies for the meeting.
Moved: E Stone   Seconded: D Fraser   **MOTION CARRIED**

1.4.   Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting/s

Members agreed that the Minutes represented a true and accurate record of the meeting/s.

MOTION
That Te Poari Whai Kounga approve the Minutes of Meeting 2020-11-18.
Moved: P Jeurissen   Seconded: M Kempin   **MOTION CARRIED**

1.5.   **Mahia Atu** | Matters Arising

1.5.1. QAB Minutes 2020-11-18, Item 3.1. > Action

Presenter/s: Eric Stone

Investigations have found that student evaluation material such as course survey results could be used more effectively. Anecdotally, one Head of School conducts regular face to face meetings with student based on the material, and the conversations are powerful and direct. However, few PAQC agenda discuss the material. The material is sometimes confidential and unsuited for PAQC discussion, but better handled by APMs.

Feedback materials gathered early in a semester are more useful because they can be used to improve the course and learner outcomes for those same students in the same semester. A report from Ako Ahimura, which shall soon be presented to QAB, shall provide stronger assurance of material usage.

Consideration should be given to developing a flowchart of what happens with the material and information after a survey or evaluation is conducted and the results gathered. For example, if a result is less than a certain amount, then some action will be taken within specified timeframes and metrics. Whatever way the materials are handled, the institute needs to ensure that learners feel safe, supported and heard.

1.5.2. QAB Minutes 2020-11-18, Item 5.1. > Action

A review of the Terms of Reference has completed with no significant changes of scope.

1.6.   **Committee Management**

1.6.1. **Attendance Tracker**

The committee noted that attendance in 2020 was good overall and the practice of tracking attendance shall continue in 2021.

1.6.2. **Work Plan**

Noted.

1.6.3. Ngā Tautapu Arotake | Actions Tracker

Action-013   [Working Group] Affected Performance Considerations

Because of the exceptional Covid-19 and mental health allowances for evidence in 2020, it is not sensible to compare 2020 performance against the original standard. The Covid-19 allowances have been removed for 2021, but may be reinstated if Lockdowns continue to be raised. Confusion exists among staff as to what guidelines and procedures they should follow now.   Sue Crossan shall conduct a review of the state of the process, particularly in discussion with the APMs.

Status: Active

2.   Mea Hei Whakaae | Items to Approve

2.1.   Course Evaluation & Planning 2020-2021

Presenter/s: Sue Crossan

Many reports were delayed due to Lockdowns. The CEP system has been overhauled over summer to improve based on feedback. Data collected through CEPs are used by many parties, including APMs and Priority Groups.

The number of staff using the CEP dashboard is quite low; action is needed to increase staff usage of the CEP dashboard. The staff who do use the dashboard appear to use it effectively and regularly. Rollout has been impacted by Lockdowns. Staff need rich engagement to improve and modernize the institutional culture and practices. The overhauled system is a big improvement on the original system.

Various Schools have implemented various approaches to raise staff engagement with CEPs. Staff are under a lot of pressure from unpredictable Lockdowns meaning they have to double plan each week in case a campus Lockdown is called and programme delivery must shift to fully online. Additionally, this year's immense and increase in enrolments means that staff workload must shift to redesign courses, meet learner needs and engage with the industry for many more projects and placements.

Te Pūkenga is just starting to look into designing its Quality Assurance systems. Whether it is a Unitec or TP system, QAB will need to continue to engage in self-assessment and continuous improvement.

QAB noted that due date for submission of Programme Evaluation and Planning is 23 April, 2021. QAB commended the mahi of pre-populating data into PEPs.

QAB noted the offer from Heads of School representatives (P Jeurissen and L Aumua) to begin conversations with other HOSs and Schools regarding the need to have staff bring CEPs to their ADEP conversations. QAB noted that this has been a practice in the School of Applied Business ever since CEPs were first implemented.

2.2.   Graduate Survey – Planned approach for review

Presenter/s: Simon Tries, on behalf of Trude Cameron (apologies)

A review of the Graduate Survey process had been intended for 2020 but was not completed due competing priorities.

QAB discussed the current metrics and approaches to what "success" means for learners and graduates, with the following noted:

- Graduates of some disciplines, such as the Arts, often don't always gain significant income from their "area of study" until some number of years after graduation (if ever), which does not align with the approach of measuring success as being "in the area of study".
- Many learners simply want a higher income as their return on investment for study, regardless of whether or not their higher income position is "in the area of study".
- The current metrics also contain what might be shallow successes. For example, a learner could take a $60,000 student loan, graduate and find employment "in the area of study", but then move offshore, default on repayments and contribute nothing back to the national community. This case would register as a success, but in the broader picture is a success only to the learner and no one else.
- International students often undertake study as a pathway to residency, regardless of employment "in the area of study".
- "Success" needs a deep restructuring to account for wellbeing, happiness, community and other holistic aspects which align with global trends in other nations.
- Pacific learners tend to consider success more in terms of their collective family success rather that individual success.
- Some learners leave their programme of study before graduating and yet consider their investment in study to have been a success because they have found a decent or better job before graduation or otherwise have had their needs met. On current metrics, this would appear as "unsuccessful" completion.
- As part of the enrolment process, applicants / learners could be asked to describe the outcome they hope to achieve through their study. This could then be used to develop a more authentic and learner-centric metric for measuring success.

Members are encouraged to provide further feedback to Trude Cameron.

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3.   **Mea Hei Kōrero** | Items to Discuss

(None)

4.   Ngā Tukunga | Items to Receive

4.1.   Strategic Reports

4.1.4. Māori Success

Presenter: Te Hau Hona

Lockdowns have impacted pōwhiri, hikoi and other mahi which introduces people to the place, space and face of Te Whare Wānanga o Wairaka. The due date for reporting completion of Badges in 2020 will close soon (30 March).

4.1.2. Pacific Success

Presenter: Falaniko Tominiko

From the latest SDR data (January update) for Pacific, the rates of Successful Course Completion and Qualification Completion have dropped, but Progression and First Year Retention rates have risen. The drops now mean that Unitec is below target. The cause of the decrease most likely relates to the lack of support resources and capacity to mitigate the impacts of repeated Lockdowns.

Pacific Success aims to set up a Pacific Fono in every School. Research shows that such Fono lead to increases in success rates. Partnerships with external organisations have also been formed to address the lower success rates.

QAB noted that:

- Richer kōrero with applicant learners during the enrolment processes could be used to confirm their resource, support and capacity for study, rather than waiting for problems to arise.
- One School has identified how Lockdowns have especially impacted female learners who are also the eldest daughter in their family.

4.1.3. International Success

Presenter: Tahreem Zia

Enrolments of international students are low. Attention has moved to recruiting international students who are already onshore. Mahi has been impacted by the timing of the latest Lockdown in relation to orientation. The International Risk Register is up and running and being maintained by International Support Advisers. Collaboration is happening with the Ministry on border exemptions. Immigration NZ has confirmed that Unitec will not be able to use the Provider Direct visa processing process. This will significantly delay Unitec students' visa processing. Work with Immigration NZ and the pathway visa scheme means we can now attract students into Foundation-level programmes and provide a pathway and visa all through higher degree levels. Work is also happening to build on the value of international students moving up from high school to tertiary education.

4.1.4. Under-25s Success

Presenter: Andrea Thumath

The Under-25s Badge should be ready for staff to enrol within a few weeks. Non-completions investigation focus groups completed in December 2020. Thanks to staff who confidentially contributed. Findings shall come out in a few months.

4.2.   Oversight Reporting

QAB discussed the single memo covering Consistency Reviews, Degree Monitoring and Programme Reviews.

> - Noted a suggestion that the Trackers could have a column to suggest ways that a rating could be improved.

- Consideration of "the value in expanding the approach used for assuring the consistency of graduate outcomes at levels 1-6 to include level 7-10 programmes" seems to have value for quality governance, however, will require significant resources in order to undertake the mahi. In future, it is likely to become a requirement. Collaboration with the Industry Partnerships team should ensure that duplication of mahi is avoided.   Students need convenient and early access to the Graduate Profile Outcomes statements.

MOTION

That Te Poari Whai Kounga receive the reporting on:

1. Consistency Reviews
2. Degree Monitoring
3. Programme Reviews

Moved: A Wessels   Seconded: M Bogosanovic   **MOTION CARRIED**

4.2.1. Consistency Reviews

Presenter/s: Eric Stone

Unitec has a mature system of Consistency Reviews. Many reviews received a rating of Excellent, and these are worth looking into to discover good practice. Recent commendation for NZQA is typical of much of the feedback from 2020.

QAB commended Eric Stone for the process and system which is supporting this section of the Quality Management System.

ACTION → Eric Stone to consider a support / feedback mechanism for how programmes can improve their ratings, and bring a response to next hui.

4.2.2. Degree Monitoring

Presenter/s: Steve Marshall

Dates that are "TBC" mean that the dates are in negotiation with Monitors. Activities are moving into Semester 1, 2021.

QAB noted commendation for the Degree Monitoring system by the DCE Academic. Permission was requested by the DCE Academic to present the system to MIT as a demonstration of good practice. QAB agreed to grant permission.

4.2.3. Programme Reviews

Presenter/s: Jackie Tims

Many programmes have received ratings of Poor. Lockdowns have impacted the process. Programme Review mahi is happening, but has been highly impacted and delayed by Lockdowns. Notwithstanding this, some reviews are progressing unacceptably.

QAB noted this situation as bearing a high level of risk. S Crossan shall continue to support Schools to achieve success based on the models and good practices of Consistency Reviews.

ACTION → Chair to write to the relevant Heads of School and Academic Programme Managers of programmes with a rating of Poor requiring a plan to address the slow progress.

4.2.4. Programme Closures

Presenter/s: Eric Stone

Eighty (80) programmes are going through the closure process. Thirty thousand (30,000) records in PeopleSoft need to be updated. Lots of work needs to be done. Capacity is limited and slows the progress.

ACTION → Eric Stone to present an overview of the Programme Closure mahi to the next hui.

4.2.5. Te Komiti o ngā Hotaka | Programme Academic Quality Committees (PAQCs)

Presenter/s: Steve Marshall

Student Representatives

Where PAQCs have succeeded in gaining a Student Representative, they have overcome initial concerns and now appreciate and utilise the student input. Some PAQCs still have been unable to get a Student Representative. Student Representatives are gaining capability in how to represent the student body and engage with committees. Likewise, PAQC Chairs are improving at actively engaging Student Representatives in the kōrero of the hui.

PAQC Chairs

QAB noted that the most functional PAQCs have Chairs that input large amounts of time to the performance of their committee. Consideration should be given to how the institute can better recognise the role of Chair and the time and mahi needed to perform it effectively. Various Schools have various approaches. One School provides a 0.2FTE time allocation to their PAQC Chair/s, and these PAQC Chair/s also undertake a quality assurance role within the School. This School's system works very well and could be promoted as an example of good practice.

PAQC Authority and Escalations

QAB discussed how much authority PAQCs have to direct mahi to be completed. PAQCs need to work in partnership with APMs. PAQCs are to assess quality assurance, not to undertake quality management. If PAQCs encounter issues, they can escalate to QAB.

Some escalations on the Tracker have been beyond the remit of QAB. Some have been referred to other teams and memos. Most escalations are redirected to other people.

The action of *PAQC_Action-023* shall redirect to Ako Ahimura | Learning and Teaching Committee.

General

QAB notes this as the first round of PAQC Chair Reports which have received no complaints from Chairs regarding the length of the report. Staff feedback is to hold stability in templates and a period of consistency before further review and refinement.

The Chair was commended for raising the profile of Priority Groups in the PAQC Chair Reports.

MOTION
That Te Poari Whai Kounga receive the reporting on Programme Academic Quality Committees.
Moved: L Aumua   Seconded: S Conway   **MOTION CARRIED**

4.2.6. Academic Risk Management

Presenter/s: Simon Tries
                    (Academic Risk Working Group)

For this round of reporting, engagement with the Risk Register had been too low to be valid and so no written report had been produced. Reasons for low engagement include:

- Low level of user-friendliness
- Technical issues with remote access
- Lack of staff buy-in with the current approach of measuring engagement
- Lack of engagement in training
- Little change in risk levels, meaning that staff see little value in taking time to update the register until the end of semester
- Inconsistent PAQC approaches to discussing risk update need guidance from QAB

QAB noted that the measure of engagement may need to be more focussed on the engagement of the PAQC with the APM and the Register rather than on the engagement of the APM with the Register.

Consideration could be given to whether or not risk levels for certain Priority Groups could be extracted from the Programme Risk Register. International Success maintains their own risk register. Feedback and koha can go to Trude Cameron.

MOTION

That Te Poari Whai Kounga receive the update on Academic Risk Management.

Moved: L Aumua   Seconded: P Jeurissen   **MOTION CARRIED**

4.3.   **Ētahi Atu Rīpoata** | Any Other Reports

4.3.1.   **Unitec Managed Apprenticeships – Schools of Trades and Services**

Presenter/s: Steve Marshall; Simon Tries

This report addresses key issues that are known. Another project (Project Arotakē) is being scoped to identify and address issues that are yet unknown. Another team will oversee all the work to ensure it is a deep structural fix.

The risk involved with this issue is related to NZQA compliance and TEC funding, accelerated by additional funding opportunities for Trades apprentices due to government response to COVID-19 and higher enrolments. Along with this are large numbers of staff changes. Long-term change is needed to support community and employer funding. It is very important to rectify these issues.

This School has had multiple reviews in recent years. This review has a partnership approach to support compliance and improvement.

QAB discussed the meaning of the "burden of DEF" (Memo to PAQC Trades & Services, page 3).

QAB noted that Managed Apprenticeships do not and have never aligned well with the administrative structures of semester delivery whether at Unitec or other ITPs. The new Unified Funding Model is expected to resolve this. The formation of Te Pūkenga presents an opportunity to address this issue across the sector.

A request was made for assurance that no graduate has come out of Unitec without grades and / or tripartite agreements. Assurance was given that no student graduates without achieving the required grades. The Chair shall consider the response to the tripartite agreement request further.

MOTION

That Te Poari Whai Kounga receive the reporting on Unitec Managed Apprenticeships (School of Trades and Services)

Moved: F Tominiko   Seconded: L Aumua   **MOTION CARRIED**

5. Kupu Whakamutunga | Closing

5.1. <u>Ētahi Kaupapa Anō</u> | <u>Any Other Business (AOB)</u>

(None)

5.2. Committee Self-Assessment

(None)

5.3. Karakia Whakamutunga | Closing Prayer

Ka wehe atu tātou	*We are departing*
I raro i te rangimārie	*Peacefully*
Te harikoa	*Joyfully*
Me te manawanui	*And resolute*
Haumi ē! Hui ē! Taiki ē!	*We are united, progressing forward!*