

**End of Year Programme Evaluation and Planning Report**

**End of Year, 2018**

Programme*: name (Level x) (PeopleSoft code) [NZQA code]:*

*Leading to the*

Qualification*: name [qualification code]:*

2018 Network: Network Name

2018 Pathway: Pathway Name

2019 School: School Name

Head of School: Name

Academic Leader**:** Name

*The above information will be populated by Te Korowai Kahurangi*

# Purpose

The purpose of this report is to summarise the **performance of the programme(s)** by outlining:

* the **evidence and evaluative insights** on which our performance assessments and management are based
* the **actions** we have and will take to maintain or improve that performance

In achieving its purpose, this report answers the Key Evaluation Questions (KEQs, listed below) set by the New Zealand Qualifications Authority (NZQA).

1. How well do students achieve?
2. What is the value of the outcomes for key stakeholders, including students?
3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
4. How effectively are students supported and involved in their learning?
5. How effective are governance and management in supporting educational achievement?
6. How effectively are important compliance accountabilities managed?

In answering these questions, we have given due consideration to [NZQA’s Tertiary Evaluation (outcome and process) Indicators](http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/tertiary-evaluation-indicators/) and have used [NZQA’s Rubric](http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/External-evaluation/eer-rubrics-revised.pdf) (excellent/good/marginal/poor) to guide our assessments.

*This report is an important part of our commitment to continual performance improvement and robust self-assessment.*

*Any suggestions to improve this document can be sent to* *tkk@unitec.ac.nz*

# Introduction: Overall Context

What stage in its life cycle is your programme?

Please provide no more than a page summarizing key internal and external events and developments your programme has faced this year and the degree to which these have been positive or negative.

What impact is it anticipated they will have as the programme heads into its next year of delivery?

Your AQA will organise and make available Core Performance Data for referencing as you write your evaluative commentary. Please DO NOT include it in this report.

# Key Evaluation Questions (KEQs)

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| Student Achievement*KEQ1: How well do students achieve?*  |
| 1. Achievement on this programme is Excellent/Good/Marginal/Poor. This self-assessment is based on our performance data and the evaluative insights summarised below.
2. Summariseinsights on student achievement in 2018, including trends and/or performance gaps between the overall rate and Māori, Pasifika, and Under 25, or any other significant group (e.g., international students).

How do you know this? What, from your data etc, evidences them?Why do successes or gaps/weaknesses exist? What is creating them?*Refer to evidence from the following sources:* * *Course Completion – including trends across the programme or course-specific strengths or issues*
* *Retention – as for course completion*
* *Positives and/or concerns in regard to achievement of Priority Students (Māori, Pacific, International, under 25s)*
* *Literacy and Numeracy (typically for Levels 1-3) - rate of Gain*
* *Other Student Achievement Measures – eg external assessments, awards*
* *Qualification Completion*
* *Education Counts national SCC data for benchmarking purposes* [*https://www.educationcounts.govt.nz/statistics/tertiary-education/retention\_and\_achievement*](https://www.educationcounts.govt.nz/statistics/tertiary-education/retention_and_achievement)

*Please provide links to substantiating data; DO NOT copy it into this report. Evaluative commentary should be no more than two pages.* 1. What specific actions have you taken or will you take to improve student achievement in 2019?
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| Value of learning outcomes for key stakeholders*KEQ2: What is the value of the outcomes for key stakeholders, including students?* |
| 1. The value of outcomes for key stakeholders (students, employers, wider industry including accrediting bodies), is Excellent/Good/Marginal/Poor.
2. Summarise the value that programme outcomes have had for key stakeholders in 2018.

How do you know this? What, from your data etc, evidences it?Why do successes or weaknesses/issues exist? What is creating them?*Refer to evidence from the following areas:* * *Employment opportunities for students and success in finding work – comparison across priority groups and overall*
* *Progression to further study – comparison across priority groups and overall*
* *Graduate Value – usefulness for working life*
* *Employer / Community Value – satisfaction with student competency in technical skills, attributes/qualities, and contribution to iwi and community bodies*
* *Research outputs by students or programme staff contributing to employment contexts and relations*
* *Industry Groups/Professional Bodies –their feedback on the value of the programme*

*Please provide links to substantiating data; DO NOT copy it into this report.* 1. What specific actions have you taken or will you take to improve the value of learning outcomes for key stakeholders in 2019?
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| Effectiveness of programme design and delivery*KEQ3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?* |
| 1. The extent to which the design and delivery of this programme match the needs of learners and other stakeholders is Excellent/Good/Marginal/Poor.
2. Summarise from feedback received how well programme design and delivery, including learning and assessment activities, has matched student and stakeholder need in 2018. Are there emerging/continuing issues?

How do you know this? What, from your data etc, evidences them?Why do successes or weaknesses/issues exist? What is creating them?*Refer to evidence from the following areas and sources:* * *Engagement with and feedback from External Stakeholders*
* *Student Engagement and Feedback – reps, student and graduate surveys, recorded anecdotal feedback, complaints, experience of work placements, assessments, Moodle*
* *Integration of matauranga Māori*
* *External Input from monitors/moderators, panel visits, consistency reviews, audit*
* *Programme Changes – based on feedback from stakeholders, with what result?*
* *Teaching Practice – eg feedback from peer observations*
* *Research Discoveries – new content and pedagogy informing the programme*
* *Professional Development of staff impacting programme effectiveness*
* *Assessment – do they offer valid and reliable indicators of student competence and attributes? timing across courses, issues, innovations*

*Please provide links to relevant substantiating data; DO NOT copy it into this report.* 1. What specific actions have you done and will you do to improve programme design and delivery in 2019?
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| Student support and engagement*KEQ4: How effectively are students supported and involved in their learning?*  |
| 1. The guidance and support of students on this programme is Excellent/Good/Marginal/Poor.
2. Summarise from feedback received how well students have been supported and involved in their learning in 2018, including any gaps or issues. Ensure clarity on priority groups.

How do you know this? What, from your data etc, evidences it?Why do successes or gaps/issues exist? What is creating them?*Refer to evidence from the following sources and areas:* * *Students’ Views from surveys, anecdotes etc on support available, and how communicated, and on support received and student satisfaction re that*
* *Students' levels of engagement – understanding and ownership of goals*
* *Support offered priority students (Māori, Pacific, International, under 25s)*
* *Pathway / Network Support – support offered by teaching staff*
* *Student Support Centres – quality of service, ease of referrals, feedback loop*
* *Progression – transitioning students to careers or further study*
* *Feedback to students – timeliness, effectiveness, response to complaints*

*Please provide links to relevant substantiating data; DO NOT copy it into this report.* **3***.* What specific actions have you done and will you do to improve the support and involvement of students in their learning in 2019? |

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| Support from governance and management*KEQ5: How effective are governance and management in supporting educational achievement?*  |
| 1. The governance and management on this programme is Excellent/Good/Marginal/Poor at supporting educational achievement.
2. Summarise the positives and/or emerging or continuing issues in terms of governance and management in 2018 from the programme team’s perspective. Why are they so?

*Consider:* * *Leadership – clarity of purpose, direction, support from all relevant levels*
* *Resources – technology (hardware, software), physical buildings and equipment, etc*
* *Staffing – professional development, loading, valuing, recruiting*
1. Note any specific actions that may then be used to inform the PAQC and HoS response near the end of this report.
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| Compliance accountabilities*KEQ6: How effectively are important compliance accountabilities managed?* |
| 1. The extent to which important compliance accountabilities are effectively managed is Excellent/Good/Marginal/Poor.
2. Record insights as evidenced by your data, regarding achievements/learning/change/challenge in meeting compliance accountabilities in 2018. Why are they so?

*Consider:* * *Staff awareness and use of programme policies, procedures and external requirements*
* *Whether programme delivery has been in accordance with Unitec and external regulations and requirements, including*
	+ *Literacy and numeracy testing (for level 1-3 programmes)*
	+ *Moderation (internal and external) requirements*
	+ *Result reporting requirements*
	+ *Recognition of Prior Learning*
	+ *Ethics approvals*
	+ *Code of Practice for International Students*

To what extent has the programme has been delivered in accordance with the approved programme document, including:* + *The extent to which delivery matches the current approved programme document*
	+ *The extent to which the programme document matches NZQA and TEC records on what is approved*
	+ *The hours, weeks and mode of delivery*
1. Note any specific actions that may then be used to inform the PAQC and HoS response near the end of this report.
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# Past, present and future improvement actions

***Copy and paste*** *into the table below the SMART goals you made in your last PEP.* ***Update*** *the final column of the table – what has been achieved to date?*

***Review*** *the specific actions you have recorded or committed to under each of the sections of this PEP. Which* ***three to five*** *overall need to be your priority items for 2019?* ***Craft*** *them into SMART goals and insert the details below.*

*This table becomes a standing agenda item for the Programme Academic Quality Committee and Advisory Committee meetings for tracking progress.*

***Each action on the plan must be SMART – specific, measureable, achievable, relevant and timely.***

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| ***PEP Year - Action number*** | ***Continuous Improvement Action*** | ***Individual responsible*** | ***To be done by (date)*** | ***The action will be considered successful when******(intended outcome)…*** | ***Achievement to date******(actual outcomes, including dates achieved)*** |
| 2018 Interim-1 |  |  |  |  |  |
| 2018 Interim-2 |  |  |  |  |  |
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| 2018 Summative-1 |  |  |  |  |  |
| 2018Summative-2 |  |  |  |  |  |
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# PAQC review of PEP report

*The PEP must be considered by the PAQC, the following questions discussed and minuted.*

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| COMMENDATIONS: What, from this PEP, does the PAQC note as being a particular strength of this programme? How could this be built upon in the coming year? |
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| KEY ISSUES/ACTIONS: What, from this PEP, does the PAQC identify as key issues impacting upon the effective delivery and ongoing relevance of this programme? Are the proposed actions appropriate to address them? |
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| * 1. SMART GOALS: What progress does this PEP evidence toward the completion of SMART goals set in the previous PEP? What reasons are known for any delays? Any suggested refinements to the SMART goals for the next period going forward?
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| EVALUATIVE CAPABILITY: What rating does the PAQC put on the quality of self-assessment of the programme team across this PEP – Excellent/Good/Marginal/Poor? Explain the reason for this rating. What actions would the PAQC recommend the programme team take – or support be sought – to maintain (if ‘Excellent’) or to improve the rating?  |
| The quality of self-assessment of the programme team is Excellent/Good/Marginal/Poor |

Electronic submission of this report is accepted as verification that the report is final. Send to qab@unitec.ac.nz