Evidence types and ideas for gathering

All evaluative material in your PEP must be generated from, and be able to link back to, evidential material that you have collected, particularly across the semester. This includes quantitative data as well as qualitative.

Talk with your Academic Quality Administrator (AQA) regarding the availability of data they can access and have on record, including Quality Assurance material, and to Te Puna Ako for data around Staff professional development. Contact Te Korowai Kahurangi if further help is needed.

Gather relevant Course Evaluations. And we would recommend you request/attend a session on navigating PowerBI.

Evidence sources of relevance:

- statistical data such as student attendance, course completion and retention (Power BI)
- detail on student entry requirements, portfolios
- student feedback (NPS and course surveys, focus groups, social media, phone responses etc)
- handbooks and other information for students and new staff, and evidence of updating
- Course Evaluation Plans (CEPs)
- programme strategy, approval and delivery documents, and evidence of programme changes
- timetables and delivery schedules
- evidence of moderation
- monitor's report, audit reports
- National exam pass rates
- graduate surveys/feedback (NPS etc) – progression to further study, employment…
- logged anecdotes (some programmes use course diaries for this, and for industry engagement)
- records of staff PD and staff/student research outputs – PBRF report, conferences, awards…and professional development activity
- PAQC, team and Industry Advisory Committee minutes
- pastoral care records – records of usage of student services, health and counselling
- peer observations and teaching evaluations
- Education Counts national SCC data: https://www.educationcounts.govt.nz/statistics/tertiary-education/retention_and_achievement Use this data to compare your programme against national averages for the previous year.
- employer, industry, iwi and community feedback (surveys, IACs, consultations etc)
- professional body registration rates
- risk management plans
- complaints log and outcomes

Appendix I offers a glossary of Education Performance Indicator terminology and definitions.

Some ideas for gathering qualitative evidence

- Creative Industries has a weekly newsletter noting and celebrating what is happening in their wider community, with students, faculty and graduates. This aids response to KEQ2 (value of outcomes for stakeholders) and notes about research/professional engagement.
- NZ Certificate in Retail designed a Home Study Log for guidance and accountability around home study hours, investing into student success (KEQ1) and programme delivery (KEQ3).
- BHS(MI) has a very active feedback loop with students via 6 student reps who meet every 5-6 weeks during the semester with teaching staff, enabling prompt response to suggestions for

improvement in programme delivery (KEQ3) and student support (KEQ4). These meetings are minuted.

- Community Development programmes employ a pre-course peer-moderation process to check that what is planned is to standard and to flag any things to be watching out for. This is tracked in Course Evaluation and Planning (CEPs) across a semester (KEQ3).
- Architecture programmes have course diaries in which anecdotal feedback is logged as it emerges in conversations with students and stakeholders and feeds into discussions, where appropriate, with ALs and the HoS (KEQ 2, 3, 4, 5).