Reading your evidence

All evaluative work and comments must be grounded in and drawn from the evidence that has been gathered. We need to be able to show that the analysis we offer and the actions we decide to take going forward are based in available facts carefully sourced.

The Key Evaluative Questions, which the template is built upon, focus your attention, in turn, upon six areas of a programme's life that NZQA is particularly interested in: student achievement; value of learning outcomes for key stakeholders; effectiveness of programme design and delivery (for matching student and stakeholder needs); student support and engagement; support from governance and management; and compliance accountabilities.

What is there?

Whether reading quantitative (eg PowerBI statistics) or qualitative (eg anecdotes, or comments written into student surveys) data, first of all you need to look at what is there.

- What, from the statistics or stories from across a programme are showing as real strengths? What can you celebrate? What in the various data comprising your evidence tells you that (How do you know it?)
- What are emerging as weaknesses, gaps, emerging or continuing issues? What in the various data comprising your evidence a is telling you that? (How do you know it?)

Note: It is important that you listen and observe closely. If, for example, students are giving negative feedback on their surveys that should immediately be picked up by you either to discuss it and determine an action in response, or to offer a refutation based on other evidence you hold.

What is not there?

Sometimes what you need to critically reflect upon is what is 'not' – from the negatives or the silences. Doing so valuably ensures others that you are well aware of the story your evidence is telling – the facts and the 'gaps.'

> For example, course completions might be sitting at 75%. Immediately you should make a note to analyse what is going on with the 25% who did not complete, or to document what you have already discovered in investigations into this during the semester/year.

> Perhaps you do not have any Under 25s in your cohort – especially if your programme is postgraduate. Make sure that you will, even briefly, say why when it comes to interpreting this gap.

> Perhaps the voices of particular priority groups are not being heard in surveys, community consultations, or classroom engagement and actions will need to be put in place to seek their input.

Some information can be captured on the page in black and white. Some your programme team will be experiencing as they teach, which is why it is useful to be working on evaluation together.

What is trending?

As your team looks across the courses and other data for the whole programme what, in the areas of the KEQs, is a continuing trend or an emerging trend that the team can either celebrate or needs to be concerned about?

Perhaps your Industry Advisory Group has been offering particularly useful support or insight and is growing in strength. Or perhaps this time around the group has experienced turnover and been much less engaged and is needing to be rebuilt.

Perhaps noticeable features are emerging in terms of the academic or pastoral support that students are needing – features requiring the upskilling of staff and greater help from Support Services.

Perhaps a particular resourcing issue continues to impact upon the ability of the programme to deliver effective education (access to technology, the rooms available, staffing challenges, timetabling, enrolments etc), and is something the programme needs the Unitec services concerned to act upon.

Note down what your team is noticing and then prepare to discuss it together – the next step: **Āta-whakaaro: Interpreting the data.**