

Examples of good evaluative comments: KEQs 1-6

(The following have been taken, and in some cases adapted, from several of the Interim 2018 PEPs).

KEQ 1: Student achievement

(What/How) According to programme data in Power BI, International Successful Course Completion (SCC) fell from a very high 97% in 2017 to a still reasonable average of 88% (wider Unitec average is also 88%). **(Why)** It is difficult to precisely qualify this reduction, however the gradual pedagogical shift to a more student-directed creative engagement appears – according to anecdotal feedback and student surveys – to have been more complex to understand and implement for students who are used to a greater didactic style of teacher interaction in their home countries. **(So What?)** Action: Explore options for supporting international students in the new pedagogies, including alerting Student Success to the changes in order to focus the help they give.

*Note: From the actions identified across the 6 KEQs in your evaluative comments choose **the top 3-5 overall** that would bring significant improvement to your programme, and craft them into SMART goals. All actions should not appear in the SMART goals table.*

(What/How) In the SCC data for the programme Māori students showed the lowest percentage of success in the programme at 67%. Of nine Māori students three were granted SAC's to assist their chance of success in completing, but were unable to do so even with extra time. **(Why)** Each student was interviewed and the factors around their situations [eg home and family demands, long work hours] were so demanding of their time that completing this programme was always going to be difficult for them to achieve. **(So What?)** Actions taken: 1. The AL communicated with the Student Enrolment Manager who agreed to identify students in the Priority groups and alert the AL to their application. 2. The AL had a discussion with these students prior to enrolment to make sure they are fully aware of all the requirements and to put support around them. Both of these actions will be pursued and monitored in coming iterations.

(What/How) Course data notes that 38% of our students are Pacific (90/236). Course Completion average rate for Pacific achieves the Unitec target (74% against the Unitec target of 73-77%). **(Why)** Investigation into the factors affecting success revealed that staff development was needed to help them understand the needs of Pacific students better, and that the support of family and community could help the 26% of students struggling, most of whom are under 25. **(So What?)** Actions taken: 1. A Pasifika consultant was appointed from within the staff to provide support and advice for staff members who identified Pasifika students with significant challenges that could become barriers to success. 2. Regular Pasifika Fono events (see notes on dates and topics) are undertaken offering targeted support in collaboration with Unitec Pasifika student support services and Pasifika Aiga nights have been held to engage and include Pasifika aiga and communities in the Unitec community and the educational process. 3. Fortnightly Pasifika student writing retreats were organised at the Waitakere campus. All three initiatives are being monitored for their effect on course completion.

(What/How) In our course data, at 110 EFTS (23.8.18) enrolments are up on this time last year and on track to exceed the department target of 168 according to our projections. **(Why)** These enrolment numbers are a positive reflection of the exceptional work of our Enrolment Manager and the highly effective way she connects with other SEMs and the Leadership team, as well as the commitment of the teaching team to the Skills Review sessions, which applicants attend, completing diagnostic tests in numeracy and literacy before having a one-on-one interview to discuss which course is most

appropriate to enrol in. **(So What?)** Action: Continue to employ an Enrolment Manager and to undertake the Skills Review sessions with each new cohort.

KEQ 2: Value of outcomes for students and stakeholders

(What/How) 100% of 2017 graduates were employed within 3 months of graduation, a figure we obtained as a result of contact with employers and a survey of graduates. **(Why)** The majority of these graduates were employed within their student clinical placement sites. This reflects that clinical managers recognise our graduates have the skills and attributes required to transition successfully into working in an increasingly complex healthcare environment. Nevertheless, a more formalised approach to collecting this information would be beneficial. **(So What?)** Action: Talk with BI team to collect graduate destination data for the 2018 graduated cohort. This will be helpful in tracking where our graduates seek employment.

(What/Why) Strong connections with our alumni ensure we remain current in our understanding of the value of our outcomes for them. **(How)** Lecturers stay in contact with students via LinkedIn and through personal relationships. Students are also invited back to deliver guest lectures, and lecturers also facilitate contact between current students and graduates. In addition, the Academic Leader has a list of graduates with their places of employment, and the Facebook page (link provided) continues as a digital meeting place and conversational forum. The Facebook page is updated with employment or volunteer opportunities sent to the Academic Leader or the lecturers; they also send opportunities to graduates when they see a match. These activities are not, however, focused enough to help us gauge the value of our programme outcomes over time. **(So What?)** Action: Investigate possible ways in which relationships with former students can be grown in order to gather more useful data to correlate programme outcomes with value for work and community engagement.

(What) Curriculum renewal focused on creating an industry aligned programme directly connected to the workplace. Much of the learning is spread across courses, allowing students lots of practice-based, in-work experience. **(How)** As a result we have greater course connection with our stakeholders, which in semester 1 included: Auckland Cricket in Strategic Sport Marketing; Adventure Works in Team Leadership; Gladstone Primary School in Intro to Coaching; Waterview Primary School in Human Development; Six Secondary Schools in the Physical Education courses; Sport Waitakere across several courses including Practicum, Coaching courses; Innov-8 Shoes in Applied Sport Marketing; Northern Stars Netball Franchise in Strategic Sport Management; Auckland Football in Intro to Coaching; Northern Netball in Intro to Coaching. **(Why)** Professional practicum, work based and work integrated learning all provide us with ongoing input into our programme. Students on placement report back on what knowledge and skills they can use and what we could add to programmes and industry supervisors give ongoing feedback on the readiness of our students for work. **(So What?)** Action: Develop a process of capturing the more informal industry connections to add further detail to the feedback loop.

(What) Our programme continues to deliver a profession-relevant course of study. **(Why/How)** There was a 53% response rate to a Semester 1 survey gauging how our programme supports students in to full employment. Students move quickly into paid employment from year one to year two. By their third year, all students are either fully (56%) or partly (44%) employed. All respondents are now fully employed in ECE. There is no data available at this time about Māori and Pasifika employment as the survey did not request ethnicity. **(So What?)** Actions: 1. Investigate how to raise survey response rates. 2. Design the next survey so that it includes a question to identify priority students.

(What) We have very good connection to the construction and infrastructure industry and employers indicate that they like the Unitec product and brand. **(How/Why)** Major employers sponsor our annual

Construction Award Ceremony, Expo Exhibition, Scholarships and the Careers Fair where students meet prospective employers. Employer surveys rate the skills and attitude of our interns and graduates highly; the minutes of our Industry Group meeting affirm this. **(So What?)** Action: Currently the Industry Group meets annually. Look to make this twice annually to strengthen the employer feedback loop.

KEQ 3: Programme effectiveness

(What) Regular student-staff liaison meetings with the six student representatives are scheduled every five to six weeks during the semester. All semester 1 action points have been resolved. (See copies of the minutes of the meetings). **(Why)** The main focus of these is to allow concerns to be raised and resolved in a timely manner and to promote effective two-way communication. **(So What?)** Action: Book in student-staff liaison meetings for the coming semester so they are a priority in people's diaries.

(What) There are more than 30 Industry individuals and companies who have contributed to the course teaching in semester 1. **(Why)** These companies recognize the important role they play in ensuring the next generation of graduates are equipped with the skills and knowledge required within Industry practice. Students are well supported by the key companies such as the textile houses with sample materials used to specify for projects. As evidenced by graduate data, students develop these important designer/supplier relationships while studying on the Programme and continue these relationships into their future roles within industry practice. See Appendix 1 for full list of external industry contribution. **(So What?)** Action: Aim to use Alumni to a greater extent as Guest speakers and guest critics.

(What) The Level 4 teaching team have steadily kept records of inconsistencies and possible errors in the delivery of the teaching materials from Massey. The unpacking and delivery of the teaching material has often caused minor chaos. **(Why/How)** For example: The rubrics are not mathematically sound and are often illogical. Our internal moderation, script marked by four lectures in same subject, had a 21-mark difference for the same assessment. When externally moderated it was different again. While student feedback on the course in surveys has been good, behind the scenes the lecturers work hard to make it work for the students. **(So What?)** Action: Send evaluative feedback to Massey and request a response as soon as possible.

(What & Why) Art and Design creative outputs are fundamentally subjective and primarily taught in a project-based paradigm: it is essential to have a robust moderation and assessment policy to ensure students and staff are confident of expectations and standards. **(How)** All briefs are pre-moderated by experienced staff, students are given continuous critical feedback and present work for formative assessment. Formal written and verbal feedback and grades are given based upon the common Assessment Rubric after cross moderation. Students then resubmit their work (usually at the end of semester) for summative assessment. Digital and analogue work presented for Summative Assessment is marked, cross moderated with teaching staff, internally moderated and then ratified. As a new degree, courses (and grades) are externally moderated as well per our moderation policy. (See moderation and assessment records). **(So What?)** Action: Continue with these processes to ensure robust delivery.

KEQ 4: Student support and involvement

(What) Young Pacific Island students have not always been regularly attending classes. **(How/Why)** A lecturer phoned to discover the story behind the absences and uncovered a clash of loyalties with family expectations. It was negotiated that whenever this happened, a student would get in touch to be

held accountable for turning up to class. Meanwhile a tuakana-teina approach was taken where mature students were paired up with the younger students because culturally this is an effective strategy. This has increased the sense of community within the cohort, as well as improved completion. **(So What?)** Action: Continue with the tuakana-teina model in the coming semester and, where culturally important, keep in phone contact with students.

(What) Students are consulted regarding course changes, however minor, to ensure they are well supported. One course starts on Saturdays at 9.30 but staff are available for questions before this time.

(Why) As most students are working during the week this gives them time to prepare for their classes.

(How) Most students said in the mid-course evaluations that they would like the classroom to be open for them at around 8.45. As a result, staff ensure that they are available and there is access to the classroom.

(So What?) Action: Include in mid-course evaluations course-specific initiatives in order to check whether they continue to be helpful for subsequent cohorts.

(What/How) The programme has a very high level of SCC and CR across its courses monitored via a high volume of student course feedback. Student surveys are conducted mid-semester and end-of-semester.

(Why) The delivery method for all courses is the student-centred active learning approach of flipped learning. Most on-boarding of information is done before class in a student's own time. Students then come to class armed with this information and apply it to a new activity based on industry practices. This makes for a very interactive and engaging study environment. **(So What?)** Action: Continue to explore discipline-innovations in flipped learning, researching the ideas of others beyond Unitec working in the same field.

(What) This semester higher numbers than before of under 25 students have needed referring to counselling. **(Why/How)** We have a documented Pastoral Care Process (H/: --Pastoral Care) for the all staff to follow. Both the Pastoral Care Coordinator and the Academic Leader share the same office and have had a steady stream of students dropping in for advice, support or just a visit. These two are acutely aware of the delicate issues and severe anxiety faced by some students. On 17 separate occasions students came to the office to seek advice and were given Special Assessment Circumstances applications. Students are personally walked to the various support centres by either their lecturer, Pastoral Care Coordinator or the Academic Leader. We are rarely informed of feedback from referrals but this is to be expected given the Privacy Act. On occasion, to accompany a Special Assessment Application, the counsellors will call or submit a letter of validation. In terms of formal feedback, this is not received but it would be helpful to find out statistically, numbers of those seeking help. **(So What?)** Action: Investigate the possibility of tracking the number of those seeking help so that analysis can be done as to whether this is a trend amongst this age-group, and in other programmes in the School.

KEQ 5: Governance and management

(What/Why) Communication between 2 of the 3 staff members was problematic in this course because of personality differences. In spite of this the course was managed appropriately and students were not disadvantaged. **(How)** The staff members were involved in meetings with HoPPs and HR and a significant amount of time was required to try and resolve their issues. Staff members have been reminded of the Unitec Code of Conduct and their responsibilities to treat each other with dignity and respect at all times. **(So What?)** Action: As a result of the poor staffing communication, it was agreed that weekly catch up meetings need to be attended by all team members and that a clear set up meeting is required before semester start. Clear expectations of start times need to be negotiated and agreed upon.

(What) Physical building resources remain at a substandard level. **(Why/How)** Teaching environments (in particular, temperature) and services to teaching, such as book/stationery store and copy centre, remain consistent areas of complaint from the student body in student surveys and course diaries. Of particular concern for the lecture theatres is the poor resolution quality of the data projectors that compromise the quality of the information projected. **(So What?)** Action: These issues cannot be resolved by the Pathway. How can they be brought to the attention of the appropriate decision-makers?

KEQ 6: Compliance

(What) We have had a renewed focus on Health & Safety. All students and new staff are inducted into the programme by our in-house Health & Safety team. **(Why & How)** Due to the excellent support of our Dean and HOPP, replacement (power) machinery for our workshops was purchased and has been installed within the workshop barns. This workshop equipment has replaced older machinery which was made obsolete by the new OSH regulations. Dates of workshops and attendees have been logged. It should be noted that due to careful H & S management we have not had any serious accidents in memory, but the newer machinery is an appreciated investment in the future of our disciplines. **(So What?)** Action: Ensure each semester new students and staff complete the Health & Safety induction to ensure safe practice around the new machinery.

(What) All of our students have always completed a Ministry of Justice criminal convictions check. This safety and compliance process was further enhanced in 2017 by ensuring all students were police checked in accordance to the Vulnerable Childs Act. **(How & Why)** In 2018, all new students have completed their checks and this is recorded in the database. We are also in the process of ensuring that current students who may have not had a VCA check will get one before any placement course is started. Ideally this would be done upon enrolment so students and staff are clear about who is compliant. **(So What?)** Action: Investigate making the VCA check a condition of enrolment.