



30 July 2018



Kia ora koutou

It was great to see a good turnout at Tū Arotake · Checkpoint a couple of weeks ago. We talked a lot there about the results of our recent Internal Evaluation Review (IER) so if you missed it, you can catch up on the key messages in this one-minute [video summary](#).

During the panel discussion, I shared a [snapshot of the key themes from the IER](#) and how they are informing an action plan. The top row identified the focus areas and the left hand column the feedback from the ten evaluators: five internal and five external. While this snapshot is only a sample of the full list of themes, you can see from the coloured blocks that there were many times when the feedback was similar for different focus areas.

We're now developing an action plan to address the findings.

For example, the top two themes relate to the way we use data here in general. While we collect lots of it, we don't consistently evaluate the data and use the findings to make improvements. Remember from Kickstart at the beginning of the year that one of the seven habits of a Category 1 institute is to "Self-Reflect, using valid evidence, within a culture of continuous improvement".

So, in relation to data, we'll run a data boot camp to coincide with the Semester 1 PEP exercise. Another action is to benchmark against other providers, which is something we did earlier with Nursing. Josie and Niko have also provided rich data relating to Māori and Pacific success for teams to work with at the pathway and network level.

Planning actions against the recommendations is a useful exercise to increase our capability in self-assessment. What I've observed over the last six months is that we're slowly becoming more comfortable with the concept, although it can be challenging at first. Often the first response to a conversation about evaluating ourselves is: who will see this and what else will it be used for?

Most of our teaching staff are currently going through another self-assessment exercise, this time against the teaching competencies. That self-assessment tool helps to inform honest discussions around development needs, but the detail is not for wider use. As with NZQA's requirements for self-assessment, the purpose is for us to develop accurate self-evaluative capability so that we know how good we are and what our areas for improvement are. Then, individually and as an organisation, we can plan and act accordingly.

Finally, the consistent question I get from teaching staff is: What can I do right now? My response is to make sure that your grades are in, work on your course evaluations and engage with data to strengthen your PEPs.

Ngā mihi

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