Programme Evaluation and Planning: Why do it?

We say that we are passionate about making lives better through learning and teaching.
Our programmes are a key commitment to this, offering qualifications that we believe will skill and equip students for living and working in today's environments, and being prepared for tomorrow's possibilities.

Mahi Kotahitanga:

Programme Evaluation and Planning invites us to pause together and critically reflect on the semester or year just gone, bringing our learning as course teachers into communal conversation, practising Āta – deep thoughtfulness in our listening, analysis, conversation and writing aware of the relationships crucial to our work – to identify trending strengths and weaknesses across the whole programme, shape action points and set goals for continuing improvement in delivery. It is an opportunity to record what internal improvement and external support is needed to ensure current and/or the next cohort of students get the best possible education.

Āta-haere: Approaching reflectively

So we ask ourselves…

- How well are our students succeeding – particularly those identified as priority groups?
- Are we listening to and reflecting in our teaching what our students, our iwi and communities, and our industry stakeholders are saying to us? How relevant are we? Are the outcomes we offer valued?
- Are all students being empowered by our programme and keen to engage in it, or only some? What kind of support are they receiving, and need going forward?
- Is our educational approach grounded, and innovative – a great example of best practice in adult education?
- Is the institutional support we receive and our leadership enabling our programmes to thrive?
- Are we delivering on what we promised and doing so within the boundaries we set, mindful of our industry's standards?

➔ As we ask each of these questions: How do we know this? What evidence are we speaking from? What is the evidence really saying? Can we diagnose why?

➔ And what will we do in response?